

Final
STAFF SUMMARY OF MEETING

EARLY CHILDHOOD AND SCHOOL READINESS LEGISLATIVE COMMISSION

Date:	07/28/2014	ATTENDANCE
Time:	09:05 AM to 03:52 PM	Kefalas X
		Marble X
Place:	HCR 0112	McCann X
		Wilson X
This Meeting was called to order by		Todd X
<u>Representative Pettersen</u>		Pettersen X

This Report was prepared by
Kristen Koehler

X = Present, E = Excused, A = Absent, * = Present after roll call

Bills Addressed:	Action Taken:
Call to Order	Witness Testimony and/or Committee Discussion Only
Implementation of Legislation Panel	Witness Testimony and/or Committee Discussion Only
Early Childhood and the Business Community	Witness Testimony and/or Committee Discussion Only
Early Childhood Professional Development	Witness Testimony and/or Committee Discussion Only
Family Support for Early Childhood	Witness Testimony and/or Committee Discussion Only
Public Comment and Committee Business	Witness Testimony and/or Committee Discussion Only

09:06 AM -- Call to Order

Representative Pettersen called the meeting to order. Each member of the commission introduced themselves and stated the working group that they are chairing. All members of the commission were present. Representative Pettersen went over the plan for the upcoming meetings. She said that the expectation is for the working groups to meet at least twice during the month of August.

09:15 AM -- Implementation of Legislation Panel

Representative Pettersen invited the panelists to the table. The presenters introduced themselves. The panel included: Dr. Melissa Colman, Executive Director, Teaching and Learning Unit, Colorado Department of Education (CDE); Ms. Mary Anne Snyder, Director, Office of Early Childhood, Colorado Department of Human Services (CDHS); Ms. Marcia Bohannon, Deputy Chief Information Officer, CDE; Mr. Colin Tackett, Business Analyst, CDHS; and Mr. Eric Myers, Director, Taxpayer Services Division, Colorado Department of Revenue (DOR).

Dr. Colman began the presentation by providing an update on Senate Bill 08-212, also known as CAP4K. She provided her presentation as a handout to the commission members (Attachment A). Dr. Colman discussed the components of the legislation and said that the bill included provisions for school readiness and assessment revision. She talked about what it means to be "school ready" and said that the term relates to how ready a child is to engage in school, but also how ready a school is to serve the needs of the child. She said that school readiness includes approaches to learning, motor skills, cognitive development, and social/emotional well being. She talked about the role of the State Board of Education in defining school readiness and adopting assessments that align with that definition. She discussed school readiness assessments, and their role in helping to determine instruction and intervention. She talked about the limited availability of school readiness assessments that meet the state standards.

Senator Todd asked about the Race to the Top - Early Learning Challenge (RTTT-ELC) grant that CDE received. Dr. Colman responded that the grant was for \$45 million over a four-year period and that a portion of the funds go directly to CDE to support work surrounding school readiness. Representative Wilson asked when the RTTT-ELC grant terminates. Dr. Colman responded that it terminates in 2016. Committee discussion with Dr. Colman ensued, concerning the availability of school readiness assessment data.

09:29 AM

Ms. Snyder began her portion of the presentation. She talked about the various programs that were transferred to the Office of Early Childhood within the CDHS, including child care licensing, early childhood councils, and early childhood mental health, among others. She discussed the benefits of the new office, stating that it has led to better program alignment and more efficient and effective use of resources. She said that the lack of infant and toddler care resources in the state is startling.

She talked about House Bill 07-1062, concerning early childhood councils and funding provided to the councils. She said that each council will produce a school readiness scorecard. She said the scorecard will provide valuable information, such as the quality ratings for facilities across the state, the number of licensed facilities, and the number of open child care slots.

She provided an update on House Bill 13-1291 and said that the bill provided \$3 million to improve quality, provide tiered reimbursement to high quality programs, and promote parent involvement. She said that the number of infant and toddler spots have increased by 100 openings. She talked briefly about House Bill 14-1317 and provided two handouts to the commission members (Attachment B and Attachment C).

Senator Kefalas asked how the departments know if the programs are helping people. Committee discussion ensued.

09:58 AM

Mr. Tackett began his portion of the presentation and provided a handout to the commission members (Attachment D). Mr. Tackett provided an update on House Bill 08-1364, concerning interdepartmental data protocol. He said that one of the recommendations out of the legislation was for CDE, CDHS, and the Office of Information Technology (OIT) to work together to make recommendations for data to collect related to early childhood. In 2008, no appropriation was attached for this work. In 2014, an update was proposed to the legislation which would have required the departments to focus on return on investment, the effectiveness of early childhood education, and the long-term impacts of early childhood education. He said that the bill was postponed indefinitely, but that CDE and CDHS developed a data sharing agreement as a result of the bill. He discussed challenges related to data collection, privacy, and sharing. He said that some data is owned by the federal government, so CDHS or CDE would not have permission to share this data. Commission discussion regarding unique student identifying numbers ensued. Representative Wilson asked what security breach tests are run on the system. Ms. Bohannon responded.

10:15 AM

Mr. Myers began his portion of the presentation. He provided an update on House Bill 08-1049, which allows for tax credits for child care facilities. He discussed the specifics of the credit and said that in 2013, there were about 1,400 claims filed for the tax credit. He also provided an update on House Bill 14-1072, which provides a tax credit for qualifying child care expenses. He said that taxpayers will be able to apply for this credit in tax year 2015.

10:30 AM

Representative Pettersen thanked the panelists and the commission recessed.

10:45 AM -- Early Childhood and the Business Community

Representative Pettersen called the commission back to order. Mr. Burnie Zercher, representing Executives Partnering to Invest in Children (EPIC), introduced himself to the committee and gave a brief overview of his background in early childhood. He commented on the need to engage the business community in changing the landscape of early childhood. He discussed early childhood literacy and said that it is a symptom of a much larger problem: lack of engagement and nurturing environment in the first years of a child's life. He discussed the challenges of early childhood literacy and early childhood development and the importance of years 0-3 in a child's life. He commented on early brain development and a child's acuity range. He discussed the correlation between early childhood development and skills related to entry level jobs. He commented on the composition of EPIC and discussed the different representation on the board, including child care professionals. He discussed EPIC in Pueblo and said that in Pueblo only 30 percent of children are in licensed child care facilities. He said that EPIC wants to support and recognize agencies that are already engaging in early childhood development, including Catholic Charities, First Book, Early Childhood Council of Pueblo, and DHS. He said that as business leaders, they cross barriers and boundaries to develop a toolkit that addresses early childhood development and the promotion of early childhood literacy. He said that there is immediate payback for business leaders engaged in early childhood development.

10:57 AM

Representative Wilson asked for more information on whether EPIC has an employer preschool. Mr. Zercher said that EPIC does not but that it supports programs that are already in existence. Senator Kefalas asked for more information about the Family, Friends, and Neighbor (FFN) network and whether there is a role for the state to help the business community in advancing the FFN concept. Mr. Zercher commented on EPIC in Pueblo and said that it has not been very involved in the legislative arena. Discussion ensued concerning collaboration to better serve children and their families. Senator Todd thanked Mr. Zercher for his leadership and asked for more information about parental involvement and high school pregnancy rates. Mr. Zercher commented on EPIC's brown bag lunches and how they can educate children and teens about teen pregnancy and other prevalent issues. He discussed early childhood milestone pamphlets that are distributed to parents and other ways in which EPIC is trying to educate parents about issues related to childhood development. He commented on the critical importance of the first three years of a child's life and the need to educate parents and families. Representative Schafer commented on efforts in her district to support children and families. She asked about how business engagement can be expanded in early childhood education and development. Mr. Zercher commented on EPIC's goal to be in every community and its efforts to expand in the community. He said that having a business take the lead is critical to success and effective expansion of such efforts. They are in the process of identifying key business leaders in Fort Collins and Colorado Springs, for example, because the involvement of someone that has the social and business capital to touch all of the businesses is critical.

11:07 AM

Ms. Sarah Levison, Councilwoman for the City of Longmont, introduced herself to the committee and gave a brief overview of her background. She said that a few years ago she led an effort to write a policy statement on education that was passed unanimously by the Colorado Municipal League (CML). She commented on an educational framework for early childhood development. She encouraged the committee to consider early childhood up to age eight. She emphasized the blending and braiding of resources. She said that Longmont partners with its local school districts and that it supports Head Start with city resources. She commented on the importance of investing in early childhood education. She said that Longmont invests General Fund dollars in early childhood education and other social services. She stressed the importance of school choice in the community and professional development for early childhood providers. She commented on funding and suggested using cities as incubators. She said that most chambers of commerce do not realize how important early childhood development is and that more than half the jobs are going to be jobs that require at least a two- to four-year advanced degree. By not focusing on early childhood development, a community is losing jobs and trained individuals for the workforce in the long-term. She commented on the need to support young families by providing program choice and quality.

11:19 AM

Senator Todd asked how other cities responded to the statement on education that Ms. Levison referred to in her presentation. Ms. Levison commented on city involvement in early childhood education and development. She provided statistics on graduation rates for young, black men in Rochester, New York. Senator Marble asked for an example of a day in the life of an early childhood student. Ms. Gail Klapper, Director, Colorado Forum, commented on critical needs for early childhood development and the role of family and caregivers. Discussion ensued concerning early childhood education. Representative Pettersen commented on how to best prepare children to meet the needs of the landscape in the future.

11:31 AM

Representative Schafer said that the commission's website has materials posted that address the needs of children and early childhood education. She thanked Ms. Levison for bringing CML to the table and commented on the role of infrastructure in the early childhood landscape.

11:32 AM

Ms. Susan Steele, Executive Director, Temple Hoyne Buell Foundation, introduced herself to the committee. A handout was distributed (Attachment E). Ms. Steele commented on cities that have initiatives in place to support children and families. Senator Kefalas commented on Jefferson County's WorkLife partnership and distributed a handout (Attachment F). He said that there is a role for cities and municipalities to help children and create a better workforce.

11:35 AM

Ms. Stacy Buchanan, Vice President of Information Strategy, Qualistar Colorado, introduced herself to the committee and distributed handouts (Attachment G and Attachment H). She said that Qualistar is working with the Colorado Children's Campaign, through a grant from the Women's Foundation of Colorado, to investigate the issue of child care affordability. She discussed child care prices and said that the average price for licensed, center-based child care for an infant is nearly half the median annual income for single mothers. She said that Colorado's median income for married couples with children is approximately \$85,000 compared to median income for single mother families of approximately \$26,000. She discussed child care affordability by income and county.

11:42 AM

Representative Wilson commented on child care affordability in Colorado. Ms. Buchanan discussed variables related to child care costs and affordability. Ms. Buchanan continued her presentation and discussed factors related to why child care is expensive, including personnel costs, supply and demand, and health and quality standards. She discussed how affordability can be improved, including implementing creative financing mechanisms to expand access to subsidized care and improving the balance of supply and demand. She said that the business community needs to be incentivized and encouraged to adopt family-friendly policies that can help families afford the high cost of care. Senator Kefalas asked for more information about strategies to help families afford child care.

11:48 AM

Ms. Steele commented on the Buell Foundation and discussed its efforts to fund early childhood development. She commented on the importance of promoting early childhood and the role of private foundations. Senator Todd asked for more information about current early childhood grants provided by the foundation. Representative Wilson asked early childhood investment in Colorado and related statistics provided by the foundation and Qualistar.

11:54 AM

Ms. Klapper gave a brief overview of the Colorado Forum. She said that the forum has worked for nearly 40 years on early childhood education and commented on its efforts in advocating to increasing the numbers of slots in the preschool program. She said that children ages zero to three should be a high priority for early childhood development.

11:59 AM

Representative Pettersen announced that the working group dates will be posted and that updates will be sent out. The committee discussed which working groups would like to meet during lunch. The committee took a recess for lunch.

01:07 PM -- Early Childhood Professional Development

Representative Pettersen called the commission back to order and the members discussed their working group schedules for August. Representative Pettersen invited the panelists to the table.

Ms. Sharon Triolo-Moloney, Director, Office of Early Learning and School Readiness, Colorado Department of Education (CDE), began her presentation on early childhood professional development (Attachment I). She was joined by Dr. Karen Lowenstein Martinez, Senior Consultant, Educator Preparation, CDE, and Ms. Kathleen DeVries, Professional Development Information System Manager, Office of Early Learning and School Readiness, CDE. Director Triolo-Moloney presented on the qualifications and required knowledge for early childhood and K-12 educators. She discussed the types of positions covered by the term "early childhood professionals" and referenced the Colorado Early Learning Professional Development System Plan (Attachment J). She talked about the salary and pay scale for early childhood educators. She added that some schools advise students not to pursue early childhood education because of low compensation. She also provided the commission members with materials on the competencies for early childhood educators and administrators (Attachment K) and the members of the Early Childhood Professional Development Advisory Board (Attachment L).

01:23 PM

Ms. DeVries began presenting on the Race to the Top Early Learning Challenge Fund in regards to professional development and highlighted key projects. She discussed the qualities that are expected of early childhood educators and the development of the competencies for teachers. The credential system is point based, using experience, education, professional development, and demonstrated competencies. She described Colorado's Professional Development Information System, a web-based system that allows for self-assessment, tracking, and planning for professional development, and data collection. She highlighted funding for scholarships and incentives.

01:32 PM

Dr. Lowenstein Martinez began her portion of the presentation. She discussed how Senate Bill 10-191's evaluation provisions apply to early childhood educators. She stated that SB 10-191 applies to CDE-licensed educators and that preschool educators in the Colorado Preschool Program and Head Start may be covered by the evaluation requirements if the local jurisdiction requires a state license. She talked about the requirements for the early childhood endorsement for teachers' licenses. She highlighted how early childhood teachers may be required to be licensed by both the CDE and the Department of Human Services and discussed the possibility for improvement and alignment in education and licensing. The panelists from CDE responded to questions from the commission.

01:50 PM

Ms. Linda Comeaux, Vice President of Instruction, Red Rocks Community College, and representing the Colorado Community College System (CCCS), began her presentation on the role of the community college system in early childhood education professional development (Attachment M) and provided a handout on this topic (Attachment N). She discussed support services for students and the expertise in early childhood education among the faculty at the state's community colleges. She discussed the need for critical thinking skills and how the instructional delivery at community colleges allow students to respond to real world teaching situations. She mentioned community partnerships that allow for experiential learning through externships and internships. She highlighted that most community colleges are accredited by the National Association for the Education of Young Children (NAEYC). Ms. Comeaux and the other panelists responded to questions from the commission.

02:03 PM

Dr. Rebecca Kantor, Dean of the School of Education and Human Development, University of Colorado Denver, began her presentation (Attachment O). She discussed how early childhood educators over the past decades wanted to increase professionalism and quality. She stated that education for children from birth to age 5 is fragmented, with many different types and formats of care. She compared the similar concerns and challenges of early childhood education with the P-12 system. She discussed the credentialing and licensing of early childhood educators. She stated that the early years are critical for children and that in the public current views of early childhood often do not reflect the importance of brain development for children. She concluded by discussing the Race to the Top scholarships for persons seeking associate's degrees in early childhood education. She stated that there is a need to funnel these students to a four-year university program and discussed how other states are more likely to require a bachelor's degree for their pre-K programs. Dr. Kantor responded to questions from the commission.

02:17 PM

Representative Pettersen thanked the panelists and the commission took a recess.

02:34 PM -- Family Support for Early Childhood

Representative Pettersen called the meeting back to order and welcomed the next set of panelists to the table.

Ms. Lisa Hill, Executive Director, Invest in Kids, began her presentation on the Nurse-Family Partnership (Attachment P) and the goals and populations served by the program. She discussed how the program can provide referrals to other services. She highlighted the results of the Nurse-Family Partnership, based on evidence from several prior trials, and the number of families served in Colorado over the life of the program. She discussed the locations of the program in Colorado and the funding for the program. Ms. Hill discussed areas of savings to the state that results from a woman and child's participation in the program. She responded to questions from the commission.

02:54 PM

Ms. Kathryn Gray Beck, Program Officer, Colorado Parent and Child Foundation, began her presentation on her organization's practice models, the Parent as Teachers (PAT) and Home Instruction for Parents of Preschool Youngsters (HIPPY) models (Attachment Q). She described the PAT program as a home visitation model and told the commission about the various supports provided. She described the evidence-based nature of the program and the requirements for fidelity in the 30 program locations throughout the state. HIPPY is also a home visitation program. Ms. Gray Beck stated that the program serves parents with low educational attainment and that the program helps parents stay involved once the child goes to school. She stated that there are seven HIPPY sites in Colorado and that the program is peer delivered. She discussed a partnership with AmeriCorps under HIPPY. Ms. Gray Beck also provided handouts on these programs and her organization (Attachment R). She responded to questions from the commission.

03:12 PM

Mr. Christopher Price, Vice President and COO, Bright Beginnings, began his presentation. He described the history of his organization. He stated that the organization cannot serve everyone and aims to provide additional support to the families that it can serve. He discussed the cost per enrollee in the program and help provided by volunteers and partner agencies. He described how Bright Beginnings follows up with new parents to ask about their needs for services. Mr. Price provided an information packet to the commission members (Attachment S). He described efforts to communicate more frequently with parents and track their engagement. He discussed how many of the children they serve are served by friends and family or by a parent who stays at home and stated that many of these children are not on the radar of traditional early childhood providers and agencies. Mr. Price responded to questions from the commission. Ms. Hill then described the collaboration between the Nurse-Family Partnership, Bright Beginnings, and other organizations.

03:24 PM

Ms. Cathy Lines, Chair, Colorado State Advisory Council for Parent Involvement in Education (SACPIE), began her presentation (Attachment T) and provided a research paper on the importance of family involvement in education (Attachment U). She described the statutory charge of the SACPIE and the membership of the organization. She highlighted the best practices that SACPIE hopes to achieve and described their role in monitoring research and disseminating information. She discussed the importance of transition periods as children age and move through the education system. She talked about other relevant research and highlighted the national standards for family-school partnerships. She commented on the need for teachers to have the skills to work with families dealing with academic achievement and behavioral issues, among other challenges. She described the membership and work of the Early Childhood Committee at SACPIE. Ms. Lines responded to questions from the commission.

Representative Pettersen thanked the panelists for their presentation.

03:39 PM -- Public Comment

Representation Pettersen opened the floor to public testimony. Councilwoman Sarah Levison commented on potential legislation, but said that challenges associated with early childhood education cannot be solved by simply putting more money towards the issue. She stressed the need for the involvement of the business community and the importance of the business community in helping families afford child care so that people with job skills can stay in the workforce.

Former Senator Evie Hudak discussed prior legislation she sponsored or was involved with during the previous legislative session and stressed that there is still work to be done in the early childhood realm. She discussed Senate Bill 14-006 which concerns scholarships for early childhood educators, but was postponed indefinitely, and the continuing need to support educators. She discussed aligning quality standards between the P-12 and early childhood systems. She described the work and overlap of the Early Childhood and School Readiness Legislative Commission (ECSRLC) and the Early Childhood Leadership Commission and how many of the issues that the ECSRLC deals with go beyond age five, and that ages six to eight should not be ignored.

03:50 PM

Representative Pettersen stated that the working group meeting schedules will be posted online. The commission adjourned.



COLORADO
Department of Education

Senate Bill 08-212 Implementation Update

Presentation to the Early Childhood and School Readiness
Commission

Melissa Colzman, Ph.D.
Executive Director, Teaching and Learning Unit
July 28, 2014

Senate Bill 08-212

- **Preschool to Postsecondary Education Alignment Act**
- **Also known as Colorado's Achievement Plan for Kids (CAP4K)**
- **Components:**
 - School readiness
 - Standards revision
 - Assessment revision
 - Postsecondary and workforce readiness



What does it take for children to be ready for success in school?

LANGUAGE
AND LITERACY

MATH

SCIENCE

SOCIAL STUDIES

THE ARTS



APPROACHES TO
LEARNING

PHYSICAL
DEVELOPMENT

ENGLISH
LANGUAGE
ACQUISITION

COGNITIVE
DEVELOPMENT

SOCIAL-
EMOTIONAL



What is meant by “school readiness”?

State Board Adopted Definition:

- School Readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten.
- School Readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.



Overview of School Readiness within CAP4K

- **Requirements of State Board of Education**
 - Define school readiness
 - Adopt one or more assessments aligned with definition of school readiness
- **Requirements of local education providers**
 - Beginning in the fall of 2013, ensure all children in publicly funded preschool or kindergarten receive an Individual School Readiness Plan (**CDE is advising districts to phase in school readiness plans and assessments during the 2013-14 or 2014-15 school year with full implementation by 2015-16**)
 - Administer the school readiness assessment to each student in kindergarten



Parameters for School Readiness Assessment Within CAP4K

Adopted School Readiness Assessments must be:

- Research-based
- Recognized nationwide as reliable for measuring school readiness
- Suitable for determining instruction and interventions to improve student readiness
- Inclusive of physical well-being and motor development, social and emotional development, language and comprehension development, and cognition and general knowledge

School readiness assessments shall not be:

- Used to deny admission or progression
- Reported at the individual student-level

Following adoption of the school readiness assessment, the state board is required to adopt a system for reporting population-level results that provide baseline data for measuring overall change and improvement in students' skills and knowledge over time.



Implementation Benchmarks for Colorado's School Readiness Initiative

- **2008:** Colorado State Board of Education defines school readiness
- **2009:** Colorado Academic Standards preschool through 12th grade developed and adopted
- **2010:** Assessment system attributes defined including school readiness
- **2012**
 - School Readiness Assessment subcommittee reviews assessment systems
 - CDE conducts statewide regional school readiness informational meeting
 - December 2012: State Board of Education votes to offer districts a menu of school readiness assessments and approved Teaching Strategies GOLD as the first assessment
- **2013**
 - Spring: CDE initiates application for school readiness assessment funding
 - Fall: School Readiness Committee conducted a second review process for assessment; no additional assessments found to meet criteria
 - December: State Board agrees to department recommendation to extend phase-in period to 2015-16
- **2014**
 - Technical assistance provided to districts through Race to the Top Early Learning Challenge grant
 - Spring: CDE initiates application for school readiness assessment funding
 - Another assessment review to be conducted and final recommendations for the menu will be made to the State Board



Status of School Readiness Assessment Implementation

2013 – 14 School Year

- 88 of 178 School Districts
- 424 Schools
- Approximately 1100 Teachers
- 11,626 Children

2014 – 15 School Year

- 102 of 178 School Districts
- 529 Schools
- Approximately 1200 Teachers
- 16,151 Children



Support for Implementation

- Support with assessment subscription cost through Race to the Top Early Learning Challenge Fund through 2016
- Technical assistance for implementation of school readiness in tandem with the READ Act
- Sample plan templates
 - School readiness plan template
 - READ plan template
 - School readiness plan template with an embedded READ plan
- School readiness guidance document



SUPPORTING School Readiness

Building a foundation for success

Senate Bill 08-212, Colorado's Achievement Plan for Kids (CAP4K), passed in 2008 with the goal of aligning Colorado's preschool through postsecondary education system. The act included provisions related to school readiness for both the State Board of Education and local education providers.

School Readiness: Ready Child, Ready School

The State Board of Education defined school readiness in 2008:

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

School readiness describes the status and ongoing progress a child makes within the domains of physical well-being and motor development, social and emotional development, language and comprehension development, and cognition and general knowledge. By monitoring each child's progress across multiple domains, teachers, parents, schools, and caregivers can provide needed support to ensure each child's success in school. Information gathered from school readiness assessments is to be used for supportive and instructional purposes and cannot be used to deny a student admission or progression to kindergarten or first grade.

School District and State Board School Readiness Requirements

CAP4K has requirements for both local education providers and the State Board of Education related to school readiness.

Local Education Providers

Beginning in the fall of 2013, local education providers are required to ensure all children in publicly-funded preschool or kindergarten receive an individual school readiness plan. Also, local education providers must administer the school readiness assessment to each student in kindergarten. The Colorado Department of Education (CDE) is advising districts to phase-in this provision of CAP4K by the 2015-16 school year.

School Readiness Timeline

2008 Colorado Legislature passes SB 212, Colorado's Achievement Plan for Kids (CAP4K), to align Colorado's education system.

- CAP4K required the revision of standards and design of a new state assessment system, including school readiness assessment.
- CAP4K required the State Board of Education to define school readiness and postsecondary workforce readiness.

2010 The State Board of Education adopted the design attributes of the state's new assessment system, including school readiness assessment.

2012 The State Board of Education voted to adopt a menu of school readiness assessments and adopts Teaching Strategies GOLD as the first approved assessment.

2013 The Colorado Department of Education advises districts to phase-in implementation of the school readiness provisions of CAP4K by the 2015-16 school year.

State Board of Education

The State Board of Education is required to define school readiness, which was accomplished in 2008. The State Board is also required to adopt one or more assessments aligned with the definition of school readiness.

The remainder of this document provides more detail on the individual school readiness plans and school readiness assessments.

Individual School Readiness Plans

CAP4K indicates that local education providers are required to ensure all children in publicly-funded preschool or kindergarten receive an individual school readiness plan. The legislation does not specify the contents of school readiness plans except that the plans be informed by the school readiness assessment. The department recommends that school readiness plans be considered as living documents, documenting the progress children are making across the developmental and academic domains. To assist districts with developing these plans, the department has developed a [School Readiness Assessment Guidance](#) document which includes a sample school readiness plan template that districts may adapt and use as desired. The samples will be available in the spring of 2013. CDE is advising districts to phase-in school readiness plans by the 2015-16 school year to coincide with implementation of school readiness assessments.

School Readiness Assessments

In approving school readiness assessments, CAP4K directs the State Board of Education to consider assessments that are research-based, recognized nationwide as reliable instruments for measuring school readiness; and suitable for determining the instruction and interventions students need to improve their readiness to succeed in school. In December 2012, the State Board of Education voted to offer districts a menu of school readiness assessments. The first approved assessment tool for the menu is Teaching Strategies GOLD.

In the fall of 2013, the department conducted an additional review process of school readiness assessments. The Colorado School Readiness Assessment Subcommittee was unable to identify additional quality school readiness assessments for the menu. At the November 2013 State Board of Education meeting, staff shared and the State Board affirmed the department's recommendation to extend the implementation timeline to the 2015-16 school year. This extension will allow the marketplace to meet the growing demand for quality school readiness assessments. This will also give districts additional time to support kindergarten teachers with implementation of the new standards and the READ Act while building capacity for the school readiness work.

Funding for School Readiness Assessments

CAP4K did not provide funding for school readiness assessments. As school readiness assessment is phased in, Colorado's Race to the Top Early Learning Challenge Fund grant will cover the initial cost of Teaching Strategies GOLD subscriptions. An application for funds for the 2014-15 school year can be found at <http://www.cde.state.co.us/schoolreadiness>.

Frequently Asked Questions

How is the Race to the Top Early Learning Challenge Fund related to school readiness?

The Race to the Top Early Learning Challenge Fund will provide funds to cover the initial district cost of subscriptions to Teaching Strategies GOLD for each kindergarten student. This grant also provides funds for training and technical assistance provided by CDE. More information on the Race to the Top Early Learning Challenge Fund as it pertains to school readiness can be found at

<http://www.cde.state.co.us/early/>

What support will CDE provide with implementation of school readiness?

Through funds provided within the Race to the Top Early Challenge Fund, the department will be able to provide financial support for school readiness assessment subscriptions, training, and school readiness plan templates.

How are efforts related to increasing access to the Colorado Preschool Program and full day Kindergarten related to school readiness?

Colorado's Achievement Plan for Kids (CAP4K) does not address an increase in the access to the Colorado Preschool Program or provision of full-day kindergarten.

Are assessments required by the READ Act the same as school readiness assessments?

While the information gathered by school readiness assessments and literacy assessments required by the READ Act are complementary, the assessments serve different purposes. CAP4K requires the school readiness assessment to consider the whole child (i.e., physical well-being and motor development, social and emotional development, language and comprehension development, and cognition) not only areas of academic content mastery. The READ Act requires assessment on the components of reading to inform instruction and intervention in literacy skills.

What are the rules about using and sharing school readiness data?

School readiness assessment results shall not be publicly reported for individual students. The State Board of Education is required to adopt a system for reporting population-level results that provide baseline data for measuring overall change and improvement in students' skills and knowledge over time. Action on these rules is anticipated in 2014.

Where can I learn more?

CDE's early learning and school readiness website: www.cde.state.co.us/early

The Colorado Department of Education

CONNECTING . . . *rigorous academic standards . . . meaningful assessments . . .*
engaging learning options . . . excellent educators . . . **for STUDENT SUCCESS**



COMMISSIONERS

Co-Chairs:

- Lt. Governor Joseph Garcia
- Anna Jo Haynes, CEO/President Emeritus – Mile High Montessori Early Learning Centers
- Barbara Grogan, Retired Founder and CEO – Western Industrial Contractors

New Appointments:

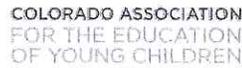
- Anne Anderson, Senior Program Officer of Family-Directed Giving – Walton Family Foundation
- Letty Bass, Executive Director – Chambers Family Fund
- Andres Chaparro, Station Manager – Telemundo Denver
- Charlotte Ciancio, Superintendent – Mapleton Public Schools
- Doug Clements, Executive Director – Marsico Institute for Early Learning and Literacy
- Thomas Davidson, Summit County Commissioner
- Richard Garcia, Executive Director – Colorado Statewide Parent Coalition
- Dee Martinez, Deputy Executive Director of Enterprise Partnerships – Dept. of Human Services
- Tom Massey, Deputy Executive Director of Policy and Communications – Dept. of Health Care
- Policy & Finance
- Susan Steele, Executive Director – Temple Hoyne Buell Foundation
- Amy Wineland, Director – Summit County Public Health

Reappointments:

- Charlotte Brantley, President/CEO – Clayton Early Learning Center
- Melissa Colman, Executive Director of the Teaching and Learning Unit – Dept. of Education
- Sheila Groneman, Director – Head Start State Collaboration
- Elsa Holguin, Senior Program Office – Rose Community Foundation
- Karen Trierweiler, Director – Center for Healthy Families and Communities

Ex-Officio Members (non-voting):

- Patrick Hamill, Chairman and CEO – Oakwood Homes
- Cindy Schulz, Executive Director – Cydney and Tom Marsico Family Foundation
- Mary Anne Snyder, Director – Office of Early Childhood, Dept. of Human Services



Support HB 14-1317: Colorado Child Care Assistance Program Changes

(Rep. Duran/Sens. Nicholson and Kefalas)

Passed the House with Bipartisan Support on 3rd Reading on April 14th

Passed the Senate with Bipartisan Support on 3rd Reading on April 30th

Signed into law by the Governor on May 22nd

Affordable child care should support—not inhibit—working parents' efforts to find and to keep good jobs, to move forward in their careers, education, and achieve financial stability. Unfortunately, the low supply and high cost of child care in Colorado denies many working families access to this vital need. Colorado ranks among the most expensive states nationwide for the cost of child care. One of our best tools to help families afford child care is the Colorado Child Care Assistance Program. But numerous hurdles often make it unworkable for many working parents and child care providers. The innovative changes proposed for CCCAP would help keep our economy moving by supporting working parents and ensuring more Colorado kids have access to stimulating experiences that let them discover, explore and grow.

SUPPORT HB-1317: INCREASE ACCESS TO AFFORDABLE CHILD CARE FOR WORKING FAMILIES AND DECREASE RED TAPE FOR WORKING PARENTS & SMALL BUSINESS CHILD CARE PROVIDERS

INCREASE THE AFFORDABILITY OF CHILD CARE

- Reduce co-payment requirements for the most impoverished families and tier up co-pays as income increases while also incentivizing quality. Only three states have a higher co-payment rate for families living in poverty. Increase access to care, especially in rural and impoverished areas, by allowing contracting for CCCAP slots.
- Allow job seekers and those enrolled in postsecondary education or workforce training, at county priority, to be eligible for CCCAP so that child care concerns do not interfere with efforts to achieve a better livelihood.
- Remove barriers to access for hard-working families by allowing presumptive eligibility, using existing public assistance databases to determine eligibility, allowing providers to accept applications from parents, aligning income verification requirements with other programs' expectations and removing other unnecessarily heavy burdens.
- Improve reporting and data collection on the program so Colorado can assess the unmet need and evaluate outcomes.

EASE BURDENS FOR WORKING PARENTS

- Structure income eligibility criteria so that working families can afford child care despite minor increases in wages, thus easing the "cliff effect" that discourages families from earning a better salary.
- Set a statewide floor income level for eligibility so Coloradans can move to bigger and better opportunities without unexpected losses in CCCAP support.
- Allow children to receive consistent, regular care by allowing care for the child outside of a parent's exact hours of work and for the full length of their period of eligibility.
- Promote transparency for families so they can better navigate the CCCAP process.

CUT RED TAPE FOR SMALL BUSINESS CHILD CARE PROVIDERS

- Study and improve provider reimbursement rates, institute a local rate-setting process, and improve holiday and absence policies with a goal of encouraging greater participation by quality child care providers, promoting parental choice, and ensuring that small businesses do not operate at a loss by offering quality early learning to CCCAP-subsidized families.
- Institute tiered reimbursement so that providers can afford the costs of providing higher quality care and have incentivizes to enroll the most children in the best learning environments.

Contact: Dan O'Connell, Government Affairs Director, Colorado Children's Campaign
P 720.708.8752 • Email: dan@coloradokids.org



COLORADO

Department of Education



COLORADO

Office of Early Childhood

**Legislative Implementation Update:
HB 14-1039 (Linking Student Data Preschool to Kindergarten) and
HB 08-1364**

Presentation to the Early Childhood and School Readiness Legislative Commission

**Marcia Bohannon, Deputy Chief Information Officer, CDE
Melissa Colzman, Ph.D., Executive Director, Teaching and Learning Unit, CDE
Colin Tackett, Business Analyst, Office of Early Childhood, CDHS**

July 28, 2014

Overview of HB 08-1364: Interdepartmental Data Protocol

- **House Bill 08-1364** goals were to **design and implement an interdepartmental data protocol** to enable each state agency to accurately and efficiently collect and share data with other state agencies. The efficient and secure management of cross agency data allows for much more effective provision of services to the public.
- As part of this implementation, the Governor's Office of Information Technology (OIT), Commissioner of Education and Executive Director of Human Services recommended the following related to Early Childhood Education:
 - **Scenario 1:** Upgrade or replace systems to have a single common identifier across programs.
 - **Scenario 2:** Link identifiers across multiple systems and agencies.
- Protocols should pertain, but not be limited to, services provided through the Child Care Development Block Grant and Head Start.
- No appropriation was issued with the legislation.



Overview of Proposed HB 14-1039: Linking Student Data Preschool to Kindergarten

- **House Bill 14-1039 goals were to analyze publicly funded Early Childhood education programs and to measure the following:**
 - Return to the state on investments in Early Childhood education,
 - Effectiveness of early Childhood Education in preparing students for kindergarten,
 - Longevity of the effects of Early Childhood education,
 - Academic growth from preschool through secondary school and high school graduation, and
 - Expand the definition of publicly funded programs from the 2008 legislation
- **The bill was postponed indefinitely, but its intent is captured in the CDE/CDHS Data Sharing Agreement**



Structure of Data Sharing Agreement (DSA)

- Base Agreement – Terms & Conditions, Privacy and Security provisions, etc.
- Appendix – Concurrent enrollment with specific data needs
- Future Appendices – Amend agreements to expand instead of re-write
- Drafted October 2013 – February 2014; Signed March 2014

CDE Programs

- **Colorado Preschool Program**
- **K-12 Education**
- **Preschool Special Ed**
- **Results Matter**



CDHS Programs

- **Child Care Assistance Program**
- **School Readiness Quality Improvement Program**
- **Early Intervention**



Data Privacy and Security

- CDE & CDHS -

- **Highest priority is data privacy and security. Need to align:**
 - Policies/procedures
 - Technical information security measures
 - Contractual requirements
 - Guidance and training for staff members
 - Awareness of responsibilities for sensitive data
 - Resources
- **Complies with CDE's Data Privacy and Security Policy and the Family Educational Rights and Privacy Act (FERPA)**
- **All practices surrounding sharing comply with HB14-1294, CDE's Student Data Privacy Act.**



Anticipated Challenges

- **Access to clean and reliable data for probabilistic matching (ex. SRQIP)**
- **Data ownership and the ability to sort out the needed records (e.g., Head Start)**
- **Heightened public concerns over data sharing**



Implementation of the DSA

- **Implementation Funding**
 - Funding provided to CDE within the 2014 School Finance Act (HB 14-1298): \$298,000 available July 1, 2014 – June 30, 2015.
 - Race to the Top Supplemental Funds: \$300,000 available 2014.
- **Expected outcomes in 2014-15**
 - CDE and CDHS currently in the process of developing a work plan.
 - Current use case seeks to quantify concurrent enrollment in stated Early Childhood programs.
- **Future implementation considerations***
 - Variation in child assessments across programs and in k-12 assessments.
 - Variation in quality settings for children.

*data limitations may also determine policy and approval needed to identify additional information



Questions?



**Data Sharing Agreement Between
The Colorado Department of Education And
The Colorado Department of Human Services Office of Early Childhood**

This Data Sharing Agreement (Agreement) is entered into by and between the Colorado Department of Education (CDE), 201 E. Colfax Avenue Denver, CO 80203 and the Colorado Department of Human Services (CDHS), 1575 Sherman Street Denver, CO 80203, each individually a party and together the parties. *Note that the execution of this MOU is contingent upon the availability of funds to implement the tasks outlined herein.*

I. Scope of Agreement

CDE is a State Education Agency responsible for the implementation of education laws adopted by the State of Colorado. In fulfillment of law found in the Colorado Revised Statutes, CDE is charged with collecting and securely maintaining unit record data on students enrolled in the state's local education agencies (LEAs). The CDHS believes in collaborating with all partners to design and deliver high quality human and health services that improve the safety, independence, and well-being of the people of Colorado. The CDHS Office of Early Childhood is charged with providing resources for children, families, and early care professionals to best prepare Coloradans for future success, including the secure collection of data to assess program implementation and efficacy. CDHS's Office of Early Childhood and CDE's Office of Early Learning and School Readiness work together to oversee a wide variety of early childhood programs. This Data Sharing Agreement applies to all data sharing between CDHS and CDE. Specific data to be shared are outlined in attached appendices, along with the purpose of data sharing, data ownership and conditions and/or regulations governing the usage of the shared data. Also in the appendix will be further requirements for shared data retention/destruction, and agency processes for implementing these actions.

II. Purpose

CDE and CDHS enter into an interagency agreement on or about 7 March 2014 to share and exchange Data for the purpose of improving educational practice and policy development. Details of the data to be shared are outlined in Appendix A. This Agreement is designed to be an umbrella agreement for all data sharing activities between CDE and CDHS. For specific use cases, i.e., detailed data requests for specific research purposes, the details shall be spelled out via an Appendix attached to this agreement. The appendix will include data requested, data owners, information about relevant laws or guidelines to be followed, whether or not the use case requires data linking, and conditions around sharing and usage of the requested data.

This Agreement shall be used exclusively for the purposes of sharing Data with the intentions of using the Data for decision making, publishing, reporting, longitudinal analysis, educational research, and policy making, i.e, purposes under which the Family Education Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) authorizes disclosure. CDE shall require the Data Consumer to demonstrate that the requested data will only be used for FERPA authorized purposes. CDHS shall require the Data Consumer to demonstrate that the requested data will only be used for HIPAA authorized purposes if applicable and as noted in Appendix A. All Data sharing under this agreement will be shared following applicable regulations required by the State agency(s) [i.e. FERPA, HIPAA, or others]. In the event that CDE shares data with CDHS and/or CDHS shares data with CDE, the same rules and regulations established under FERPA, HIPAA, State Rule, and other applicable laws shall apply.

Any data sharing under this agreement will comply with CDE's Information Security and Privacy Policy, dated February 2014.

III. Definitions

Authorized user means an individual who has been granted the appropriate privileges and rights to access an information technology system and view the data contained within (as defined in the respective department's data sharing policy).

Data means the representation of facts as texts, numbers, graphics, images, sounds, or video. Facts are captured, stored, and expressed as Data.

Data Breach means unauthorized or unintentional exposure, disclosure, or loss of private public information, which may include personally identifiable information.

Data Consumer means an individual who receives, analyzes and reports results of data from the Data Provider. In the case of educational longitudinal data linking research, a researcher submitting a question would be the Data Consumer.

Data Governance means the oversight of data quality, data management, data policies, business process management, and risk management surrounding the handling of data, and includes a set of processes that ensures that important Data assets are formally managed throughout the State Agency, department organization, or enterprise.

Data Governance Manager means the individual responsible for the implementation and oversight of the State Agency's data management goals, standards, practices, processes, and policies. Each Agency's Data Governance Manager is authorized, after following approved internal Data Governance policies, to approve the sharing and release of that Agency's or Program's data to entities outside of that Agency or Program.

Data Owner means a person having the responsibility and authority for an entrusted data resource. The Data Owner plays a key role in internal Data Governance within each State Agency or Early Childhood Program. The Data Owner takes ownership of the operational, technical, and informational management of the Data. The Data Owner knows how to use the data, to whom it can be released and the appropriate conditions and regulations that govern the use of the data.

Data Provider means the original collectors of the Data.

Data Steward means individuals who manage data elements and/or categories at various points in the data lifecycle.

Decision Making using Data means any instance where analysis of data and subsequent results are used to help make an educational, administrative, or other decision.

Educational Research means any research designed to address an educational goal, question, or issue.

Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g, means the federal law that protects the privacy of students' personally identifiable information.

Golden Record means a set of demographics that uniquely define a particular person.

The Health Insurance Portability and Accountability Act of 1996 (HIPAA), Public Law 104-191 and regulations promulgated thereunder by the U.S. Department of Health and Corrections (the "HIPAA Regulations"), means the federal law that establishes privacy standards to protect patients' medical records and other health information provided to health plans, doctors, hospitals and other health care providers.

K-12 means school education levels ranging from Kindergarten to high school graduation.

Linked Data means the resultant data set after two or more agencies' data have been linked through the link system.

Longitudinal Analysis means an analysis of data or a population over time.

Personal Identifying Information (PII) means all the information identified in 34 CFR Part 99, section 99.3, including a person's first name or first initial and last name in combination with his

or her social security number or driver's license number or identification number, including address.

Protected Health Information (PHI) means any information, whether oral or recorded in any form or medium: (i) that relates to the past, present, or future physical or mental condition of an individual; the provision of health care to an individual; or the past, present, or future payment for the provision of health care to an individual; and (ii) that identifies the individual with respect to which there is a reasonable basis to believe the information can be used to identify the individual, and shall have the meaning given to such term under the Privacy Rule, including, but not limited to 45 C.F.R Section 164.501.

Policy Making means a subset of decision making in which Data and subsequent decisions help create processes and procedures that establish rules.

Relevant Information to Strengthen Education (RISE); is the brand name applied to the outcomes that will be realized with the implementation of the SLDS Grant, and other data related initiatives.

Risk Assessment of Linked Data is a review conducted of the results of two or more pieces of data linked together by the RISE system to answer a specific educational question. The focus of the Risk Assessment is to determine the level of risk (related to a data breach) introduced by combining data. The individual data providers will participate in the Risk Assessment to help determine if the new data set may have unique regulations and conditions governing its release and use, that were not present prior to combining the data. The System Steward and Data Providers will agree on and carry out any additional security or steps that are required as a result of the Risk Assessment to ensure the integrity of the linked data, up to and including the decision not to release the linked data.

Role-Based Access means a method of regulating access to computer or network resources based on the roles of individual users within an enterprise.

Single Source Of Truth (SSOT) means the practice of structuring information models and associated schemata such that every data element is stored exactly once (e.g. in no more than a single row of a single table). Any possible linkages to this data element (possibly in other areas of the relational schema or even in distant federated databases) are by reference only. Thus, when any such data element is updated, this update propagates to the enterprise at large, without the possibility of a duplicate value somewhere in the distant enterprise not being updated (because there would be no duplicate values that *needed* updating).

State Agency means each principal department within the executive branch, including each board, division, unit, office, or other subdivision within each department, each office or agency within the Governor's Office, each state-supported institution of higher education, and each local district junior college; except that State agency shall not include any department, agency, board, division, unit, office, or other subdivision of a department that does not collect unit records.

Statewide Longitudinal Data System (SLDS) means a federal grant program that has helped to propel the successful design, development, implementation, and expansion of K-12 longitudinal data systems to include early learning, post-secondary and workforce.

System Steward means the agency responsible for running and managing the "Link" data system (RISE). This generally refers to CDE. CDE will ensure that the provided data will be handled with care, following all applicable Colorado information security policies. When the Linked Data is produced from the RISE system, all involved Data Owners will participate in validation and risk assessments as defined in this agreement.

User means an individual with authorized access to and who uses a particular data system.

IV. Access Restrictions

- A. The parties agree to use role-based access to ensure that only authorized individuals at CDE and CDHS have access to Data.
- B. The specific records to be released from CDE shall be subject to the consent of CDE's Data Governance Manager (or designated authority).
- C. The specific records to be released from CDHS shall be subject to the consent of CDHS's Data Governance Manager (or designated authority as noted in Appendix A).

V. Re-disclosure of Data

- A. Without CDE Data Governance Manager (or designated authority) authorization, CDHS disclosure of Data received hereunder from CDE shall be done only in an aggregate form that does not individually identify the client. Re-disclosure of PII will only take place in accordance with a FERPA exception authorizing such disclosure. Re-disclosure of PHI will only take place in accordance with a HIPAA exception authorizing such disclosure.
- B. Without CDHS Data Governance Manager (or designated authority as noted in Appendix A) authorization, CDE shall not re-disclose Data received hereunder from CDHS except in aggregate form that does not individually identify the client.

VI. Data Provider Duties

- A. The Data Provider shall maintain ownership of the Data.
- B. The Data Consumer shall not retain any right, title or interest in any of the Data furnished by the Data Provider.
- C. The Data Provider maintains ownership in the case of third party vendors who may house agency Data off-site as a part of the longitudinal data linking process.
- D. The Data Provider shall ensure that no identifying information is transmitted through unsecured unencrypted connections.

VII. Data Consumer Duties

- A. The Data Consumer maintains a stewardship role for the preservation and quality of the Data.
- B. The Data Consumer may use and disclose Data as permitted in this agreement and only in a manner that does not violate state, or federal privacy regulations adopted by the Data Providing Agency.
- C. The Data Consumer shall implement appropriate safeguards to prevent use or disclosure of Data not authorized by this agreement.
- D. The Data Consumer agrees to abide by all applicable federal and State laws and regulations, including FERPA and others as specified in attached appendices.
- E. The Data Consumer shall ensure that the Data are kept in a secured environment at all times and that only authorized users have access.
- F. The Data Consumer shall promptly report to the Data Provider any use or disclosure of the Data of which the Data Consumer becomes aware that is not provided for or permitted in this agreement.
- G. The Data Consumer shall permit the Data Provider to investigate any such report and to examine the Data Consumer's premises, records and practices.
- H. The Data Consumer agrees to abide by the resulting notification procedures outlined by the Data Provider in the event of a breach.

VIII. System Steward Duties

- A. The System Steward maintains a stewardship role for the preservation and quality of the Data.
- B. The System Steward shall manage the RISE system, and ensure the integrity and safety of the Data at all times.
- C. The System Steward shall implement appropriate safeguards to prevent use or disclosure of Data not authorized by this agreement.
- D. The System Steward agrees to abide by all applicable state and federal laws and regulations, including FERPA, HIPAA and others as specified in attached appendices.
- E. The System Steward shall ensure that the Data are kept in a secured environment at all times while under their control and that only authorized users have access.

IX. Release of Linked Data to Consumer

The result of linking different agencies' (e.g., CDE and CDHS) data sets is a new data set that potentially has unique regulations and conditions governing its release and use.

- Prior to release of linked data, the System Steward will classify the linked data according to risk of data breach. This could include evaluating based on means of release, or on likelihood of identifying personally identifiable information from the linked data (or violating other regulations that apply to the linked data).
- Based on the above classification, if PII or PHI will be released, a full Risk Assessment shall be conducted prior to release. The following questions shall be asked:
 - a. Does the linked data meet the original request and can it be used how the Data Consumer planned?
 - b. What conditions and/or regulations apply to the linked data?
 - c. Does usage of the linked data pose a high risk of breaching those regulations?
 - d. Have reasonable and appropriate steps been taken to reduce the risk of breach during the actual transfer of data to the Data Consumer?
 - e. Others as required.
- Results of the Risk Assessment shall be provided to Data Providers for review

- Based on the results of the Risk Assessment and recommendations from Data Providers, the System Steward shall apply additional constraints as necessary to the usage of the linked data. Options shall at a minimum include:
 - a. Require Data Consumer to destroy data after 6 months (or less if the risk is determined to be high), with accompanying proof of destruction submitted to System Steward,
 - b. General follow-up by System Steward after specified time period to review results of data usage by Data Consumer,
 - c. Demonstration by Data Consumer that no PII or PHI was released to additional third parties,
 - d. Others as required.

- Final agreement on additional constraints shall be documented in the Appendix, and signed by the Providers, the Consumers and System Steward as appropriate, *prior to* release of Linked Data.

X. Data Accuracy

The Data provided are the best and most complete documentation available. CDE and CDHS do not ensure 100% accuracy of all records and fields. Some data fields, including those that are not used, may contain incorrect or incomplete Data. CDE and CDHS will report any systematic problems with the Data identified in linked data sets to the data owner. Data that has been manipulated or re-processed by either CDE or CDHS is the responsibility of the user.

XI. Confidentiality

- A. The parties agree to protect Data and information according to acceptable standards and no less rigorously than they protect their own confidential information. Identifiable level Data will not be reported or made public.

- B. All Data sharing shall be performed in accordance with the requirements of FERPA. FERPA Section 1232g(b)(1)(F) provides that education records and personally identifiable information may be released without student or parental consent to “organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations.”

- C. All Data sharing shall be performed in accordance with the requirements of HIPAA. HIPAA Section 164.514(a)-(c) provides that de-identified personal health information may be released without the individual’s specific written permission when “(A) The use

or disclosure of protected health information involves no more than a minimal risk to the privacy of individuals, based on, at least, the presence of the following elements; (1) An adequate plan to protect the identifiers from improper use and disclosure; (2) An adequate plan to destroy the identifiers at the earliest opportunity consistent with conduct of the research, unless there is a health or research justification for retaining the identifiers or such retention is otherwise required by law; and (3) Adequate written assurances that the protected health information will not be reused or disclosed to any other person or entity, except as required by law, for authorized oversight of the research study, or for other research for which the use or disclosure of protected health information would be permitted by this subpart; (B) The research could not practicably be conducted without the waiver or alteration; and (C) The research could not practicably be conducted without access to and use of the protected health information.” Additional provisions existing in C.F.R. Title 45, Parts 160, 162, and 164 shall be complied with as they apply to this agreement.

- D. Additionally, CDE shall comply with any agency or program specific regulations outlined in C.R.S. Title 22, and CDHS shall comply with any agency or program specific regulations outlined in C.R.S. Title 26, that govern the sharing of protected information.
- E. All State Agencies and vendors agree to abide by all federal regulations, including FERPA and HIPAA regarding the Data specified in appendix A.
- F. CDE and CDHS shall not disclose, release, reveal, show, sell, rent, lease, loan or otherwise grant access to PII/PHI and/or any Data derived or extracted, to any individual who does not need the Data to complete their work assignment as required by their job responsibilities within the scope of this agreement. This includes reports, written or oral presentations, written analysis, study articles or any similar documents containing Data.

XII. Non-Financial Understanding

This Agreement is a non-financial understanding between CDE and CDHS. No financial obligation by or on behalf of either of the parties is implied by a party's signature at the end of this Agreement. The terms of any financial liability that arises from data processing activities carried out in support of the responsibilities covered herein must be negotiated separately and to the mutual satisfaction of the parties. The legal authority for data sharing for specified purposes conveyed by this Agreement cannot be used to support a subsequent claim of implied agreement to financial obligation.

XIII Data Retention

- A. Data Consumers agree to safely maintain Data while conducting the research specified in the Agreement. All unnecessary records shall be purged within 6 months from the time it

was released to the Data Consumer, or sooner if it has been determined there is no longer an educational purpose or potential research value. Records shall either be returned to the Data Provider or destroyed in a secure manner. Data retention policies shall comply with the Colorado State Archives Records Management Manual for State Government Agencies <http://www.colorado.gov/dpa/doit/archives/rm/rmman/index.htm>.

- B. Any external party housing Data on behalf of one of the parties agrees to the same standards, restrictions, and conditions of this agreement.

XIV. Unauthorized Uses, Disclosures or Breaches

- A. In the event a Data Breach occurs as a result of Data sharing, the Data Consumer shall be responsible for notifying CDE and/or CDHS and working with the respective agencies' Data Governance Managers (or delegates as noted in Appendix A) in contacting and informing the individual students or parties who may have been affected by the security breach. Data Consumers may not contact individual students or parties prior to notification of CDE and/or CDHS management.
- B. Should a person not comply with this agreement, he/she may subject himself/herself to disciplinary action, including, but not limited to, termination of access authorization.
- C. Failure to comply with this policy may result in denial of access or any actions deemed "inappropriate dissemination of student or staff data" may result in a penalty as defined in the following section of Colorado Revised Statutes, 6-1-716.
- D. CDE and the CDHS shall make a good faith effort to identify any use or disclosure of confidential Data not authorized by this agreement.
- E. If there are costs associated with notifying individuals whose personally identifiable information has been compromised or any other damages resulting from the release of the Data, the compensating party shall depend on determined fault for the initial Data breach. If CDE is responsible for the breach, CDE shall compensate for communication and damages. If CDHS is responsible for the breach, CDHS shall compensate for communication and damages.

XV. Survival

The respective rights and obligations of parties shall survive the termination of this Agreement with respect to Data previously shared.

XVI. Data Requests

Data Sharing Agreement – Early Childhood Interagency | 2014

The parties shall follow the agreed-upon Data governance rules and policies for security and privacy found at: <http://www.colorado.gov/cs/Satellite/OIT-Cyber/CBON/1249667675596>. CDE and CDHS will hold Data Owners and Data Governance Managers accountable to ensure their Data is handled by the authorized individuals necessary to achieve the stated purposes, while still conforming to all regulations and security policies.

XVII. Data Owners

The Data Owners, System Steward, and Consumers shall ensure that access to the original Data covered by this Agreement shall be limited to eligible divisions of CDHS and CDE and the minimum number of individuals necessary to achieve the purposes stated in this Agreement.

XVIII. Effective Date and Term

This Agreement shall take effect upon its signing by all parties. This Agreement may be amended at any time by mutual agreement of all parties. All parties will conduct an independent review of this Agreement on an annual basis. This Agreement shall remain in effect until terminated by written notification from one party to another.

XIX. Signatures

To further the collection and analysis of Colorado educational Data, CDE, represented by the Commissioner of Education for Colorado, Robert Hammond, and CDHS, represented by Executive Director CDHS, Reggie Bicha, agree to the cooperative sharing of data between the two agencies pursuant to the conditions set forth herein.

Signature: 

Robert Hammond

Commissioner of Education

Colorado Department of Education

Date: 3/12/14

Signature: 

Reggie Bicha

Executive Director

Colorado Department of Human Services

Date: 3/16/2014

APPENDIX A

Business Use Case

This use case is part of ongoing program analysis to understand a child's access to early education services and supports funded through State and Federal dollars. Data shared between CDE and CDHS will be used at a minimum to demonstrate concurrent and past enrollment to document the path the child followed to develop from early education to the public education system (K-12). This will establish a baseline understanding of statewide programmatic enrollment, to enable CDHS and CDE to conduct additional analysis in the future that will relate enrollment to outcomes. When and if any further analysis occurs, there will be additional use cases documented in subsequent appendices with details of those analyses.

This data sharing use case will involve linking data from different agencies using the RISE system.

Participating Agencies

The

- Colorado Department of Education (CDE) will be sharing data with the Colorado Department of Human Services (CDHS), and
- Colorado Department of Human Services (CDHS) will be sharing data with the Colorado Department of Education (CDE).

Data Required from (Agency) – Data Providers

Annual (or more frequently as needed) child enrollment in the following programs:

- a. Colorado Preschool Program (CDE)
- b. Results Matter (CDE)*
- c. Public School K-12 (CDE)
- d. Child Find, IDEA Part B (CDE)
- e. Colorado Child Care Assistance Program (CDHS)

Data Sharing Agreement – Early Childhood Interagency | 2014

- f. School Readiness Quality Improvement Program (CDHS)
- g. Early Intervention Colorado, IDEA Part C (CDHS)
- h. Head Start and Early Head Start (Federal)**

* Results Matter contains information which may include Head Start, School Readiness Quality Improvement Program, and Child Care Assistance Program which are not currently separately identified but captured.

** Head Start is a Federal to Local program, and the sharing of Head Start program data with the State of Colorado will need to be coordinated with authorization from Head Start, Regional or Federal offices.

Conditions under which data may and may not be linked and shared

Data will be linked via the State Assigned Student Identification number (SASID) and all data analysis will be conducted by the Early Childhood teams within CDHS and CDE. Aggregated data and results will be shared with the Remedial Policy Review Task Force, CDHS staff, and potentially public Colorado institutions of higher education. All shared data will be aggregated and the CDE data sources cited. The System Steward for linked data using RISE will be CDE.

For the purpose of the above business use case, the roles of data consumer and authorized user shall be limited to the below identified data owners and data consumers. CDE and CDHS may identify additional staff as authorized users in writing for review and consideration. CDHS includes as data consumers Brett Reeder, Quang Tran, and Jacob Barney, data analysts for the Office of Early Childhood.

The role of Data Governance Manager for CDE is Marcia Bohannon for this agreement, and the role of Data Governance Manager for CDHS is a shared responsibility between the Office Director and Business Technology Resource Manager in conjunction with the below outlined interim data governance process. After the establishment of a formal Data Governance Manager at CDHS, that staff will assume the responsibilities outlined in the definitions section and in accordance with roles and responsibilities as assigned by CDHS.

Table of Required Data and Ownership:

Data	From	Source System	Data Owner
------	------	---------------	------------

Data Sharing Agreement – Early Childhood Interagency | 2014

1. Public School (K-12)	CDE	CDE Data Warehouse	Jan Petro, K-12 Data Governance Manager
2. Results Matter	CDE	Extracts from Gold and Core (in CDE staging tables)	Nick Ortiz, Results Matter Implementation and Data Consultant
3. Colorado Child Care Assistance Program	CDHS	CHATS	Hilaire Brockmeyer, CCCAP Supervisor
4. Colorado Preschool Program	CDE	CDE Data Warehouse	Nan Vendegna, Program Director – Colorado Preschool Program and Results Matter
5. Child Find, IDEA Part B)	CDE	CDE Data Warehouse	Heidi McCaslin, State Child Find Coordinator
6. School Readiness Quality Improvement Program	CDHS	Access database	Kim Owen, Quality Initiatives Supervisor
7. Early Intervention Colorado, IDEA Part C	CDHS	CCMS-DDD Web	Christy Scott, Program Quality and Data Coordinator
8. Head Start and Early Head Start	Federal	Results Matter system	Nick Ortiz, Results Matter Implementation and Data Consultant

CDHS Interim Processes

CDHS, in order to facilitate the data sharing outlined in this Appendix and comply with the practices outlined in the Agreement, must put in place interim data governance practices until such time that formal governance may replace the below outlined procedures.

- A. Data Governance: At a minimum and in conjunction with the established clearance process for interagency agreements, CDHS will convene the above identified data owner, Division Director, Office Director, business technology resource manager, and any other

subject matter expert deemed necessary to review all data linking requests. The recommendations from this body shall accompany the formal request through the clearance process to the Deputy Executive Director, and only after the request has completed clearance shall linked data sets be shared.

- B. Risk Assessment: CDHS will reconvene the above identified interim governance group, and any subject matter experts deemed necessary, to review the linked data and any results generated by CDE to consider potential risks. The risk assessment process shall mirror that described in the Agreement section IX, items A-E, and as needed include collaboration with the Data Steward and Data Governance processes established within CDE.

Regulations that Apply

- FERPA
- No PHI is included in the linked data and HIPAA is not applicable for this Use Case

Additional Constraints, as required by Section VIII, entitled "Release of Linked Data to Requestor"

Signatures

To further the collection and analysis of Colorado educational Data, CDE, represented by CDE's Data Governance Manager, Jan Rose Petro, RISE Data Governance Manager, Marcia Bohannon, and the Commissioner of Education, and from Division Directors Tammi Graham and David Collins, Office Director Mary Anne Snyder, and Deputy Executive Director Nikki Hatch, agree to the cooperative sharing of data between the two agencies pursuant to the conditions set forth herein.

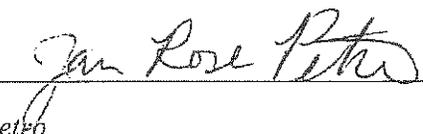
Signature: 

Date: 3/6/14

Robert Hammond

Colorado Commissioner of Education

Colorado Department of Education

Signature: 
Jan Rose Petro

Date: 3/17/14

Data Sharing Agreement – Early Childhood Interagency | 2014

Director, Data Services Unit

Colorado Department of Education

Signature: Marcia Bohannon Date: 3/7/14

Marcia Bohannon

Deputy Chief Information Officer

Colorado Department of Education

Signature: Mary Anne Snyder Date: 3/6/14

Mary Anne Snyder

Director, Office of Early Childhood

Colorado Department of Human Services

Signature: Nikki Hatch Date: 3/6/14

Nikki Hatch

Deputy Executive Director of Operations

Colorado Department of Human Services

Colorado Legislative Council Staff Fiscal Note

**STATE
FISCAL IMPACT**

Drafting Number: LLS 14-0149	Date: January 22, 2014
Prime Sponsor(s): Rep. Schafer	Bill Status: House Education
Sen. Newell	Fiscal Analyst: Kristen Koehler (303-866-4918)

SHORT TITLE: LINKING STUDENT DATA PRESCHOOL TO KINDERGARTEN

Fiscal Impact Summary*	FY 2014-2015	FY 2015-2016
State Revenue		
State Expenditures	\$593,945	\$161,407
State Education Fund	\$578,945	\$138,826
Centrally Appropriated Costs**	\$15,000	\$22,581
FTE Position Change	1.3 FTE	1.8 FTE
Appropriation Required: \$298,000 - Department of Education; \$240,893 - Colorado Department of Human Services; \$40,052 - Governor's Office of Information Technology (FY 2014-15)		

* This summary shows changes from current law under the bill for each fiscal year.
 ** These costs are not included in the bill's appropriation. See the State Expenditures section for more information.

Summary of Legislation

This bill, recommended by the *Early Childhood and School Readiness Legislative Commission*, requires the Colorado Department of Education (CDE), the Colorado Department of Human Services (CDHS), and the Office of Information Technology (OIT) to work together to establish and implement procedures to link student data collected by publicly funded early childhood education programs with the student data collected by school districts and public schools in the state.

The departments (CDE and CDHS) and the office (OIT) must begin implementing the procedures by October 1, 2014. The State Board of Education and the State Board of Human Services may promulgate rules if necessary to implement the procedures. The CDE may receive money from the State Education Fund to implement the requirements of this bill.

Beginning in 2014, the Early Childhood and School Readiness Legislative Commission must annually meet with CDE and CDHS to receive a briefing on the progress in linking the data.

State Expenditures

This bill is expected to increase state expenditures by \$593,945 and 1.3 FTE in FY 2014-15 and by \$161,407 and 1.8 FTE in each fiscal year thereafter. Table 1, below, and the discussion that follows describe the cost components of the bill.

Table 1. Expenditures Under HB 14-1039		
Cost Components	FY 2014-15	FY 2015-16
Personal Services	\$89,448	\$134,090
CDE	\$0	\$44,642
DHS	\$63,800	\$63,800
OIT	\$25,648	\$25,648
FTE	1.3	1.8
CDE	0.0	0.5
DHS	1.0	1.0
OIT	0.3	0.3
Operating Expenses and Capital Outlay	\$6,229	\$4,382
CDE	\$0	\$2,827
DHS	\$5,653	\$950
OIT - VPN Software Fee	\$576	\$605
Contract Services	\$483,268	\$354
CDE	\$298,000	\$0
DHS	\$171,440	\$0
OIT	\$13,828	\$354
Centrally Appropriated Costs*	\$15,000	\$22,581
CDE	\$0	\$6,860
DHS	\$11,181	\$11,695
OIT	\$3,819	\$4,026
TOTAL	\$593,945	\$161,407

* Centrally appropriated costs are not included in the bill's appropriation.

Colorado Department of Education. In FY 2014-15, the CDE will contract for one-time computer programming services and support at a cost of \$298,000. Beginning in FY 2015-16, the CDE requires ongoing personal services at a cost of \$44,642 and 0.5 FTE per year.

Contracted services are used when a specific skill set is required or when workload requires outside assistance. Contracted computer programming services will assist the CDE with several phases of the project including: coordinating with DHS; developing procedures for importing multiple data types; developing and negotiating cross-agency data governance and data sharing agreements; coordinating and documenting research questions related to the critical issues the data must respond to; testing results; linking relevant data; performing analytics; developing and implementing a security and privacy oversight program; and evaluating the system for potential data breaches and vulnerabilities and making modifications as needed.

The contracted services rates are based on industry rates currently paid by CDE for open bid solutions requiring the same skills.

The CDE will be required to add new staff of 0.5 FTE in FY 2015-16 to perform ongoing maintenance to the Relevant Information to Support Education (RISE) system and to present aggregated data results in response to research inquiries. This work requires 0.5 FTE for a Longitudinal Data System Support Analyst. New FTE will:

- maintain the early childhood education data linked to other relevant K-12 data within RISE;
- oversee data requests, prioritize requests, assist data analysts and researchers with analytics, and ensure that data governance agreements are in place;
- assist with data security and flag security warnings as necessary; and
- act as key point of contact between CDE and CDHS for longitudinal data analysis and the provision of accurate data output.

Colorado Department of Human Services. In FY 2014-15, the DHS will contract for one-time computer programming services and support at a cost of \$171,440. Also, beginning in FY 2014-15, the DHS requires personal services at a cost of \$63,800 and 1.0 FTE per year.

Ongoing personal services are required beginning in FY 2014-15 to perform system maintenance, to coordinate between DHS and CDE to develop data questions, to develop and test database transmissions, to perform data entry and analysis, and to mine and develop pertinent data in existing systems. In addition, the DHS will be required to coordinate with the Colorado Department of Health Care Policy and Financing (HCPF) to identify and mine data related to early intervention services for individuals with disabilities.

Governor's Office of Information Technology. In FY 2014-15, the OIT will purchase contracted services at a cost of \$13,828. Beginning in FY 2015-16, the OIT will incur ongoing contracting costs of \$354 per year. Beginning in FY 2014-15, the OIT will require on-going personal services at a cost of \$25,648 and 0.3 FTE. Operating expenses in FY 2014-15, which include costs for VPN software subscription, are \$576, and in FY 2015-16, these costs are \$605.

Contract services in FY 2014-15 are required to build a virtual private network to connect information between the DHS and the CDE across the public network. Activities associated with gathering system requirements, reviewing existing processes, and code design will be completed through contractor services. Ongoing contract services will cost \$354 per year and will provide ongoing maintenance and support.

Personal services of 0.3 FTE will be required to provide ongoing system maintenance, document network implementation requirements, modify existing systems and support required changes, validate security, and establish maintenance and reporting programs.

The OIT will develop a virtual private network which requires software subscription costs of \$576 in FY 2014-15, and \$605 in FY 2015-16.

Department of Law. The bill allows the State Board of Education and the State Board of Human Services to promulgate rules to implement the procedures for linking required student data. The Department of Law may experience an increase in workload due to rulemaking activities; however, any increase is expected to be minimal and can be accomplished without new appropriation.

Centrally appropriated costs. Pursuant to a Joint Budget Committee policy, certain costs associated with this bill are addressed through the annual budget process and centrally appropriated in the Long Bill or supplemental appropriations bills, rather than in this bill. The centrally appropriated costs subject to this policy are estimated in the fiscal note for informational purposes and summarized in Table 2.

Cost Components	FY 2014-15	FY 2015-16
Employee Insurance (Health, Life, Dental, and Short-term Disability)	\$8,788	\$12,188
Supplemental Employee Retirement Payments	\$6,212	\$10,393
TOTAL	\$15,000	\$22,581

*More information is available at: <http://colorado.gov/fiscalnotes>

Effective Date

The bill takes effect upon signature of the Governor, or upon becoming law without his signature.

State Appropriations

For FY 2014-15, the bill requires the following appropriations from the State Education Fund:

- \$298,000 to the Colorado Department of Education;
- \$240,893 to the Colorado Department of Human Services; and
- \$40,052 to the Governor's Office of Information Technology.

State and Local Government Contacts

Education	Human Services	Law
Governor's Office of Information Technology		Health Care Policy and Financing



Temple Hoyne Buell Foundation

Supporting the positive development of young children in Colorado

Early Childhood Investment in Colorado

The Temple Hoyne Buell Foundation was founded in 1962 to fulfill the charitable interests of Mr. Temple Buell, a noted architect in Denver, CO. His instructions were to fund the needs of the time. At this time in Colorado history, the foundation funds activities that support the positive development of young children across the state of Colorado. Grants are awarded primarily in the area of early childhood education and development, with a specific focus on underserved and rural areas.

FUNDING SUMMARY FOR THE LAST FIVE YEARS

The Buell Foundation invested in partners delivering a variety of services and programs in order to see the greatest impact on the lives of young children and their families.

Funding Area	1-Year Summary	5-Year Summary
Child Care Centers and Preschools	\$3,359,002	\$16,150,676
Home Visitation	\$900,500	\$4,079,580
Literacy	\$237,500	\$1,098,047
Social Emotional Learning	\$409,100	\$2,135,408
Professional Development	\$1,389,966	\$6,303,753
Parenting Education	\$554,625	\$3,185,929
Capital	\$560,000	\$2,304,264
Systemic Impact	\$979,500	\$3,284,649
SUBTOTAL Early Childhood	\$8,390,193	\$38,542,306
Pregnancy Prevention	\$507,824	\$1,759,824
Other	\$1,262,400	\$3,504,817
TOTAL	\$10,160,417	\$43,806,947

EARLY CHILDHOOD BY THE NUMBERS

Of the 5,074,528 people in Colorado, **358,087** are under the age of five.

Nationally...

There are 19.8 million children under five.

22% of Colorado children under the age of five live in poverty, an **increase of 136%** over the past ten years.

Nationally...

26% of children under five live in poverty.

20% of children speak a language other than English at home.

Nationally...

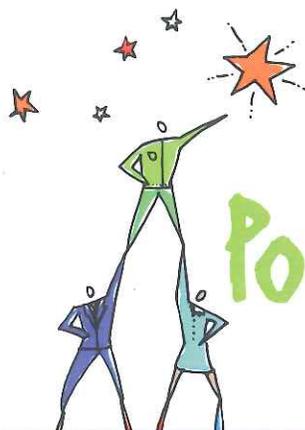
22% of children under five speak a language other than English at home.

There are approximately **110,000** slots in licensed early care settings in the state, enough for **23%** of children.

Nationally...

There are licensed slots to serve 24% of children.

In Colorado, approximately **48% of the income** for a single-parent household goes toward the cost of child care.



Poverty in the Workplace Presentation

Schedule at your worksite.

Get at least 10 people to participate and we'll come to you!

Lunch & Learns welcomed.

We welcome donations in exchange for our time.

Our key concepts are the foundation of WorkLife's service delivery model and mission.

Our key concepts will cover:

- How are you including people from all socioeconomic levels in your organizational culture? Are they engaged?
- What resources do you/can you provide to people who are experiencing a 'lack of resources' or 'scarcity'?
- What are the best practices of an employer of choice?
- How does 'poverty' in the community affect your bottom-line?

Poverty is no longer 'out there', but 'in here', and it plays a role in your operations. Poverty affects an employer's productivity, talent retention, and bottom-line.

Poverty in the Workplace challenges old ways of thinking and has motivated many employers to make changes to their work environment and business models.

What does poverty have to do with your business model?

It affects your profit and your people!

Give us one hour of your time, and we'll show you key points that will help you understand how poverty plays out in your workplace and affects productivity, talent retention, and your organization's bottom-line. Our foundational concepts will help your leadership understand how to better manage, communicate, and lead.

Who Should Attend?

Corporate leadership, board members, CEOs, Executive Management, Supervisors, Leads, and Managers – anyone doing the hiring.

If you're looking to:

- Make your people your profit and not your cost
- Create a culture of inclusion
- And be a better leader

this presentation is for you.

Schedule a training at your worksite today:

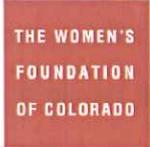
Contact Liddy Romero, Executive Director at lromero@worklifecolorado.org or call

303-298-1625



CHILD CARE PRICES AND AFFORDABILITY
A STRUGGLE FOR COLORADO FAMILIES & PROVIDERS

Presentation to the
Early Childhood and School Readiness Legislative Commission
July 28, 2014

Cost of Care Project

Through a grant from The Women's Foundation of Colorado, Qualistar Colorado and the Colorado Children's Campaign are investigating the issue of child care affordability in Colorado.

Brief 1: Released in June

Brief 2: Will be released late August

Brief 3/Final Report: Slated for release in December

Did you know?

- Families in each of Colorado's 64 counties pay more for child care for two young children than they pay for housing
- The average price for licensed, center-based child care for an infant is nearly half the median annual income for single mothers
- The early childhood workforce is not well-paid; many teachers are low-income working mothers
- Most child care programs are small businesses and many struggle to stay afloat

Child care prices

Prices vary according to age, type of care setting and location

Average Annual Price for Full-time Licensed Care in Colorado

	Infant		Toddler		Preschooler	
	child care center	family child care home	child care center	family child care home	child care center	family child care home
Rural	\$8,808	\$7,149	\$8,307	\$7,081	\$7,337	\$6,532
Urban	\$13,674	\$8,993	\$12,450	\$8,841	\$10,810	\$8,327
Resort	\$14,111	\$10,713	\$13,472	\$10,463	\$12,209	\$10,372

Family income

Median incomes vary greatly by location and family structure

	Median Income for Married Couples with Children	Median Income for Single Mother Families
Colorado	\$85,137	\$26,089
United States (range of state medians)	\$62,819 - \$111,875	\$16,752 - \$35,921

Child care affordability

price ÷ income

	Colorado (statewide average)		United States (range of state averages)	
	Infant	Preschool	Infant	Preschool
Married Couples with Children	15.0%	11.3%	7.0% - 18.6%	6.0% - 14.1%
Single Mother Families	48.8%	36.9%	25.6% - 61.6%	22.6% - 47.7%

Affordability in Colorado

Range of Child Care Affordability by County

	Infant		Preschool	
	Most affordable	Least affordable	Most affordable	Least affordable
Married couples with children	7.56% (San Juan)	20.36% (Saguache)	5.50% (San Juan)	16.79% (Routt)
Single mother families	19.98% (Teller)	94.55% (Gunnison)	11.97% (Ouray)	85.65% (Gunnison)

Why is child care expensive?

- **Personnel costs** are high because child care is a labor-intensive industry, even though the workforce is not well-paid
- The balance of **supply and demand** impacts costs and prices
- Meeting basic **health, safety and quality standards** incurs costs; research indicates the return on investment is high

How can affordability be improved?

Possible strategies include:

- Expanding, targeting and sustaining **public investments** in early care, preschool and full-day kindergarten
- Implementing creative **financing mechanisms** to expand access to subsidized care
- Improving the balance of **supply and demand**
- Incentivizing and encouraging **businesses** to adopt family-friendly policies that help families afford the high cost of care

Questions 

Contact

Stacy Buchanan
Qualistar Colorado
Vice President of Information Strategy
303.339.6839
sbuchanan@qualistar.org
www.qualistar.org

CHILD CARE PRICES AND AFFORDABILITY A STRUGGLE FOR COLORADO FAMILIES & PROVIDERS

JUNE 2014

ABOUT THIS BRIEF: INFORMING ACTION

In 2013 The Women's Foundation of Colorado produced a comprehensive research report entitled *The Status of Women & Girls in Colorado*. Throughout the research phase for that report, many questions and concerns about child care access and affordability were raised. In particular, single mothers were found to be struggling with the price of child care. As a direct result, The Women's Foundation of Colorado provided a grant to Qualistar Colorado to investigate and address the barriers to affordable child care. Qualistar Colorado has produced this brief with that generous funding. Additional effort on this project has been provided by the Colorado Children's Campaign. This brief is the first in a series to be produced in conjunction with this project.

CHILD CARE IN COLORADO

Child care is a term that refers to a wide range of settings in which young children are cared for and educated. Licensed child care includes programs that have gone through the necessary steps to become licensed by the State of Colorado. Licensing ensures that the facility has complied with basic health and safety standards, and that it has met certain requirements for staff training and background checks. In addition, licensing regulations outline the staff-to-child ratios required in each type of child care setting, the age range of children that can be cared for, and the total number of children that can be cared for at one time. In Colorado, child care licenses are issued to child care centers, part-day preschools, family child care homes and school-age facilities.¹

TYPES OF LICENSED CHILD CARE



Child Care Centers and Preschools: Care is provided in a setting similar to school where there may be many classrooms and children are usually grouped by age. These facilities are regulated by the Colorado Department of Human Services, Division of Early Care and Learning. Preschools are specifically licensed to serve children for only part of the day.



Family Child Care Homes: Care is provided in a home that has been licensed and is regulated by the Colorado Department of Human Services, Division of Early Care and Learning.



School-Age Child Care: Care is provided for children ages 5 and up before and after school, on holidays and during the summer. It is offered by many kinds of programs. Some programs serve only school-age children and some also serve younger children.

THE WOMEN'S
FOUNDATION
OF COLORADO

Qualistar
COLORADO

COLORADO
CHILDREN'S
CAMPAIGN

WHY IS CHILD CARE SO EXPENSIVE?

Many families struggle to find child care that meets their needs. While the availability of care poses challenges in many areas of the state, perhaps the most common barrier to using licensed child care is affordability. Child care, particularly high-quality child care, is expensive to provide. Many new parents are shocked by the price of licensed child care and find that they are financially unprepared for it when they need it.

Child care is a labor-intensive industry. Child care professionals earn considerably less than workers in similar industriesⁱⁱ, and many do not receive employee benefits such as health insurance. Nevertheless, **personnel costs** are by far the largest expense category within child care programs' budgets. These costs (wages, payroll taxes and fees) are higher for child care programs than for many other types of businesses because of two main factors: staff-to-child ratios and multiple shifts.

Staff-to-child ratios: As in most states, Colorado's child care center licensing regulations dictate the maximum number of children that can be with one teacher. And while Colorado's ratio requirements do not meet nationally recommended levels, they nevertheless mean that child care programs need a large number of teachers on staff. For infants and young toddlers in Colorado's centers, there must be one teacher for every five children. For older toddlers that ratio is 1:7; for young preschoolers it is 1:8, and for 3- to 4-year olds the ratio is 1:10. Consider those ratios (and the associated staffing costs) compared to an elementary school classroom in which there is one teacher for 20 children, or a college lecture class in which there is one professor teaching hundreds of students at one time.

Multiple shifts: Full-time child care programs are generally open for 11 or 12 hours per day in order to accommodate the needs of working families. A parent working an eight-hour shift might need her children to be in care for 10 hours in order to give her time to get to and from work, and of course not all parents work the same schedules. In order for child care programs to operate for that many hours, they must be staffed with enough qualified teachers to cover all of the operating hours. A large child care center can employ 40 teachers and an additional 10 non-classroom staff such as administrators and cooks.

In addition to personnel costs are facility costs. **Facility costs** are significant because child care programs must ensure that the environment is safe for children and adequately supports their developmental needs. Whether facilities are rented or owned, the costs to occupy, maintain and improve them are substantial. **Food costs** are another major expense for most child care programs, as many children are in care for up to 10 hours per day and therefore require multiple well-balanced meals and snacks.

WHAT DOES ALL THIS MEAN FOR FAMILIES?

Licensed child care is a major expense for families who use it. It tends to be one of the largest expenses for families, particularly families with multiple young children.ⁱⁱⁱ Married couples can expect to spend 15 percent of their

.....

COST vs. PRICE

Though they may sound like the same thing, the cost of child care and the price of child care are actually quite different. "Cost" refers to the full extent of resources needed to provide care; "price" is the amount that is actually charged to families. Child care, particularly high-quality child care, is expensive to provide. Most often child care programs cannot charge prices high enough to cover all their costs because families would not be able to afford it.

household income on infant care and another 10 percent on preschool-age care.^{iv} The price for child care for an infant is nearly half (48 percent) the median annual income for single mothers, which is a particularly staggering amount for the third of single mothers who live in poverty.^v Licensed child care in Colorado is more expensive than in-state tuition and fees at a public four-year college.^{vi} While child care comprises a significant part of virtually any family's budget, there is some variation in child care prices. The price of child care varies according to the ages of children, the type of care setting and geographical factors.

Ages of children

Infant care is particularly expensive to provide. It requires the highest staff-to-child ratios, the smallest group size, the most square footage per child, specific equipment and furnishings and, ideally, specially trained caregivers. Due to the added costs, many child care programs find the expense of providing infant care prohibitive. Child care prices drop as children age. The price for a preschooler in a child care center is approximately 20-25% lower than for an infant. In Arapahoe County, for example, full-time infant care in a center averages \$12,824 per year and full-time preschool-age care averages \$10,375 per year, a difference of 23.6%.^{vii}

Type of care setting

Center-based child care is more expensive than home-based care. Much of the difference can be attributed to personnel costs and facility costs. Home-based child care providers do not have to pay salaries or employer-related taxes and fees.^{viii} Since home-based child care providers operate their businesses out of their homes, they do not have the extensive costs associated with operating a large facility. In Boulder County, centers charge an average of \$13,210 per year for care for 4-year-olds, and family child care providers charge an average of \$10,440 per year for 4-year-olds, a difference of 26.5%.^{vii}

Geographical factors

Families living in cities and large towns can expect to pay significantly more for child care than families in rural areas, with the exception of rural resort communities. The price difference is largely due to the overall cost of living. Families in urban areas also pay more for housing and transportation than rural families.ⁱⁱⁱ The average annual price for full-time center-based infant care in non-resort rural counties in Colorado is \$8,800; in urban counties it is 55% higher, at \$13,662.^{vii,ix} It is the resort areas in Colorado that have the highest prices for child care, with an annual infant care price of \$14,100.^{vii,ix} Child care prices can vary significantly even within a large urban area. For example, child care prices in downtown Denver are 42% higher than in the Cherry Creek and Baker neighborhoods a few miles south of downtown.^x

The price for licensed center-based child care in Colorado ranges from \$6,000 to \$17,000 per year.^{xi}

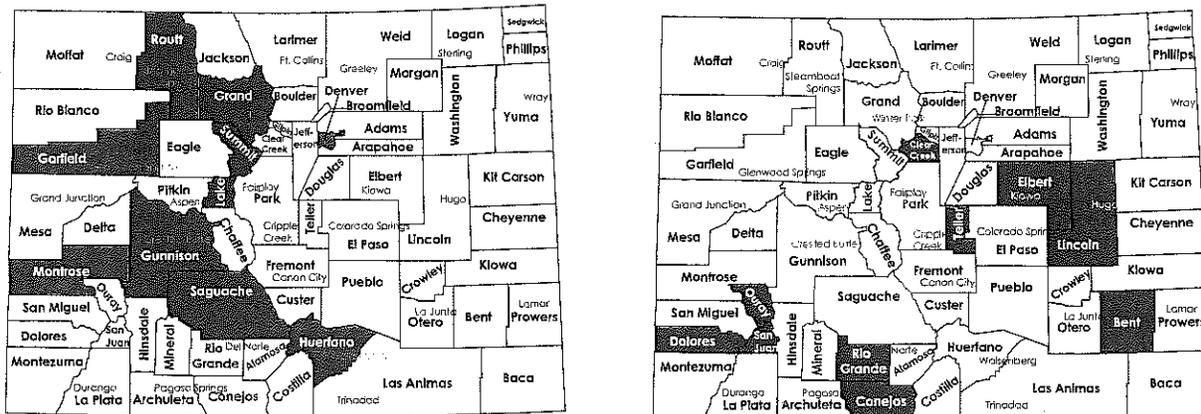
AFFORDABILITY

Child care prices have differing impacts on families. The impact of child care on a family's budget can be measured by comparing child care price to family income. Just as the price of child care varies throughout the state, so does family income. The median annual income for married couples with children ranges from \$38,281 in Saguache County to \$125,477 in Douglas County.^{xi} For households headed by single mothers, median incomes range from \$12,401 in Fremont County to \$55,938 in Pitkin County.^{xii}

Least-Affordable and Most-Affordable Counties

The following figures and tables depict the top ten least-affordable and top ten most-affordable counties in Colorado for full-time preschool-age care in a child care center for married couples and for single mother families.^{vii, xi} Child care affordability was calculated by dividing the average price of care in each Colorado county by the county median income.^{xii} For a complete list of median incomes and child care prices by age group and county, see the Appendix on page 8.

FIGURE 1: TOP 10 LEAST-AFFORDABLE AND MOST-AFFORDABLE COLORADO COUNTIES FOR CENTER-BASED PRESCHOOL-AGE CARE FOR MARRIED COUPLES WITH CHILDREN



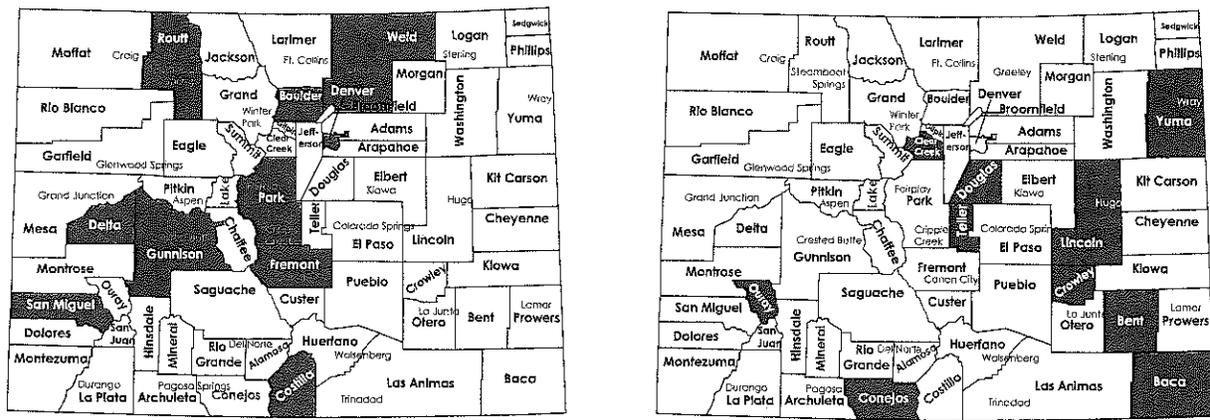
County	Average Annual Price of Preschool-age Care in a Center ^{vii}	County Median Income for Married Couples with Children ^{xi}	Price of Care as a Percentage of County Median Income
Routt	\$14,711	\$87,635	16.79%
Huerfano	\$6,495	\$41,000	15.84%
Lake	\$8,047	\$51,771	15.54%
Saguache	\$5,677	\$38,281	14.83%
Grand	\$10,522	\$71,047	14.81%
Gunnison	\$11,359	\$77,028	14.75%
Summit	\$12,588	\$86,494	14.55%
Denver	\$11,477	\$78,929	14.54%
Montrose	\$7,664	\$53,814	14.24%
Garfield	\$10,842	\$76,577	14.16%
San Juan	\$4,157	\$75,556	5.50%
Ouray	\$4,313	\$70,515	6.12%
Teller	\$6,982	\$88,250	7.91%
Lincoln	\$5,066	\$63,750	7.95%
Conejos	\$4,440	\$55,156	8.05%
Clear Creek	\$9,076	\$106,473	8.52%
Rio Grande	\$5,160	\$55,938	9.22%
Elbert	\$8,314	\$90,000	9.24%
Dolores	\$5,456	\$58,846	9.27%
Bent	\$4,780	\$51,500	9.28%

Top 10 Least Affordable

Top 10 Most Affordable



FIGURE 2: TOP 10 LEAST-AFFORDABLE AND MOST-AFFORDABLE COLORADO COUNTIES FOR CENTER-BASED PRESCHOOL-AGE CARE FOR SINGLE MOTHER FAMILIES



County	Average Annual Price of Preschool-age Care in a Center ^{vii}	County Median Income for Single Mother Families ^{xi}	Price of Care as a Percentage of County Median Income
Gunnison	\$11,359	\$13,262	85.65%
Park	\$9,888	\$20,284	48.75%
Denver	\$11,477	\$23,607	48.62%
Fremont	\$5,716	\$12,401	46.09%
Delta	\$6,646	\$14,600	45.52%
Weld	\$10,178	\$22,635	44.97%
San Miguel	\$11,431	\$25,694	44.49%
Routt	\$14,711	\$33,500	43.91%
Costilla	\$6,235	\$14,271	43.69%
Boulder	\$13,210	\$32,287	40.92%
Ouray	\$4,313	\$36,023	11.97%
Lincoln	\$5,066	\$36,688	13.81%
Crowley	\$5,196	\$29,583	17.56%
Teller	\$6,982	\$39,006	17.90%
Bent	\$4,780	\$24,357	19.63%
Yuma	\$6,322	\$29,942	21.11%
Clear Creek	\$9,076	\$38,750	23.42%
Conejos	\$4,440	\$17,782	24.97%
Douglas	\$12,359	\$49,089	25.18%
Baca	\$5,196	\$20,625	25.19%

Top 10 Least Affordable

Top 10 Most Affordable

INFORMING ACTION

Despite the high prices being charged, many child care programs struggle to stay afloat. Programs cannot withstand long periods of decreased enrollment or habitual non-payment from the families they serve if they are to succeed financially. Often the price of care is not high enough to allow child care programs to pay teachers a living wage or offer benefits.

If the price of child care is not unnecessarily high, and if families cannot afford the price that is charged, then the solution to the affordability problem is not as simple as charging less or paying more. Child care affordability is a challenge nationally. However, the challenges for families in Colorado, especially for low-income single mother families, are particularly pronounced because Colorado ranks as the fifth least-affordable state for center-based care.^{xiii} The Women's Foundation of Colorado, Qualistar Colorado and the Colorado Children's Campaign are working together to explore and address the reasons behind the affordability problem in our state.

Qualistar will continue analyzing our state's current system of child care funding and examining the costs of operating child care businesses in other states. This project will culminate in a large and detailed report in late 2014 that will include an action plan and innovative strategies for addressing child care affordability in Colorado.

END NOTES

ⁱSome child care programs are exempt from licensing requirements. A list of exemptions can be found in *General Rules for Child Care Facilities*, issued by Division of Child Care, Colorado Department of Human Services, accessible at <http://www.coloradoofficeofearlychildhood.com/#!/rules-and-regulations/c86y>

ⁱⁱUnited States Department of Labor, Bureau of Labor Statistics. (2013). May 2013 State Occupational Employment and Wage Estimates Colorado. http://www.bls.gov/OES/current/oes_co.htm

ⁱⁱⁱColorado Center on Law and Policy. The Self-Sufficiency Standard for Colorado, 2011: Self-Sufficiency Standard Tables by County, All Family Types.

^{iv}See Figures 1-2 on pages 5-6.

^vAs reported in *The Status of Women and Girls in Colorado*, The Women's Foundation of Colorado (2013). Primary source: Child Care Aware® of America. 2012. Child Care In America: 2012 State Fact Sheets. <http://www.naccrra.org/public-policy/in-the-states-0>

^{vi}CollegeBoard. *In-State Tuition and Fees by State, 2013-14, and Five-Year Percentage Changes*. <http://trends.collegeboard.org/college-pricing/figures-tables/in-state-tuition-fees-state-2013-14-and-5-year-percentage-changes>

^{vii}Throughout this brief, references to Colorado child care prices come from Qualistar Colorado and its network of Child Care Resource & Referral partners and were the prices on record as of January 2014.

^{viii}Some home-based family child care providers, particularly those licensed as Large Family Child Care Homes, do employ other caregivers.

^{ix}For the purposes of this brief, counties are defined as urban, rural or rural resort as follows: Urban: Adams, Arapahoe, Boulder, Broomfield, Denver, Douglas, El Paso, Jefferson, Larimer, Mesa, Pueblo, Weld. Rural resort: Eagle, Garfield, Grand, Lake, Pitkin, Routt, Summit. The remaining 45 counties are defined as rural.

^xZip code 80202 was used to determine the downtown Denver price. Zip code 80209 was used to determine the price in Cherry Creek and Baker neighborhoods.

^{xi}U.S. Census Bureau, American Community Survey, 2012 five-year estimates. Table B19126.

^{xii}At the time of publication, in some counties there was no full-time licensed center-based care for one or more age groups. Additionally, there was no county median income reported for single mother families in Dolores, Hinsdale, Mineral or San Juan counties. Affordability rankings only include counties for which there is both child care price data and county median income data.

^{xiii}Child Care Aware of America. *Parents and the High Cost of Child Care 2013 Report*. http://usa.childcareaware.org/sites/default/files/cost_of_care_2013_103113_0.pdf

APPENDIX

County	County Median Income for a Married Couple ^{xi}	County Median Income for a Single Mother Family ^{xi}	Average Annual Cost of Infant Care in a Center ^{vii}	Average Annual Cost of Preschool-age Care in a Center ^{vii}
Adams	\$72,918	\$28,683	\$13,009	\$10,231
Alamosa	\$55,348	\$18,068	\$6,695	\$6,076
Arapahoe	\$91,248	\$32,223	\$12,824	\$10,376
Archuleta	\$59,025	\$27,222	N/A	\$7,404
Baca	\$54,474	\$20,625	N/A	\$5,196
Bent	\$51,500	\$24,357	\$7,794	\$4,780
Boulder	\$113,971	\$32,287	\$15,193	\$13,210
Broomfield	\$119,277	\$49,208	\$15,734	\$12,790
Chaffee	\$67,971	\$25,278	N/A	\$7,559
Cheyenne	\$71,406	\$25,208	N/A	N/A
Clear Creek	\$106,473	\$38,750	\$11,119	\$9,076
Conejos	\$55,156	\$17,782	N/A	\$4,440
Costilla	\$58,417	\$14,271	\$6,235	\$6,235
Crowley	\$48,906	\$29,583	\$6,495	\$5,196
Custer	\$61,000	\$15,069	N/A	N/A
Delta	\$70,893	\$14,600	N/A	\$6,646
Denver	\$78,929	\$23,607	\$15,410	\$11,477
Dolores	\$58,846	-	\$4,936	\$5,456
Douglas	\$125,477	\$49,089	\$16,311	\$12,359
Eagle	\$86,809	\$29,300	\$13,033	\$11,105
El Paso	\$80,688	\$25,667	\$11,434	\$9,389
Elbert	\$90,000	\$31,696	N/A	\$8,314
Fremont	\$60,906	\$12,401	\$7,067	\$5,716
Garfield	\$76,577	\$37,162	\$12,297	\$10,842
Gilpin	\$99,063	\$26,250	\$13,769	\$9,613
Grand	\$71,047	\$27,917	\$13,250	\$10,522
Gunnison	\$77,028	\$13,262	\$12,539	\$11,359
Hinsdale	\$80,288	-	\$10,392	\$9,093
Huerfano	\$41,000	\$19,237	N/A	\$6,495
Jackson	\$67,778	\$26,429	N/A	N/A
Jefferson	\$103,404	\$35,950	\$14,125	\$10,675
Kiowa	\$61,250	\$14,821	N/A	N/A

County	County Median Income for a Married Couple ^{xi}	County Median Income for a Single Mother Family ^{xi}	Average Annual Cost of Infant Care in a Center ^{vii}	Average Annual Cost of Preschool-age Care in a Center ^{vii}
Kit Carson	\$60,380	\$16,125	\$5,975	\$5,975
La Plata	\$73,570	\$31,224	\$10,350	\$8,258
Lake	\$51,771	\$30,240	N/A	\$8,047
Larimer	\$89,763	\$29,128	\$14,683	\$11,101
Las Animas	\$68,871	\$30,078	N/A	\$7,989
Lincoln	\$63,750	\$36,688	N/A	\$5,066
Logan	\$59,650	\$17,917	\$7,015	\$6,430
Mesa	\$74,194	\$20,568	\$8,648	\$7,111
Mineral	\$63,214	-	N/A	N/A
Moffat	\$72,479	\$23,750	N/A	N/A
Montezuma	\$54,143	\$18,609	\$7,794	\$6,851
Montrose	\$53,814	\$21,007	\$7,729	\$7,664
Morgan	\$61,632	\$24,129	\$7,794	\$6,495
Otero	\$44,141	\$15,536	\$5,867	\$5,391
Ouray	\$70,515	\$36,023	N/A	\$4,313
Park	\$91,667	\$20,284	N/A	\$9,888
Phillips	\$71,149	\$16,833	\$7,145	\$6,625
Pitkin	\$116,771	\$55,938	\$18,186	\$16,333
Prowers	\$54,375	\$17,821	\$7,794	\$5,820
Pueblo	\$68,143	\$20,589	\$8,000	\$6,873
Rio Blanco	\$76,934	\$33,333	N/A	\$10,392
Rio Grande	\$55,938	\$19,279	N/A	\$5,160
Routt	\$87,635	\$33,500	\$16,497	\$14,711
Saguache	\$38,281	\$17,031	\$7,794	\$5,677
San Juan	\$75,556	-	\$5,716	\$4,157
San Miguel	\$92,000	\$25,694	\$12,990	\$11,431
Sedgwick	\$58,542	\$20,833	N/A	\$7,015
Summit	\$86,494	\$33,717	\$15,324	\$12,588
Teller	\$88,250	\$39,006	\$7,794	\$6,982
Washington	\$64,500	\$24,500	\$6,430	\$6,430
Weld	\$76,457	\$22,635	\$12,322	\$10,178
Yuma	\$59,057	\$29,942	\$6,495	\$6,322

No median income was reported for single mother families in Dolores, Hinsdale, Mineral or San Juan counties. N/A indicates there was no full-time licensed center-based care in these counties at the time of publication.

THE WOMEN'S FOUNDATION OF COLORADO

The Women's Foundation of Colorado's mission is to build resources and lead change so that every woman and girl in Colorado achieves her full potential. The Women's Foundation of Colorado is a leader in conducting research, bringing together resources, impacting policy and investing in community partners who share their goals and impact their ability to dramatically change lives of women and girls in our state. Extensive, strategic research guides their work and is combined with their dedication to education, advocacy and collaboration as they set the agenda and lead systemic change in Colorado.

QUALISTAR COLORADO AND THE COLORADO CHILDREN'S CAMPAIGN

Qualistar Colorado is a statewide non-profit dedicated to advancing quality early childhood education across Colorado. We believe that all children deserve a high-quality early childhood education experience. Qualistar works to improve early childhood education by helping families find child care through a free referral service, rating the quality of child care programs, providing college scholarships for child care teachers, managing grants to improve child care facilities and strengthening federal, state and local policy through the use of data and information.

The Colorado Children's Campaign is a non-profit, non-partisan advocacy organization that works to create hope and opportunity in Colorado, more than one million kids at a time. The Campaign uses accurate, compelling data and research on child well-being to champion policies and programs that improve children's lives.

THE WOMEN'S
FOUNDATION
OF COLORADO



Colorado's Early Childhood Professional Development Landscape

Presentation to the Early Childhood and School Readiness Commission

Sharon Triolo-Moloney, Director, Office of Early Learning
and School Readiness

Kathleen DeVries, Professional Development Information
System Manager, Office of Early Learning and School
Readiness

Dr. Karen Lowenstein Martinez, Senior Consultant, Professional Services and
Educator Licensure

July 28, 2014

COLORADO
DEPARTMENT of EDUCATION

CDE

Overview of the Early Childhood Professional Landscape

- **Who are Colorado's Early Childhood Professionals?**
- **How are they currently credentialed?**
- **What efforts are underway to enhance and support the Early Childhood Workforce?**
- **How does Early Childhood Professional Development System align with the P – 12 Educator System?**

Goal: Align the Educator Systems

P – 12
Educators

Colorado's Teacher and
Principal Quality
Standards

Teacher License
(Required)

Early Childhood
Educators

Colorado's
Competencies for
Early Childhood
Educators and
Administrators

Early Childhood
Professional Credentials
(Voluntary)

What educators
need to know,
understand, and
be able to do

How educators
are qualified

Colorado's Early Childhood Professionals

Early childhood professionals are teachers, assistant teachers, family child care providers, infant toddler specialists, early interventionists, coaches, mentor teachers, special education professionals and family, friend and neighbor providers.

Early childhood administrators are center director, principals, special education directors, instructional leaders and school and program administrators.

Others include technical assistance professionals (coaches, trainers, etc.), higher education professionals, policy and advocacy leaders.

Early Childhood Professionals in Colorado: Credentialing and Evaluation Systems

Colorado's Professional Development System

- Provides an optional credential for Early Childhood Professionals
- Administered by the Colorado Department of Education through an interagency agreement with the Colorado Department of Human Services
- Currently undergoing revision informed by Colorado's Early Learning Professional Development System Plan, guided by the Professional Development Advisory, and funded by the Race to the Top Early Learning Challenge grant

Colorado's Educator Licensing System

- Provides credentials and licenses for Colorado's P – 12

Colorado's Educator Effectiveness Initiative

- Originated through SB 10-191
- Provides teacher and principal quality standards for Colorado educators
- Initiated an evaluation system for Colorado teachers and principals

Early Childhood Professional Credentials

- Colorado's Early Childhood Workforce is estimated at 32,500
- Credentials, education and experience levels vary by setting – as does compensation

Setting and Professional	Required Credentials	Average Annual Salary
Family Child Care Provider	CDHS Licensing Requirements (minimum of 90 clock hours including infant/toddler content and experience)	\$14,000
Community Based EC Teacher	CDHS EC Teacher Requirements (minimum of 6 credit hours & experience)	Asst. Teacher: \$10 an hour; Annual: \$18,000 Teacher: \$13.20 an hour; Annual \$21,000
School District PreK Teacher	Varies Includes CDHS EC Teacher Requirements Can include CDE Educator License	Varies Annual: \$22,000 - \$30,000 District Salary Schedule: \$43,000 Annual
Center Director	CDHS Director Qualifications; generally 10 college courses	\$19.20 an hour Annual: \$40,000
Kindergarten – 3 rd Grade Teachers	CDE Educator License	District Salary Schedule: \$43,000 Annual

Source: Whitebook, 2011; Based on U.S. Dept. of Labor; Bureau of Labor Stat.; 2009

Education Levels of Early Childhood Professionals

- **National Data on Early Childhood (EC) Workforce**
 - Staff in centers: 39% hold a BA degree (not always EC), 19% have a high school diploma or less, 28% have some college credit (no degree) and 17% have an AA degree.
 - Staff serving children ages 3 to 5: 45% hold a BA degree (not always in EC)
 - Staff working with infant & toddlers: 28% have a high school diploma or less
 - Home-based teachers less likely to have completed any college degree (32%); 34% have a high school diploma or some college
 - Nearly half (47%) of FFN providers have completed high school or less

(Snow, Kyle (11.13.3013). "Who is the Early Child Care and Education Workforce?" Washington, DC: NAEYC)

The Roadmap: Colorado's Early Learning Professional Development System Plan



Ensuring positive outcomes for young children and their families by recruiting, preparing and supporting highly effective, caring and diverse early learning professionals



Accountable, innovative, accessible, inclusive, aligned, well-financed and collaborative.

The Stakeholders: Colorado's Early Childhood Professional Development Advisory

- **High level advisory to implementation of Colorado's Professional Development Plan**
- **Appointed by Colorado's Early Childhood Leadership Commission (ECLC), Program Quality and Alignment Committee**
- **Embedded within the infrastructure of the ECLC to ensure coordination with the quality rating and improvement system (QRIS), other statewide quality improvement efforts and increase collaboration among early learning settings in Colorado.**

Driving Implementation: Race to the Top Early Learning Challenge Fund

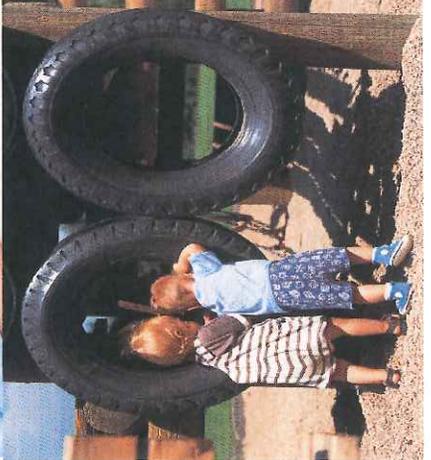
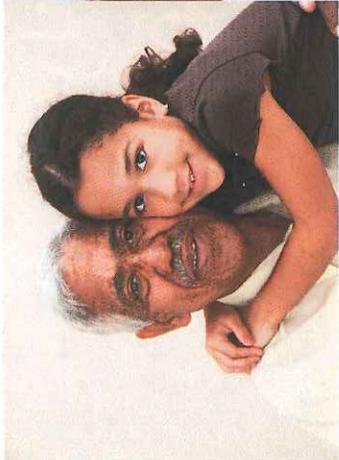
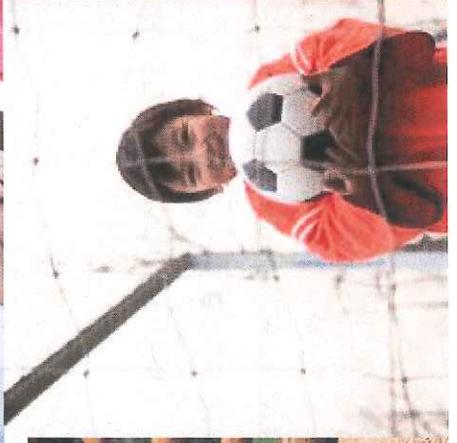
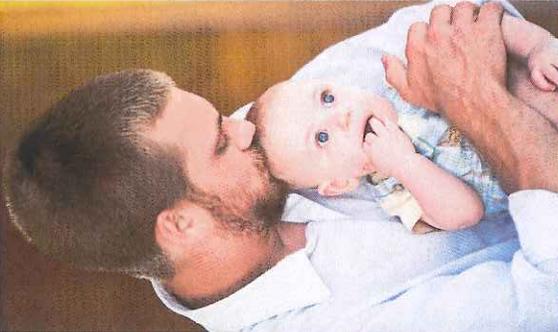
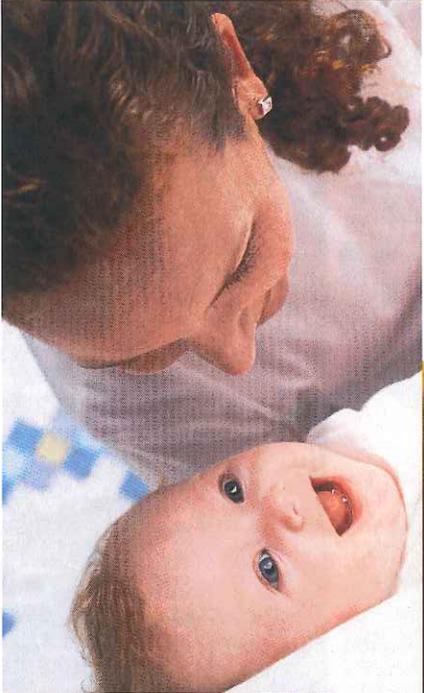
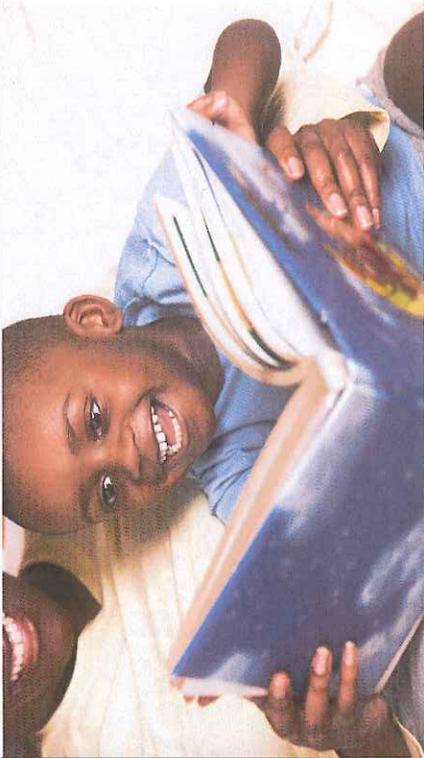
Early
Childhood
Competencies
Framework

Professional
Development
Information
System

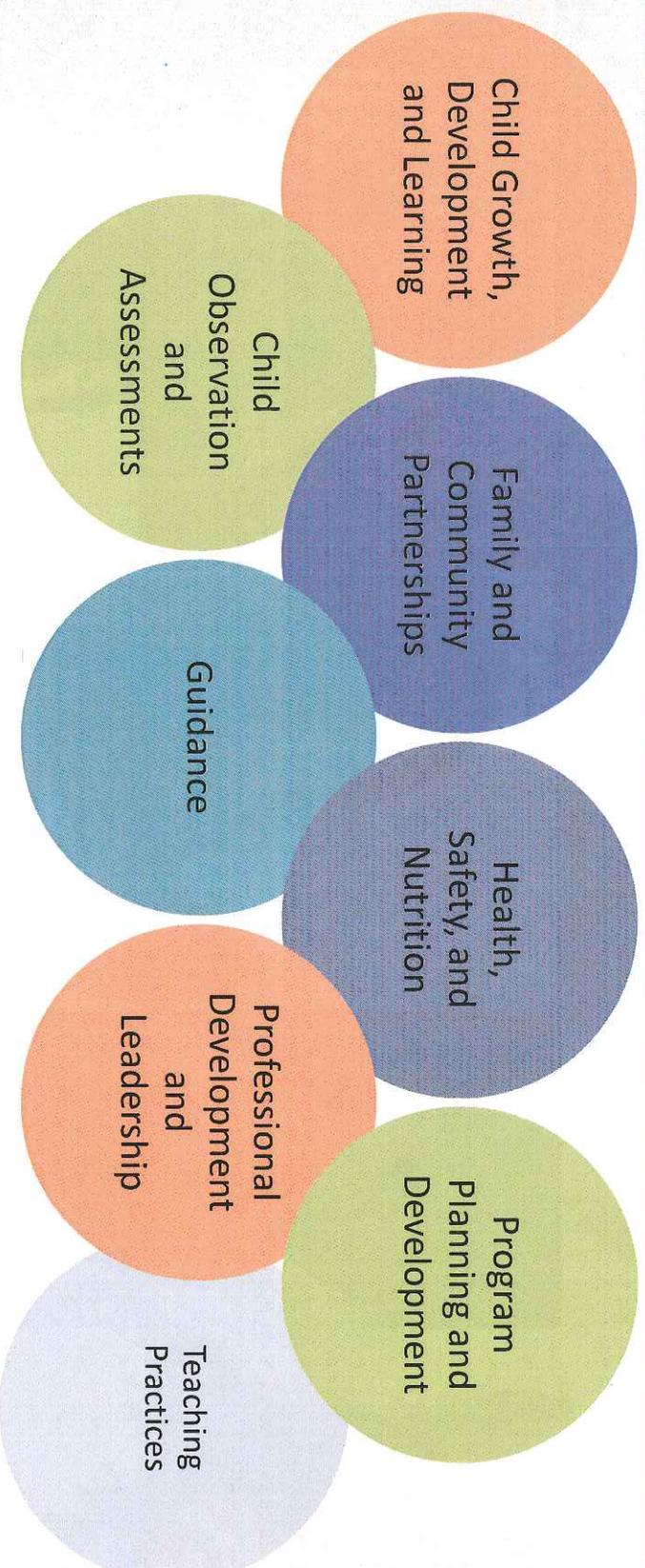
Level II QRIS
Modules

Incentives
and
Scholarships

Statewide
Coaching and
Technical
Assistance
Network

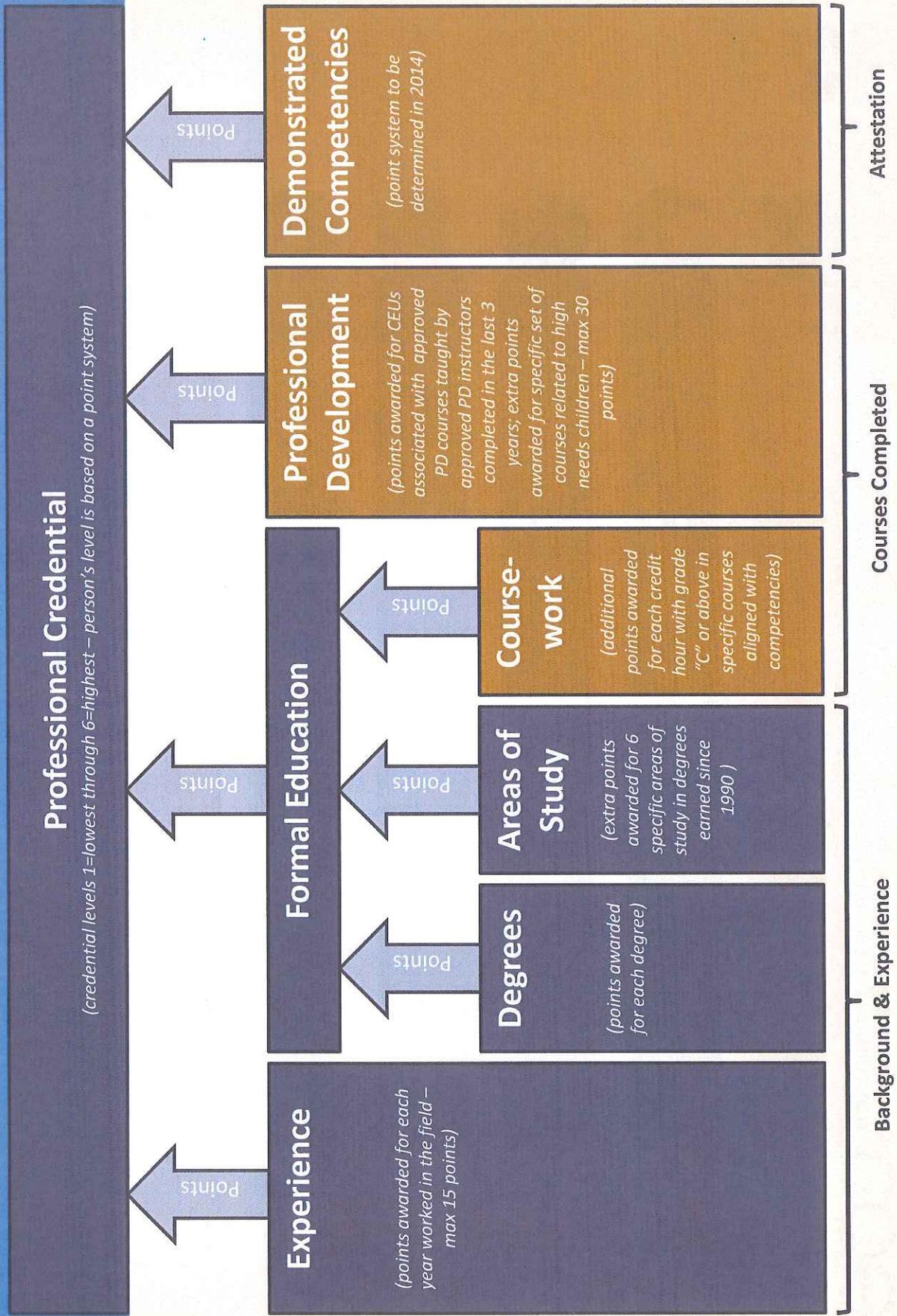


The Domains of the Early Childhood Competencies Framework



Based on 8 domains with competencies related to social/emotional development, cultural competence and children with special needs are included in all domain areas. Approved by the Early Childhood Leadership Commission in May, 2013.

Credentialing Method & Competencies



Colorado's Professional Development Information System (PDIS)



Web-based system for supporting the professional development of Colorado EC Workforce



Competencies are at the core of the system



Track and deliver professional development (including QRIS Level 2 Trainings)



Obtain and deliver critical data elements to QRIS



Calculate Credential level



Gain high quality data to answer key data questions



OFFICE OF EARLY
CHILDHOOD

COLORADO
DEPARTMENT OF EDUCATION

code

Scholarships for Colorado's Early Childhood Professionals

- \$2 Million from RTT/ELCF for Scholarships and Incentives
 - \$600K in 2014
 - \$700K in 2015
 - \$700K in 2016
- Targeted investment strategies included in Colorado's application:
 - EC Certificate and Degree Completion at Associate and Bachelor levels
 - Priority supports for EC Professionals serving highest needs children
 - Support for EC professionals who are English Language Learners

Race to the Top Early Childhood Professional Development Project Timeline

2014

- Build and Pilot PDIS (\$600,000)
- Distribute Scholarships and Incentives (\$600,000)
- Incentives for Competencies Framework Rollout and Alignment (\$350,000)
- Deliver QRIS Level II Courses
- Evaluation RFP for Measures of Competencies (\$450,000)
- Expand Coaching Network and Coaching Credential (\$175,000)
- Credential and Licensing Alignment: CDHS, CDE, CDHE, Head Start

2015

- Distribute Scholarships and Incentives (\$700,000)
- Full rollout of PDIS (\$300,000)
- Incentives for Competencies Framework Rollout and Alignment (\$250,000)
- Credential and Licensing Alignment: CDHS, CDE, CDHE, Head Start
- Develop Professional Development Modules (\$150,000)
- Produce Workforce Data Reports
- Expand Coaching Network and Coaching Credential (\$300,000)

2016

- Distribute Scholarships and Incentives (\$700,000)
- Full rollout of PDIS (\$300,000)
- Incentives for Competencies Framework Rollout and Alignment (\$150,000)
- Expand Coaching Network and Coaching Credential (\$300,000)
- Implementation of Competencies Framework in 2 and 4 Year Colleges and Universities
- Credential and Licensing Alignment: CDHS, CDE, CDHE, Head Start
- Produce Workforce Data Reports

Educator Licensure and Teacher Preparation

- **Educator Licensure: Current State**
- **Teacher Preparation: Current State**
- **Opportunities for Alignment: Teacher and Principal Quality Standards, Early Childhood Teacher Preparation Programs and Educator Licensure**

Early Childhood Educators and Educator Effectiveness

- **Do the evaluation requirements of SB 10-191 apply to our early childhood educators?**
 - Kindergarten through 3rd grade educators - Yes
 - Colorado Preschool Program educators - Depends on local licensing requirements
 - Head Start educators - Depends on local licensing requirements

Early Childhood Educators: Educator Licensure

- **Early Childhood Education Endorsement**
 - Ages 0 – 8 (birth to 3rd grade)
 - BA degree from a 4 year approved institute of higher education
 - Completion of an approved teacher preparation program
 - Completion of an approved early childhood education program

Opportunities for Alignment: Licensing and Educator Effectiveness

■ Licensing

- Pre-Kindergarten EC Educators
 - Includes CDHS Early Childhood Teacher Requirements
 - Can include CDE Educator License

■ Educator Effectiveness

- Coordination is essential and occurring among:
 - CDE's Educator Effectiveness
 - CDE's Office of Professional Services and Educator Licensing
 - Colorado Department of Human Services' Office of Early Childhood

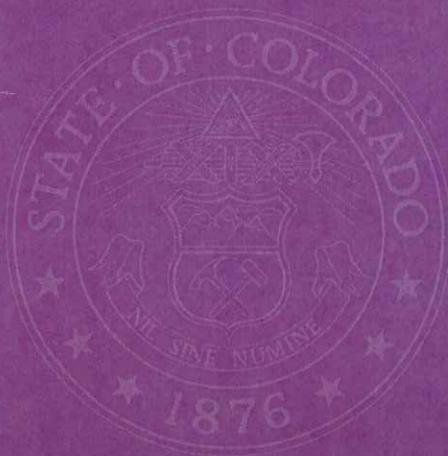
Early Childhood Educators: Educator Preparation

- **Entry points include our community colleges and our four-year institutions**
 - Four year institutions offering ECE programs: 7
 - Community Colleges offering ECE programs: 16
- **Alignment is happening in these programs, including**
 - Coursework and certificate programs meet state expectations
 - Course numbers and course descriptions are the same
 - A statewide Associate-to-Bachelor articulation agreement exists
 - Field experience is required for our Early Childhood educators

Opportunities for Alignment: ECE Educator Preparation

- **Opportunities include:**
 - Implementation of the Competencies and the Teacher Quality Standards at all levels of professional development
 - More opportunities for in-field experiences for early childhood educators
 - Integration of Teacher and Principal Quality Standards in all educator preparation programs
 - Alignment of educator preparation standards with Colorado Early Learning Guidelines for Birth through 8

Colorado's Early Learning Professional Development System Plan



Helping Colorado's Children Grow

Reaching New Heights

Adults who provide early childhood care and education services have an extraordinary opportunity to impact children's growth and achievement. With over 60 percent of Colorado's young children spending a significant amount of time in the care of those who are not their parents, the professional development of their teachers is critical to ensuring the future academic success and social-emotional well-being of our youth.

Teachers have become the focal point for many of the current education reform efforts at the federal, state and local levels. At no other time in history has the role, capacity and qualification of teachers — including early learning teachers of children birth to third grade — been the source of so much debate. The Obama administration has made the identification and support of effective teachers a major priority in the reauthorization of Elementary Secondary Education Act. Furthermore, the Improving Head Start for School Readiness Act of 2007 raised the bar on teacher qualifications, setting an expectation that teachers acquire Bachelor's degrees in order to teach in a Head Start program.

The work being carried out in Colorado currently to address issues of early learning professional development comes at a crucial time for both the early learning professionals and the children we serve. Implementation of the Colorado P-3 Professional Development System Three-Year Plan answers this call to action.

This report examines the national discussions around professional development in early childhood care and education and presents findings of current research on the topic. This first section exemplifies the needs for and details of how Colorado can benefit from a quality early childhood professional development system. Next we discuss Colorado's P-3 (birth to grade three) Professional Development System Plan, which will ensure positive outcomes for our youngest children and their families by recruiting, preparing and supporting highly-effective, caring and diverse early learning professionals in the state of Colorado. Our plan is ambitious and, we think, visionary; a plan that will bring Colorado to the top of the nation in early childhood care and education.

Table of Contents

Letter from the Early Childhood Leadership Commission	2
Early Childhood Professional Development Systems	3
National Perspective	6
Developing Colorado's P-3 Professional Development System Plan	9
Three-Year Plan: Goals, Objectives and Activities (Appendix I)	15
Connecting Colorado's Professional Development Plan with Other Systems (Appendix II)	29
Notes and Credits	32
Glossary of Terms	33
P-3 Task Force Members	35

Dear Early Childhood Stakeholders,

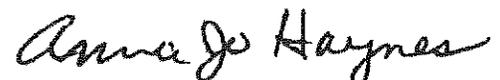
The Early Childhood Leadership Commission (ECLC) is pleased to endorse Colorado's Early Learning Professional Development System Three-Year Plan. The ECLC vision is that all Colorado's children are valued, healthy and thriving. Improving the effectiveness of early learning professionals will ensure children are ready for school and are achieving their full potential.

The ECLC is grateful to the P-3 Professional Development Task Force for their collaborative effort in producing a comprehensive, integrated plan that will ensure early learning professionals in Colorado are well-prepared, effective and equitably compensated. We look forward to the work and successes ahead.

Sincerely,


Elizabeth Groginsky
Co-Chair


Pat Hamill
Co-Chair


Anna Jo Haynes
Co-Chair



A Letter from the
Early Childhood
Leadership Commission

Early Childhood Professional Development Systems

In simplest terms, early childhood professional development systems provide the infrastructure for preparing, supporting and qualifying teachers of young children. Beyond the basics, effective professional development systems must also be broad-based and integrated to address all aspects of the early childhood education field. To that end, most states today have created some sort of professional development system. Presently, no two systems are alike, since very few states have created fully-integrated and functioning systems. States face a number of challenges to building comprehensive, integrated systems. Professional development system goals tend to reflect the changing landscape of the early childhood field as a whole.¹ Many feel that professional development systems themselves are largely non-systems with most activities being disconnected from teacher, programs and child outcomes.² Further, existing policies and initiatives may not be effectively linked across early care and

education programs and higher education or tied to other quality improvement initiatives.³ In some cases, state efforts to build effective and integrated systems face even greater obstacles because supportive state policies may simply not exist.⁴

The National Association for the Education of Young Children (NAEYC) has taken the lead in efforts to help inform the creation of comprehensive state professional development systems. Focusing on the identification of policies that connect professional development activities and make possible effective implementation of a functioning state system, NAEYC has created A Policy Blueprint for State Early Childhood Professional Development Systems.⁵ Contending that state policy enactment is a key to ensuring that efforts and goals are attainable and successful, the blueprint identifies six essential policy areas for the development of an integrated state system.



Professional Standards

The content of professional preparation and ongoing development.

State policies should specify qualifications and ongoing development required for all early care and education professionals- from teacher assistants to trainers and higher education faculty, family child care providers, licensors, resource and referral staff as well as program, school, district and agency administrators. These specifications should address levels and content of education as well as ongoing development.

Career Pathways

Routes of continuous progress for early childhood professionals, leading towards awareness and achievement of increased qualifications, professional possibilities and appropriate compensation.

Policies should institutionalize pathways in all sectors and for all roles including both direct service (those individuals working with young children and their families) and non-direct service (those working on behalf of children and families in training, resource and other administrative roles).

Articulation

The transfer of professional development credentials, courses, credits, degrees and student performance-based competencies from one program or institution to another, ideally without a loss of credits.

States should require colleges and universities to make articulation agreements that assist early childhood professionals in moving seamlessly through and across undergraduate and graduate degree programs. Grants or specific directions for resource allocations should be attached to such policy requirements; colleges and universities will need fiscal support to change or augment long-standing, institutionalized processes.

Advisory Structure

The coordination mechanism for an integrated early childhood professional development system, which should be freestanding and have some authority or direct link to authority in the state's governance structure.

State policy should require the creation of an advisory structure to examine needs and provide policy recommendations to the entity or combined entities funding the professional development system. Its composition should include representatives from the diverse settings, auspices and roles of the early childhood field and professional development system supports.

Data

To gauge impacts and systems change, as well as to inform planning, evaluation, quality assurance and accountability.

State policies should require the collection of specific data and also mandate cross-sector data collection, sharing and alignment as well as non-duplication of efforts. Policies also should require comprehensive workforce studies conducted at regular intervals as well as ongoing collection and reporting of professional development utilization and improvement indicators. Additionally, policies should include specific requirements for disaggregating data by type of setting, demographics and primary financing source(s).

Financing

The funding that all professional development systems need in order to operate.

State policies should support the financing of integrated professional development systems in the specific areas of needs-based support for early childhood professionals to obtain education and ongoing development, support for programs/workplaces that facilitate professional development, explicit rewards and compensation parity for attainment of additional education and development as well as financing of the professional development system.⁷

“ A comprehensive professional development system will ensure that early learning professionals throughout Colorado have the knowledge, skills and support required to accomplish their critical work of nurturing and educating young children. ”

Pamela Harris
President & CEO
Mile High Montessori
Early Learning Center



National Perspective

College Education and Ongoing Professional Development

New state and federal policies (as well as a growing body of research supporting the notion that a degree and specialized training in early childhood education and development should be the norm for teachers of young children) have meant that early learning teacher preparation programs are facing new and challenging pressures. Many institutions of higher education offering early education and development programs find they lack capacity to meet the growing needs of a student population that is increasing in size and diversity. While innovative new programs are being introduced through federal legislation such as the inclusion of Teach for America students in Head Start programs, institutions of higher education (IHE) for the most part are challenged by community demands for which they are understaffed and under-resourced at all levels.⁷

Researchers and practitioners are calling on IHE to begin to address a number of concerns regarding current early childhood education teacher preparation programs which include:

- Development of new content to reflect findings from current research as well as changes in populations of young children served in programs
- Provision of more practice-based experiences and more appropriate placements in settings representative of the variety of delivery systems and programs in the field
- Improved instructional practices that link theory to practice
- Innovative delivery mechanisms to meet the needs of the new student demographic
- Review of faculty qualifications and reduction in disparities across institutions
- Establishment of a pipeline of interdisciplinary programs to prepare all disciplines and levels of practice in the Early Childcare and Education (ECE) field.

Access

States are increasing access to professional development opportunities through the use of:

- **Technology:** Facilitating teacher access to professional development opportunities has been enhanced in recent years through the development of technology-driven delivery mechanisms. Technology breaks down barriers of time and place, two major barriers to access most commonly identified by teachers. Technology-assisted supports exist in 20 states and have been used to deliver training, career development, advising, individualized coaching and mentoring. Interactive innovations have been used by Pianta⁸ and others to develop specialized video training and web conferencing to enhance classroom observation and instructor feedback.
- **Financial assistance and incentives:** Two major strategies for helping professionals access training are loan forgiveness and scholarship programs. Loan forgiveness programs cancel all or part of expenditures and usually include some stipulations with regard to course content and subsequent work in the field. Challenges include outreach and difficulty in making the initial investment.

 **No other intervention can make the difference that a knowledgeable, skillful teacher can make in the learning process.** 

Linda Darling Hammond
National Commission on
Teaching and America's Future

▪ **Articulation:** Improving articulation to facilitate transfer of credits, credentials, courses, degrees and performance-based competencies from one program to another facilitates teachers being able to pursue a more coordinated set of training experiences that lead to developing a single set of competencies, improving practice or receiving increased compensation or recognition. PreK Now, in its 2010 report on teacher preparation, called on states to work with public and private Institutes of Higher Education to “foster articulation between two and four-year colleges, identify core courses in subject and general degree requirements, develop transfer procedures, provide on-going review of agreements to address curriculum changes and collect data to evaluate the efficacy of initiatives and training programs”.⁹

Content

Recent efforts to improve the content of professional development opportunities reflect developments in the ECE field as a whole and include: an increase in specialized training topics to meet the changing demographics of the early childhood population (both in terms of ages being served and language and culture of the majority of young children in care) and to inform teachers of new research-based practices; efforts to align training content with state early learning standards and finally efforts to create more continuity and alignment across program types. The development of core knowledge and competencies are contributing to the creation of career lattices and state registries and represent a foundation for professional development training and expectation that is consistent across programs.

Delivery

Teacher support provided by skilled colleagues has enormous potential for increasing the quality of instruction and boosting outcomes for children. The most common forms of individualized professional development include mentoring, apprenticeships and curriculum consultants or coaching. New efforts to

provide supports to more isolated family child care (FCC) providers have resulted in a rise in home-based technical assistance for that population as well. The use of on-site consultation models has risen in recent years and research indicates that this approach has significant impact on teachers’ knowledge and instructional practices. The Classroom Assessment Scoring System (CLASS), developed to measure teacher quality, includes an online coaching and professional development component. This program is being widely implemented in states including Colorado and in Head Start programs and represents a powerful tool for delivering individualized training and support.

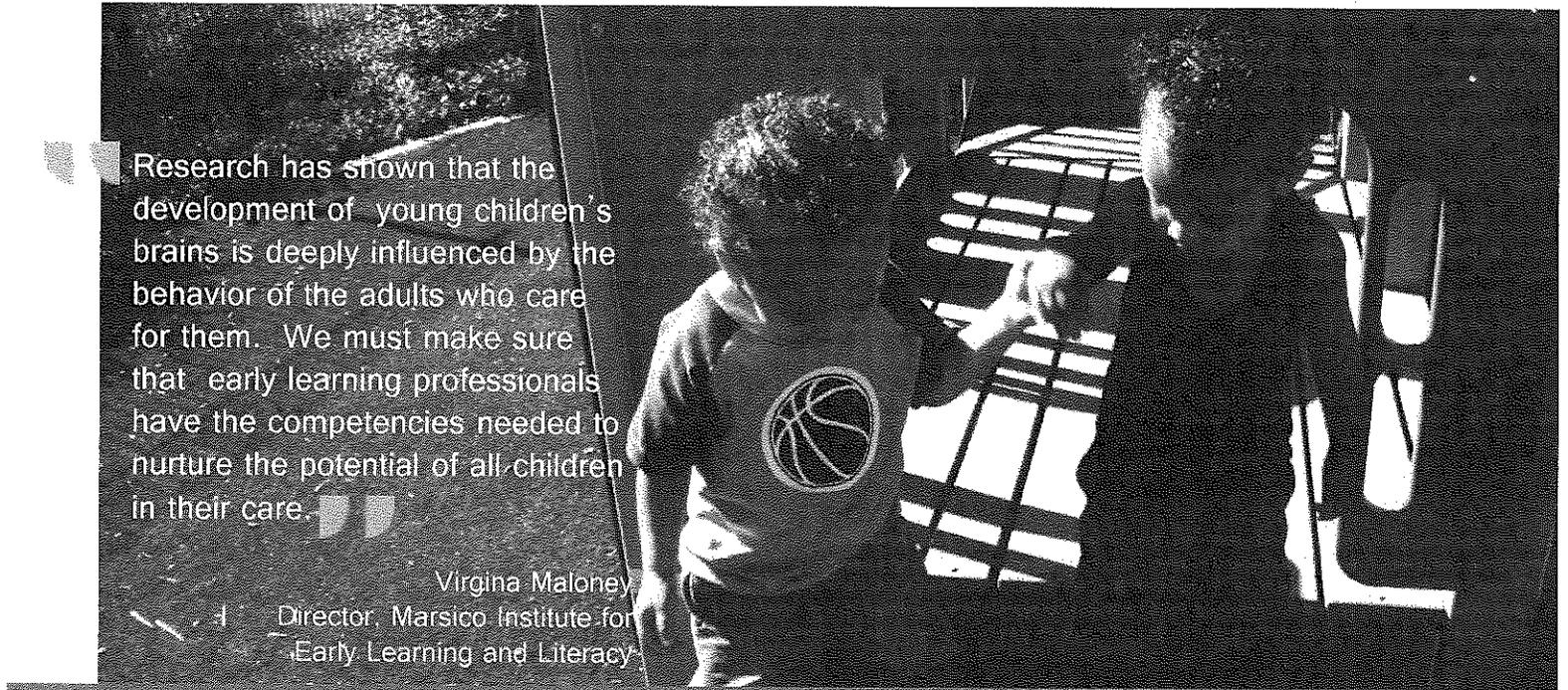
Recruitment and Retention

Effective recruitment and retention efforts must focus on the development of early learning leaders, address the inequity in compensation and include targeted efforts to create respectful and diverse work environments with quality supports.

Leadership

Program directors and administrators are important contributors to teacher satisfaction and performance. Effective supervisors create environments where teachers are more responsive to children and more likely to engage in appropriate learning activities. Administrators who act as coaches and provide support and constructive feedback to teachers also impact teacher performance and program quality. Where states provide formal mechanisms such as training and credentials, overall work environment improves. Fifteen states have regulations calling for directors to participate in training.^{10 11 12} Some states specifically recognize leadership competence by requiring program administrators to acquire a credential. Five states include director credentials in their QRIS systems.¹⁹ The role of principals as instructional leaders in schools housing ECE programs has also been highlighted and addressed by national groups such as the National Association of Elementary School Principals (NAESP) which has developed

Absent a respectful work environment, and that includes earning a living or professional wage, even the most competent teachers will falter and often leave their jobs or the profession altogether.¹³



Research has shown that the development of young children's brains is deeply influenced by the behavior of the adults who care for them. We must make sure that early learning professionals have the competencies needed to nurture the potential of all children in their care.

Virginia Maloney
Director, Marsico Institute for
Early Learning and Literacy

a set of standards focused on ECE leadership for principals. New attention to the importance of principal leadership has also been identified by federal policy makers who are currently proposing federal legislation to support leadership development.

Efforts to address organizational environments and cultures have also been effective in improving conditions. The use of measurement tools designed to guide programs through an assessment process and inform quality improvement efforts is the most common approach to addressing working conditions at the management level.

Compensation and Workplace Environments

Financial reward or compensation is the ingredient that presents the biggest challenge to attracting and retaining a stable, well-qualified workforce. Teacher compensation in ECE is extremely low, unreflective of other professional qualifications and discrepant across program types. Poor compensation leads to high rates of teacher turnover that in turn impact program quality and children's adjustment, whereas increased compensation often correlates with greater stability and increased program quality.

Wages and benefits represent the two most basic components of a compensation system. Given findings on the impact of compensation on program quality and workforce stability, wage and benefit initiatives may be highly effective tools for improving learning

experiences and outcomes for young children.

Compensation efforts have also been linked to professional development, with teachers increasing wages as a result of participating in training. Salary increases are delivered through stipends, awards or increased base salary. Compensation linked to professional development takes three general forms across states:

- compensation for demonstrated higher levels of training and formal education;
- compensation linked to attainment of specific levels of training and formal education;
- incentives and compensation awards for participating in programs leading to higher degree attainment.

Efforts focused on work environments are designed to improve the overall working conditions of the ECE workforce. Good conditions are best attained through improved leadership and management skills of individuals and through improving the management and administrative systems in programs.

Further comparative information regarding other system building efforts can be found in Appendix II beginning on page 29.

Developing Colorado's P-3 Professional Development System

In order for Colorado to close the achievement gap and support positive academic and life outcomes for all children, action must be taken now to improve the effectiveness of early learning professionals and early learning leaders.

From February – July, 2010, a diverse group of 30 early care and education stakeholders worked to collaboratively develop a bold and innovative plan aimed at significantly improving the effectiveness of early learning professionals in Colorado—those individuals who both support and directly provide non-parental care and education services for our state's youngest children, ages birth to eight. We know that the adults in young children's lives impact their development and future prospects for success in school and in life. Because of this, it is imperative to build on the strong foundation of professional development that Colorado has built over the past 15 years to create a more coordinated and accessible system for early learning professionals.

The P-3 Professional Development System Plan ("Plan") provides a blueprint for action. The Plan includes several noteworthy innovations:

- The establishment of a research-based tiered set of competencies that will serve as the foundation for all early childhood professional preparation and ongoing professional development;
- The development of new quality-assurance and accountability mechanisms to ensure the effectiveness of college preparation and ongoing professional development and the effectiveness of early learning professionals; and
- A focus on building public and political support to increase public and private funding for the P-3 Professional Development System, making it possible to recruit, compensate and retain well-prepared and effective professionals for our youngest and most at-risk children.

developing recommendations for improving education in our state from a child's earliest years through post-secondary education. One of the subcommittees of this Council, the P-3 Subcommittee, focused on developing recommendations for improving education for children from birth through age eight. In November of 2009, recognizing the central importance of highly effective early learning professionals, the P-3 Subcommittee appointed a special Task Force to develop a three year plan that would advance the effectiveness of early learning professionals by developing a well-defined, comprehensive, accessible and sustainable professional development system. Members of the Task Force included representatives from Colorado's community colleges and four year teacher preparation programs, early care and education centers, family child care, state agencies, Head Start, Teach for America and other nonprofit agencies dedicated to early childhood. The Task Force was truly an interagency and collaborative effort. The P-3 Professional Development Task Force was asked to have a plan ready for presentation to the P-3 Subcommittee and the newly established Early Childhood Leadership Commission by July 2010. The impetus and urgency for this work was to have a comprehensive plan in place to increase the chances for securing investments in the system from state, private philanthropic sources and federal monies.

Effective early learning professionals develop positive relationships, provide quality environments and individualized instruction which supports the development of children's curiosity, creativity, collaboration, initiative and problem solving, the essential skills to be successful in school and life.

Task Force History

Shortly after taking office, Governor Bill Ritter established the P-20 Council, which he charged with

Lt. Governor of Colorado Barbara O'Brien



Need for a Comprehensive Professional Development Plan

Over 60 percent of preschool aged children in Colorado- who are in the highest risk, highest potential period of brain development in the human life span- spend a significant part of their time in the care of people who are not their parents.¹ Yet, in Colorado, individuals responsible for the care and education of our youngest and most vulnerable children need to meet fewer requirements than do individuals seeking licensure to provide nail care, athletic training and many other services.² Decades of research support the finding that the quality of care that children receive from these non-parental adults in early care and education settings significantly impacts child outcomes, including both academic and social-emotional outcomes.³ Recent research into the development of the brain also highlights how the adults in a young child's life play a critical role in shaping the deep structures of a child's developing mind, structures that can support or inhibit learning throughout the lifespan.^{4, 5, 6} The knowledge, beliefs and abilities of the adults providing early care and education services can have a significant impact on how a child thinks and feels about the world, about learning and school, about him or herself and about other people.

The effective teaching of young children is a highly-skilled act that requires early learning professionals to bring together their knowledge of child development,

individual children and their families and cultural contexts, early language and literacy, early math and other content areas as well as developmentally-appropriate pedagogy to guide their minute-by-minute interactions with busy young children. Early learning professionals must understand how to skillfully guide children's behavior as children develop social skills and the ability to regulate their emotions, impulses, bodies and reactions. Yet, although the teaching and care of very young children requires sophisticated skills and has great impact on children's development, early learning professionals are among the lowest paid and least prepared workforce in the nation.⁷ Research on the early learning workforce has shown that as a result of declining wages and other economic factors, the education levels of early learning teachers have actually been declining since the 1980s.⁸ Many individuals providing early care and education services do not have high school degrees or have completed only a few courses at a college level. Others may have college degrees but no specific education in child development or early childhood education.

Although many quality options for professional preparation and ongoing professional development are available for early learning professionals in Colorado, these initiatives and programs are not always equally accessible across sectors of the early care and education industry. Barriers to access include lack of

resources to pay for additional training, lack of time to participate in professional development experiences and limited geographic distribution of many programs. In addition, opportunities for professional development are not coordinated or linked in a way that makes it easy for early learning professionals to build their skills and credentials for career advancement.

Colorado currently lacks a system for ensuring the quality and effectiveness of programs designed to prepare and support the development of early learning professionals, although a number of efforts are underway to improve this situation. The state also lacks a systematic and centralized way of collecting data on early learning professionals, making it impossible to easily access or track information on the demographic characteristics and qualifications of this workforce or to study the effectiveness of early learning professionals.

Working conditions, particularly salary concerns, are another critical factor to consider in any effort to improve professional development. In Colorado, the median annual salary of a teacher in a center-based early care and education program is \$19,970, which is above \$18,970, the national median salary.⁹ The discrepancy between early care and education professionals' salaries and those of teachers who work in public preschools and kindergartens is even more significant. In Colorado, preschool teachers make approximately \$4,000 more annually than early care and education workers while kindergarten teachers make approximately \$23,000 more.¹⁰ This difference is even more striking given the fact that early care and education professionals generally work full-day and full-year and preschool/Kindergarten teachers typically work part-day and part-year. In addition to the risk factors and stress faced by early childhood teachers in low-paying jobs, this situation is a risk factor for children too because it means that: 1) the most educated people will choose not to work with the youngest children and 2) professional development opportunities will cause teachers to leave early childhood education in favor of K-12, or leave the teaching field altogether.

Unless our state addresses systemic issues of low pay, lack of benefits and inadequate working conditions for individuals who are working in the early care and education field, we will be unable to recruit and retain the well-qualified and effective workforce

needed to prepare our children for future school and career success. We cannot ask individuals to invest in improving their skills and educational levels without providing a return on their investment in the form of better pay, benefits and work conditions. Improving compensation and working conditions to acceptable levels, however, will raise the cost of early care and education services beyond the reach of most low and middle income families. Additional public investment in early learning services will be necessary to support quality improvements in the workforce.

The Planning Process

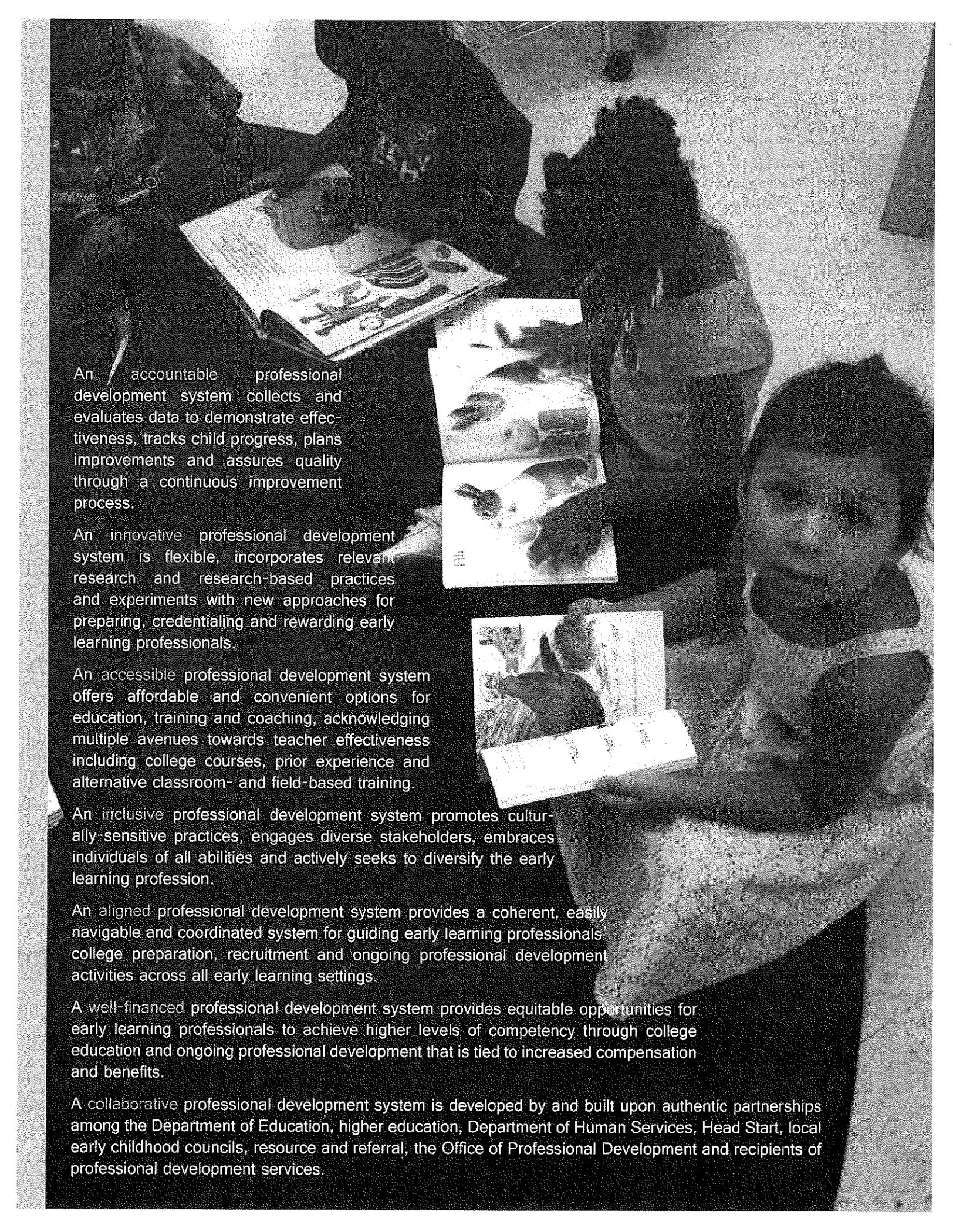
The Task Force began our work by committing to a collaborative process that welcomed divergent points of view on the complex issues facing the field of early care and education related to the preparation and support of the early learning workforce. To ensure that we shared common understanding of our task and our purpose, we developed the following shared definition of early learning professionals:

- Early learning professionals are teachers, assistant teachers, family child care providers, infant toddler specialists, early interventionists, coaches, mentor teachers and special education professionals.
- Early learning leaders are center directors, principals, special education directors, instructional leaders, school and program administrators and higher education faculty.

Because of the diversity of agencies and systems involved in the delivery of early care and education, we felt it was important to create a comprehensive shared vision for the type of system we hoped to create in Colorado. The vision statement guided the work and provided a framework for selecting and evaluating the goals of the plan.

Vision

Colorado's P-3 professional development system ensures positive outcomes for young children and their families by recruiting, preparing and supporting highly effective, caring and diverse early learning professionals. Colorado's professional development system is accountable, innovative, accessible, inclusive, aligned, well-financed and collaborative.



An accountable professional development system collects and evaluates data to demonstrate effectiveness, tracks child progress, plans improvements and assures quality through a continuous improvement process.

An innovative professional development system is flexible, incorporates relevant research and research-based practices and experiments with new approaches for preparing, credentialing and rewarding early learning professionals.

An accessible professional development system offers affordable and convenient options for education, training and coaching, acknowledging multiple avenues towards teacher effectiveness including college courses, prior experience and alternative classroom- and field-based training.

An inclusive professional development system promotes culturally-sensitive practices, engages diverse stakeholders, embraces individuals of all abilities and actively seeks to diversify the early learning profession.

An aligned professional development system provides a coherent, easily navigable and coordinated system for guiding early learning professionals' college preparation, recruitment and ongoing professional development activities across all early learning settings.

A well-financed professional development system provides equitable opportunities for early learning professionals to achieve higher levels of competency through college education and ongoing professional development that is tied to increased compensation and benefits.

A collaborative professional development system is developed by and built upon authentic partnerships among the Department of Education, higher education, Department of Human Services, Head Start, local early childhood councils, resource and referral, the Office of Professional Development and recipients of professional development services.

The Professional Development Task Force generated seven overarching goals to guide Colorado's efforts to improve the effectiveness of the early learning workforce. These goals are ambitious but achievable. Implementing them will require significant, innovative change within state agencies, higher education institutions and community-based programs. In some cases, these goals can be achieved through the better coordination and use of existing streams of revenue currently available to support quality improvements in early learning settings. In other cases, new investments from public and private sources will need to be developed to support the work. These goals are:

- (1) Improve the effectiveness of early learning professionals by establishing and adopting an aligned, research-based, tiered set of competencies as the basis for credentialing early learning professionals at all levels and approving professional development programs (including teacher preparation programs).
- (2) Increase the recruitment and retention of effective and diverse early learning professionals through improving work conditions, compensation and benefits, providing support for emerging leaders and conducting targeted recruitment campaigns.
- (3) Support the ongoing career and skill development of early learning professionals by providing access to a high quality advising system, early childhood degrees and professional coaching services.
- (4) Finance the P-3 Professional Development System by developing political and public will for increased public funding and more efficient coordination of existing streams of funding.
- (5) Collect and systematically analyze data about Colorado's early learning professionals through the establishment of a unique identifier for professionals working in licensed early care and education facilities.
- (6) Create mechanisms of accountability within the P-3 Professional Development System that ensure the effectiveness of early learning professionals, early learning leaders and early learning preparation programs.
- (7) Embed oversight of the P-3 Professional Development System in the infrastructure of the Early Childhood Leadership Commission to ensure coordination with QRIS and other statewide quality improvement efforts and increase collaboration among early learning settings in Colorado.

 A coordinated enhanced system for early learning professionals provides them with much needed tools to support our youngest citizens at the beginning of their education journey. 

Anna Jo Haynes
Co-Chair
P-3 Subcommittee

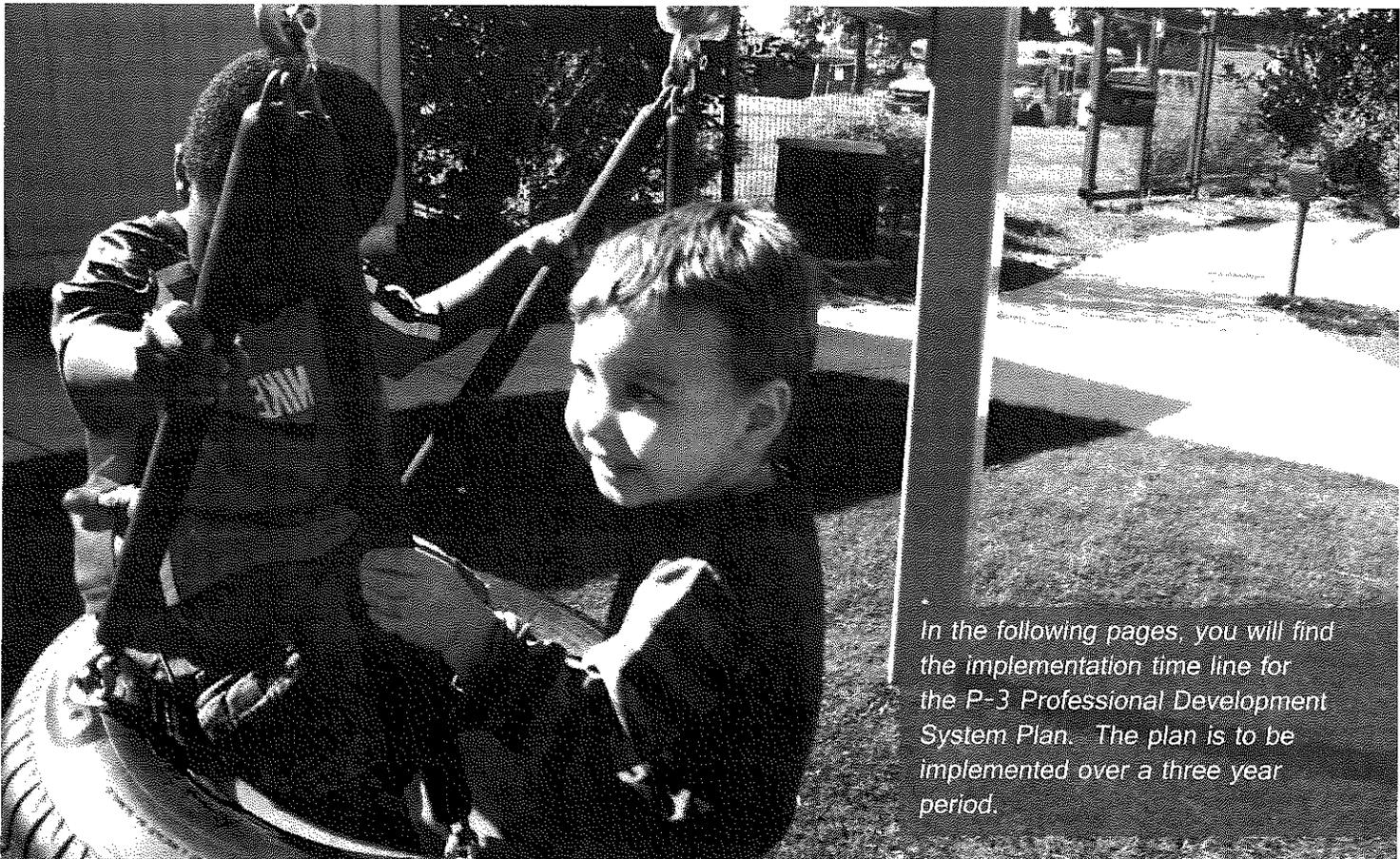
Key Recommendations for Plan Implementation

Establish the research-based tiered-set of competencies for early learning professionals. This is the foundation of the professional development system and we recommend that work begin on this important goal as soon as possible.

Establish an ongoing, high-level advisory group to inform and advise the Early Childhood Leadership Commission regarding policy and practice related to the professional development of early learning professionals. This state-level group should be authorized to make recommendations and provide guidance for necessary statutory or regulatory changes needed to ensure successful implementation of the Plan.

Coordinate implementation of the Plan with current state initiatives associated with the implementation of the Educator Effectiveness Act and with the redesign of Colorado's early childhood QRIS. Coordination is essential to ensure consistency, reduce duplication and improve the implementation of new requirements.

Finally, we recommend that communication about the Plan and its implementation should begin as soon as the Plan is approved. The early childhood community of professionals and programs will need to understand the Plan's goals and objectives, discuss the potential impacts that implementation of the Plan may have on their day-to-day work as well as have meaningful opportunities to provide input regarding the Plan's implementation. The early childhood community is highly collaborative and participatory; we strongly recommend that this tradition be continued as the Plan moves forward into the implementation phase.



In the following pages, you will find the implementation time line for the P-3 Professional Development System Plan. The plan is to be implemented over a three year period.

Improve the effectiveness of early learning professionals by establishing and adopting an aligned, research-based, tiered set of competencies as the basis for credentialing early learning professionals at all levels and approving professional development programs (including teacher preparation programs).

1

Objective 1a: Research and identify the components and rubrics of the competency framework.

Review early childhood literature/research to define effective practices for achieving positive outcomes for young children and their families.

Develop and adopt a definition of effective early childhood teaching and leading based on research and expert opinion to inform selection of competencies.

Review prenatal – third grade (P-3) and other specialty teaching endorsements to evaluate alignment with best practices in early childhood.

Objective 1b: Build the competencies and the measurements.

Develop a Request for Proposal to secure a consultant to help develop Colorado's competencies.

Develop a comprehensive matrix including three levels of core performance-based competencies for all early learning professionals¹.

Develop tools and rubrics to use for evaluating achievement of performance-based competencies (portfolios).

Coordinate standards for professional preparation and development programs with Colorado standards for approval of teacher education programs and national standards, such as the National Association for the Education of Young Children (NAEYC) program standards for accreditation.

Develop performance-based competencies for early learning professional preparation and professional development programs including competencies for higher education faculty, coaches, mentors, trainers and early intervention providers.

Deliver joint professional development for higher education faculty, coaches, and trainers in performance-based competencies and assessment strategies.

ONE

TWO

THREE

Objective 1c: Implement and evaluate the tiered set of competencies.

Establish infrastructure to support and sustain the competency based system.

Conduct an evaluation of the performance-based competencies.

Develop a system for keeping competencies and measures valid based on current research.

Objective 1d: Define and develop components of the professional development system including: career roles, tiers on the career lattice, professional development requirements for each role and tier.

Align requirements for credentials, licensing requirements, and Colorado's quality rating and improvement system with the new competency standards.

Using new competency standards, update statewide articulation agreement between 2-year and 4- year institutions of higher education to improve alignment.

Align Office of Professional Development's (OPD) current career lattice with new performance-based competencies.

Integrate with core knowledge, child care licensing, community college and 2-year and 4-year university competencies to streamline systems for early learning professionals.

Research models from other states and countries and explore options for regional/national partnerships.

Objective 1e: Embed adult learning principles in all components of the system.

Align requirements for the approval of professional development programs with best practices for adult learning.

Provide training as needed for professional development trainers, coaches, mentors, and higher education faculty in effective practices for supporting adult learning.

THREE

TWO

ONE



Increase the recruitment and retention of effective and diverse early learning professionals through improving work conditions, compensation and benefits, providing support for emerging leaders and conducting targeted recruitment campaigns.

(2)

Objective 2a: Reduce turnover due to inadequate and poor working environments.

Establish a mechanism to track teacher turnover and other work environment factors (e.g. planning time, professional development opportunities).

Research practices from other states that include work environment assessments of quality in their quality rating and improvement system.

Identify research-based tools or strategies that measure work place environment.

Adopt well researched measures of work environment quality as a part of Colorado's quality rating and improvement system.

ONE

Objective 2b: Improve the competencies of early learning leaders (center directors, principals, instructional leaders, etc.) to serve as effective and supportive leaders.

Require experience/education in early education for Type D licensure of elementary school administrators.

Provide ongoing training in effective early childhood instructional leadership to current elementary school administrators, center directors, and appropriate school district personnel.

Require experience/education in reflective practice and continuous improvement for principals and center directors.

TWO

Objective 2c: Enhance compensation and benefits for early learning professionals.

Analyze how states have used policy and rule changes to enhance compensation and benefits.

Expand funding for wage enhancing and incentive programs (i.e. T.E.A.C.H., WAGES and CARES).

Expand the use of the shared services model to improve compensation and benefits for child care providers.

ONE

Objective 2d: Reduce inequities in pay between early learning professionals working in different sectors of the field.

Conduct a statewide comparable wage survey for professionals working in family child care, centers, Head Start, school district preschools and Kindergarten to -3rd grade classrooms.

Research what other states have done to improve the equity of pay.

Identify policy changes that would enhance compensation equity and make recommendations to the Early Childhood Leadership Commission.

Objective 2e: Launch a positive messaging and marketing campaign to attract talented people from diverse backgrounds into the early learning field.

Develop a coordinated and comprehensive strategy for communicating to various audiences the importance of a child's first five years and the critical role early learning professionals' play in supporting a child's healthy development.

Use data from studies that demonstrate the return on investment gained from investing in quality early childhood to demonstrate the early learning professionals' connection to the economic well-being of the Colorado.

Conduct statewide and local economic development studies that link quality early childhood programs to economic well-being of Colorado.

Recruit successful early learning professionals to help develop messaging and marketing campaign.

ONE

THREE

ONE

TWO



Objective 2f: Actively recruit professionals that reflect the diversity of the children and families served.

Identify agencies, school districts and organizations that effectively recruit and retain diverse staff and share their best practices.

Establish a cadre of diverse recruiters to recruit individuals into the field of early learning who are from underrepresented groups, including individuals with disabilities.

Secure sponsors for a recruitment campaign targeting various groups currently underrepresented in the early learning profession.

Plan and launch the recruitment campaign.

Regularly monitor the data on diversity of early learning professionals serving at different levels on the career lattice through the Colorado Early Learning Professionals Registry.

Translate all information on the career lattice, requirements for credentialing and how to access professional development opportunities into several languages.

Objective 2g: Facilitate and support career advancement among diverse early learning professionals.

Partner with colleges and universities to recruit students of color.

Increase opportunities for early learning professionals to strengthen their competency in working with colleagues from backgrounds different from their own.

Implement a "Grow Your Own Program" at the state level specifically for para-educators/assistant teachers to support their career development.

Convene a Roundtable Discussion to identify the barriers and challenges to successfully recruiting and retaining people of color in leadership roles.

Critically examine the current licensure and endorsement and assessment processes and identify any barriers that exist that impede people of color from accessing opportunities for career advancement.

Create intentional partnerships with universities and colleges and tap into their diverse student clubs to establish relationships in terms of networking and practicum experiences.

Partner with higher education institutions to increase the representation of faculty members from diverse backgrounds in early childhood teacher preparation programs.

Develop a mentoring program to support diverse early learning professionals in their careers.

ONE

TWO

THREE

ONE

TWO

Support the ongoing career and skill development of early learning professionals through providing access to a high quality advising system, early childhood degrees and professional coaching services.

Objective 3a: Develop and align advising standards across systems of service delivery for early learning programs.

Look at opportunities to link currently available advising systems to the larger early learning community (i.e. local councils, Resource & Referral, Head Start).

Identify appropriate tools that help students assess their disposition towards a teaching career.

Objective 3b: Expand higher education opportunities for early learning professionals through creating a bachelor's degree in early childhood leading to teacher licensure and an early childhood doctoral level program through a public university.

Develop a white paper that outlines the need (Head Start requirements) and the necessary processes and resources needed to establish the degrees.

Meet with the Director of the Early Childhood Leadership Commission and the Governor's education policy director, the Commissioner of Education and the Director of Higher Education to discuss the white paper and identify barriers.

Address the barriers and promote legislation to establish the degree.

ONE



Objective 3c: Develop an easily accessible interactive, web-based clearinghouse to advise early learning professionals on how to navigate the requirements and resources associated with entering the field and advancing along the career lattice.

Explore integrating the web-based clearinghouse with the Registry and linking the site to the Early Childhood Colorado Information Clearinghouse.

Build the web-based system using state of the art software.

Develop an infrastructure for supporting the sustainability of the web-based clearinghouse.

Provide access to reliable tools to help potential early learning professionals identify their strengths and interests and assess their "goodness of fit" with a career in the field of early childhood.

Collect information on requirements from all 2-year and 4-year institutions of higher education in the state, the Division of Human Services, the Colorado Department of Education, and the Office of Professional Development to ensure that information available through the Clearinghouse is accurate and comprehensive.

Publicize the availability of the web-based clearinghouse to the early learning community.

Objective 3d: Establish a statewide coaching network for early learning professionals.

Create an infrastructure in the state to support and expand coaching in early learning settings birth to third grade.

Develop a "handbook" for coaches that include best practice standards, ethical and legal guidelines and supports and resources.

Develop a coaching endorsement/credential.

Early Learning Professional Development

TWO

THREE

ONE

Finance the P-3 Professional Development system through developing political and public for increased funding and through efficient coordination of existing streams of funding.

(A)

Objective 4a: Develop an interactive cost model for professional development that informs decisions by stakeholders including policy makers, higher education institutions and early learning professionals.

Examine current investments in early learning professional development and identify opportunities to re-task and/or consolidate funding.

Collect and analyze data captured through cost modeling.

Ensure cost model includes non-direct as well as direct costs to support financing the P-3 Professional Development System.

Partner with community colleges, 2-year and 4-year institutions to conduct gap analysis on current programming and funding.

Identify additional funding sources or strategies to meet increased financial need including stipends and scholarships.

Test features of interactive cost model with key stakeholders including early learning professionals.

ONE

TWO

Objective 4b: Project costs of impact on the higher education system based on increased demands and needs from early learning professionals.

Partner with community colleges, 2-year and 4-year institutions to conduct gap analysis on current programming and funding.

Identify additional funding sources or strategies to meet increased financial need including stipends and scholarships.

Objective 4c: Launch a messaging and marketing campaign to create public support in promoting comprehensive financing of the P-3 Professional Development System.

Develop a coordinated & comprehensive strategy for communicating to key stakeholders, policy makers and thought leaders about the importance of child development birth – third grade.

Generate reports and data to demonstrate need and prioritize resource allocation.

Identify champions for early learning among elected officials and business leaders.

THREE

Collect and systematically analyze data about Colorado's early learning professionals through the establishment of a unique identifier for professionals working in licensed early care and education facilities.

Objective 5a: Develop a Colorado Early Learning Professional Registry (Registry) based on the National Registry Alliance Common Core Data Elements.

Based on best practices, determine data points to be collected and a method to collect information on an ongoing and timely basis.

Identify, create or support any existing infrastructure(s) to house and maintain the Registry.

Define the Registry data management process, policies and procedures.

Develop a funding plan that addresses Registry sustainability.

Objective 5b: Develop mechanism within or outside of the Registry that can assign unique identifier to each early learning professional working in a licensed facility.

Identify gaps and establish action steps to address them.

Recruit and support the enrollment and participation of the Registry's target audiences.

Determine method for assigning unique identifiers to existing and future early learning professionals working in licensed facilities.

Create a communication plan focused on the value and purpose of the Registry to garner funding and stakeholder support.

Identify legislation to make Registry participation mandatory for all licensed early childhood professionals.

ONE

ONE

TWO

THREE

Year implemented

Objective 5c: Develop formalized processes for streamlining, linking and aligning the Registry with any existing databases (e.g., early intervention provider database) and systems that will benefit from accessing and interacting with Registry data (e.g., Child Care Licensing, Qualistar Rating™ etc.).

Map all existing data base/registry systems for early learning professionals as defined.

Clarify with partners the purpose of the Registry as a data collection tool to avoid duplication of services.

Objective 5d: Link data collected in the Colorado Early Learning Professional Registry with other components of Colorado's Early Childhood System (e.g., Child Care Licensing, Trainer and Training Approval System, Quality Rating and Improvement System, Colorado's Higher Education System, T.E.A.C.H.™ and the web-based advising clearinghouse etc...) to inform, expand and improve the efficiency of Colorado's P-3 Professional Development System.

Position the Registry as a central component of our early childhood and professional development system through data sharing and partnering.

Create protocols for accessing and sharing data that incorporate best practices for protecting confidentiality.

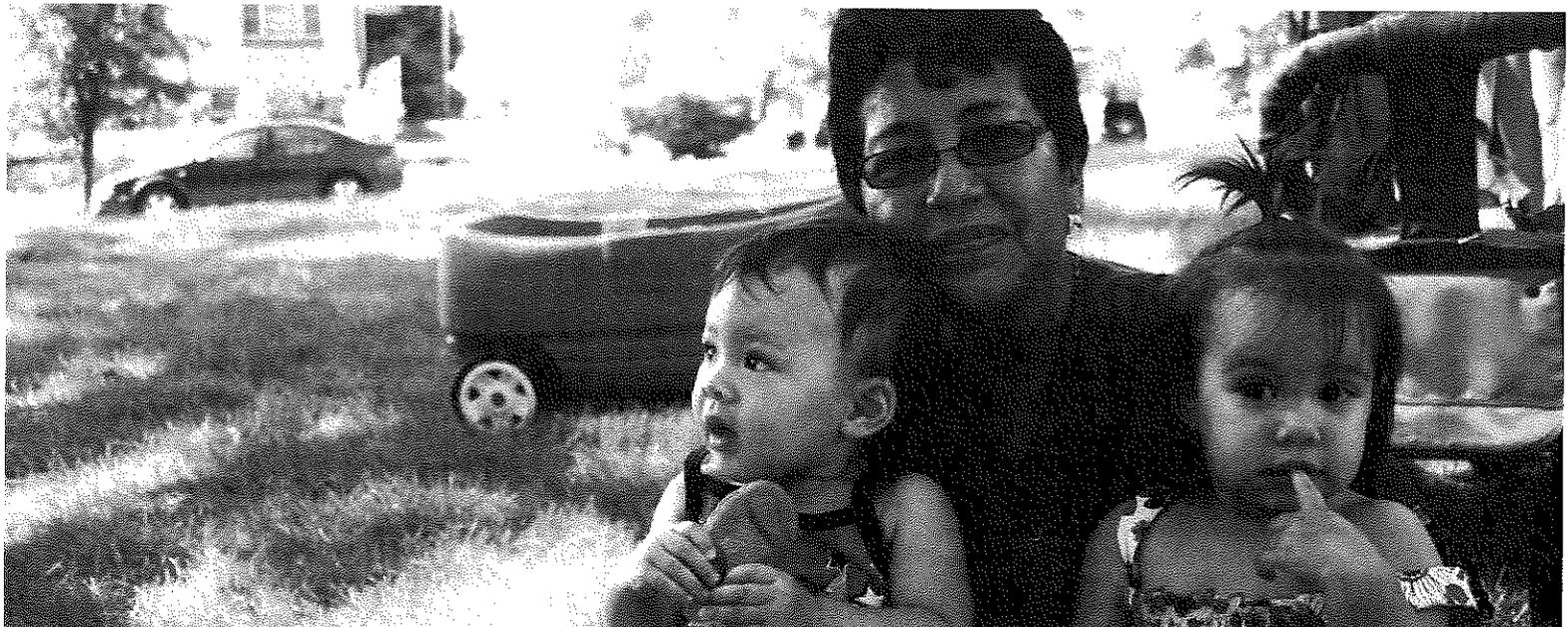
Objective 5e: Develop reports that include information on teachers, classrooms, and programs for key stakeholder groups (e.g. parents, providers, policymakers, Colorado Department of Human Services, Colorado Department of Education and higher education).

Develop process to disseminate reports to stakeholders.

Identify critical elements of quality based on research and best practices.

ONE

TWO



Create mechanisms of accountability within the P-3 Professional Development System that ensures the effectiveness of early learning professionals, early learning leaders and early learning preparation programs.

Objective 6a: Review and fully fund a statewide expansion of the existing early learning professional Trainer/Training Approval Registry.

Inventory all trainers/trainings (including major businesses), as well as any existing databases.

Based on best practices, determine data points to be collected on trainer and training effectiveness and a method to collect information on an ongoing and timely basis.

Conduct outreach to identify approved trainings and trainers..

Objective 6b: Establish licensing requirements mandating annual training hours be linked to a quality assurance process for approved trainers and training.

Research what other states have done to effectively include existing professional development opportunities that meet licensing requirements into their registries.

Objective 6c: Provide ongoing training and technical assistance for early learning professionals on how to access and use the Training/Trainer Approval Registry.

Determine best practices to make Registry easily accessible to all early childhood vested partners.

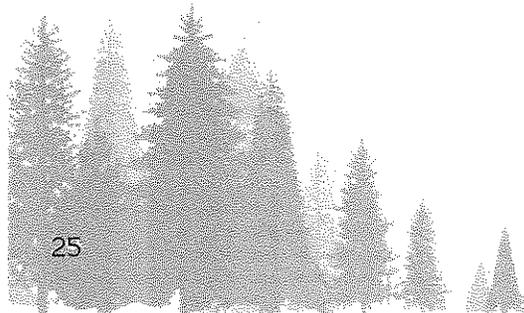
Create a communication plan focused on the value and purpose of an Early Learning Trainer and Training System to garner support.

ONE

TWO

TWO

www.mt.gov/earlylearning



Objective 6d: Using new state definition of effective early childhood teaching and leading, develop a competency-based evaluation and accountability system for early learning professionals in various roles.

Inform the work of the Educator Effectiveness Council and align efforts.

Identify current/existing efforts within Colorado that provide competency-based performance evaluation of the early learning workforce.

Develop a compendium of available professional development competency based performance evaluation measurement tools (with identification of those currently implemented in Colorado).

Explore how child outcomes can be used appropriately as a part of the evaluation of early childhood teacher effectiveness.

Develop recommendations for selecting appropriate tools for assessing teaching effectiveness.

ONE

Objective 6e: Align and infuse competency-based evaluation measurement tools and processes with community and agency-based trainings and support.

Map alignment of identified measurement tools with professional development supports provided in communities (training, coaching, consultation and technical assistance).

Identify gaps in the availability at the local level of quality professional development opportunities related to achieving competencies that need to be addressed in order to help providers improve their skills and meet new accountability goals.

Provide training for local providers of professional development in the use of competency-based performance evaluation tools and processes.

TWO

THREE

Objective 6f: Align and infuse competency-based evaluation measurement tools and processes with higher education early childhood professional preparation programs.

Provide training for faculty members at higher education institutions in the use of competency-based performance evaluation measurement tools and processes.

Embed requirement to use recommended performance evaluation measurement tools and rubrics for documenting student achievement of competencies into state approval process for early childhood professional preparation programs.

Objective 6g: Develop a quality assurance system for the evaluation of early learning professionals who provide competency-based evaluation.

Implement quality assurance system for competency-based evaluation system.

Provide information to the continuum of early learning professionals on how to serve and meet the needs of a competency-based performance evaluation system.

Objective 6h: Develop a competency-based statewide approval system of early learning professional preparation programs.

Align this statewide approval system with current statewide approval system for 4-year institutions.

Evaluate the benefits of NAEYC Accreditation for all Community Colleges.

Implement joint ongoing professional development for community college , 2-year and 4-year early learning teacher preparation faculty.

Map the National Association for the Education of Young Children (NAEYC) Community College Accreditation standards with Colorado Core Knowledge Standards, Colorado Community College Competencies, National Council for Accreditation of Teacher Education (NCATE) and Colorado Department of Education's Early Childhood Teacher Prep Programs (will be completed by end of July).

Review current governance and quality assurance structures for 2-year teacher prep programs.

Year Implemented

TWO

THREE

ONE



Embed oversight of the P-3 Professional Development System in the infrastructure of the Early Childhood Leadership Commission to ensure coordination with the quality rating and improvement system (QRIS), other statewide quality improvement efforts and increase collaboration among early learning settings in Colorado.

Objective 7a: Establish a 10-15 member high level advisory professional development committee that reports directly to the Early Childhood Leadership Commission and has representation from all the interfacing systems, teachers, parents, and students.

The Early Childhood Leadership Commission will identify the individuals to serve on the committee.

Establish guidelines and processes for coordinated and collaborative decision-making.

Collect input from key stakeholders regarding integration with other quality improvement efforts.

Objective 7b: Identify all necessary statutory and/or rule/regulation changes necessary to successfully implement Colorado's P-3 Professional Development System Plan.

Review and analyze current state statutes and rules related to the professional development of early learning professionals.

Identify opportunities and barriers as they relate to implementation of the P-3 Professional Development System Plan.

Make recommendations to the Early Childhood Leadership Commission regarding changes necessary to implement the Professional Development Plan.

Partner with state agencies and legislators to make necessary statutory and regulatory changes.

Objective 7c: Create incentives for innovative and research-based approaches to delivering professional development.

Identify best practices within the state.

Partner with Universities and other researchers to evaluate ongoing professional development.

Solicit grant proposals that identify innovation as a priority.

ONE

TWO

THREE

A number of other systems-building efforts are currently being implemented in some states. As a comprehensive professional development system is developed, it will be important to assure that it is aligned with or embedded within other initiatives such as:

Financing

Financing for professional development systems must be linked to overall financing of the early childhood system but specifically address funding for professional development. In order to operate effectively, all professional development systems must include:

- Needs-based support for early childhood professionals to obtain education and ongoing development
- Support for programs/workplaces that facilitate professional development
- Explicit rewards and compensation parity for attainment of additional education and development
- Financing of the professional development system infrastructure.¹

State policies for funding professional development are increasing. In 2009, more than half of all states had at least one early childhood workforce development financing policy in statute, regulation or executive order.

Governance systems

The Early Childhood Advisory Councils (ECAC) established through the 2007 Head Start Reauthorization Act, represent a new opportunity to move the professional development system-building process ahead. One of the key tasks for ECACs is to determine how the council relates to and coordinates with the work of other coordinating bodies. With regard to professional development efforts in states, the ECACs may include representatives of state higher education organizations on the council; communicate regularly and/or serve on the state higher education advisory council; set standards and qualification thresholds; determine levels of licensure and certification; develop career lattices and pathways and work collaboratively with state institutions of higher education.²

Data systems

The issue of data as it pertains to professional development systems includes two important questions to be addressed by policy makers and practitioners:

- What data is being collected currently that can inform the creation and operation of an effective professional development system and what additional data needs to be collected?
- How can data being collected be integrated with other comprehensive data systems development efforts in states?

Data that will help inform professional development systems-building is needed to gauge impacts and change at the systems level as well as to help inform planning, evaluation, quality assurance and accountability at the policy, program and individual levels. Currently very little data is collected that can inform policy makers and administrators of how professional development systems are working, about the characteristics of professional workforce, about the links between professional development and other aspects of the ECE system and about the impacts of professional development on program, teacher and child outcomes.

Challenges to integrating professional development data into other data systems currently being developed include within-the-field challenges to coordinating data across all sectors of ECE – programs, initiatives and services; across levels of education challenges – linking birth to five data with K-12 and higher education data; across practitioners challenges – linking individual demographic data with professional, workplace and child data; and across federal and state government challenges – linking levels and auspices.

Other Early Childhood Systems

As part of a leadership symposium convened in 2008 by the National Center for Research on Early Education (NCREE) participants were challenged to examine the interplay between state-wide professional development systems, Quality Rating and Improvement Systems (QRIS) and Early Childhood Education Competencies – also known as core knowledge and

competency systems (ECEC).³ Their contention was that QRIS and ECECs were two new additions to the infrastructure for teacher preparation and support that had for the most part developed outside the existing professional development system and that in order to assure high quality ECE programs and teachers, the three should be better-aligned and integrated. To help guide the process, the group developed a logic model for how the three systems could be effectively integrated and what components must be in place in each to assure alignment and more importantly, to create a system for measuring outcomes and creating continuous improvement loops. A synopsis of the logic model follows:

- Begin with children's early learning standards
- Develop a set of early childhood educator competencies based on standards that define what teachers need to know and be able to do
- Develop pre- and in-service programs and experiences that result in competency development. Continually assess which experiences build competencies and develop resources with known links to competencies
- Design QRIS that directly measure teacher knowledge and skills outlined in the competencies and being taught in preparation and ongoing professional development
- With all systems aligned, QRIS data could be used as:
 - Accountability mechanism to tie competencies to children's learning
 - Accountability mechanism to tie professional development to teacher improvement
 - Feedback mechanism to tie teacher performance and training.

K-12 Systems

Much of the P-3 professional development work currently being done is focused on an age three to grade three continuum (PK-3). Recognizing PK-3 as a distinct stage of education, discussions are focused on questions such as:

- What should effective PK-3 teachers know and be able to do?
- How can that core knowledge be incorporated into a framework to re-envision teacher education, practice and professional development?

In 2006, the Foundation for Child Development convened a roundtable of education experts to address these questions.⁴ Focusing specifically on issues of teacher preparation, conclusions included some that have relevance for ECE teachers across the 0-8 spectrum such as:

- The need for a more clinical model of teacher education that combines theory with mentored field experiences as a pathway to upgrading the profession
- A retooled teacher education curriculum with a strong focus on the increasing linguistic, cultural and economic diversity of young children – this includes emphasizing core knowledge about these issues and opportunities to observe others who are working in those contexts
- In addition the group identified two recommendations specific to effective PK-3 teacher preparation. These included:
 - PK-3 teachers need a broader set of skills and knowledge that bridges early learning and K-3
 - Partnerships with school districts must be established to support ongoing teacher training and support after formal training is completed.

Infant and Toddler Systems

Building on research that indicates early experiences and relationships – including those for young children in child care settings—help shape the architecture of the brain, it is commonly accepted that all babies and toddlers in child care need effective, responsive providers and caregivers. To that end, national education and social policy leaders are calling on states to increase access to specialized professional development for providers working with infants and toddlers (I/T), including participation in higher education programs, community-level training, ongoing individualized consultations and access to appropriate information and supports for caregivers, so that all those who care for infants and toddlers in all settings understand and implement a core body of knowledge and skills.⁵

Taking on issues of providing high-quality education and training for providers of I/T care will require states to look at all components of their existing quality improvement systems efforts. This process should begin by establishing a set of core competencies and

by examining the capacity of the current professional development system to address I/T provider training and preparation.

Key considerations in this process include:

- Providers need a specialized set of skills to effectively meet the developmental needs of babies and toddlers
- Higher levels of provider education and credentials has been linked to higher quality child care environments
- Most states require providers to have little or no pre-service and minimal ongoing training — often without appropriate I/T content
- Qualifications of ECE providers overall have fallen over time and there is some evidence that formal training and education for I/T providers is less than those working in preschool settings
- I/T providers tend to be non-traditional learners and face a number of barriers to accessing training including cost, language and logistics
- Higher education training does not provide adequate content or supports for students wishing to work with infants and toddlers
- More research is needed to ensure that preparation and professional development are effectively improving interactions
- Individualized, relationship based professional development has shown promise in improving the quality of teaching — including I/T providers.



Colorado's P-3 Professional Development System Three Year Plan

1. United States Census Bureau. (2005-2007). American Community Survey. Retrieved 2010, from: http://factfinder.census.gov/home/en/acs_pums_2007_3yr.html.
2. United States Department of Labor, Bureau of Labor Statistics. (2010). United States Department of Labor, U.S. Bureau of Labor Statistics. Retrieved 2010, from: <http://www.bls.gov>.
3. Vandell, D., Belsky, J., Buchinal, M., Steinberg, L., & Vandergrift, N. (2010). Do effects of early child care extend to age 15 years? Results from the NICHD study of early child care and youth development. *Child Development*, 737-756.
4. Jensen, E. (2001). Fragile brains: Damage to the brain and environmental influences can account for certain learning problems. *Educational Leadership*, 32.
5. Rose, S., & Fischer, K. (1998). Growth cycles of brain and mind. *Educational Leadership*, 56-60.
6. Kagan, S., Kauerz, K., & Tarrant, K. (2008).
7. Herzenberg, S., Price, M., & Bradley, D. (2005). Losing ground in early childhood education: Declining workforce qualifications in an expanding industry. Economic Policy Institute.
8. Herzenberg, S., Price, M., & Bradley, D. (2005).
- 9 & 10. Children's Defense Fund. (2010). The state of America's children 2010 report: Early childhood development.

National Perspective

1. Kagan, S., Kauerz, K., & Tarrant, K. (2008). The early care and education teaching workforce at the fulcrum: An agenda for reform.
2. Howes, C., Pianta, R., Bryant, D., Hamre, B., Downer, J., & Holiday-Song, (2008). NCRECE White Paper -- Ensuring Effective Teaching in Early Childhood Education Through Linked Professional Development Systems, Quality Rating Systems and State Competencies: The Role of Research in an Evidence-Driven System.
3. National Governors Association Center for Best Practices. (February 4, 2010). Issue Brief: Building an Early Childhood Professional Development System.
- 4 & 5. LeMoine, S. (2008). Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems. Washington, D.C.: National Association for the Education of Young Children.
6. National Association for the Education of Young Children (2009). Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems.
7. National Child Care Information and Technical Assistance Center (2008). Administrative Structures of State Early Care and Education Professional development Systems. Retrieved 2010, from: <http://stage.nccic.acf.hhs.gov/pubs/goodstart/profdev-websites.html>.
8. Pianta, R. (2005). Standardized Observation and Professional Development: A Focus on Individualized Implementation and Practices. In M. Zaslow, & I. E. Martinez-Beck, *Critical Issues in Early Childhood Development*.

9. Bueno, M., Darling-Hammond, L., & Gonzales, D. (2010). *A Matter of Degrees: Preparing Teachers for the Pre-K Classroom*. Washington, D.C.: Pew Center on the States Education Reform Series.

10. LeMoine, S. (2008). *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems*.

11. Kagan, S., Kauerz, K., & Tarrant, K. (2008).

12. LeMoine, S., & Azer, S. (2005). Center child care licensing requirements: Minimum early childhood education (ECE) preservice qualifications, administrative, and annual ongoing training hours for directors.

13. Whitebook, M. (2010, April 26). *Early Learning Tour. No Single Ingredient: 2020 Vision for the Early Learning Workforce*.

Appendix I

1. Early Learning Professionals are teachers, assistant teachers, infant toddler specialists, family child care providers, early interventionists, coaches, mentor teachers, special education professionals. Early Learning Leaders are center directors, principals, special education directors, instructional leaders, higher education faculty, and school administrators.

Appendix II

1. National Association for the Education of Young Children. (May 12, 2009). NAEYC Early Childhood Workforce Systems Initiative . Workforce Policy Seminar #5: Focus on Financing.
2. National Association for the Education of Young Children. (April 23, 2009). NAEYC Early Childhood Workforce Systems Initiative. Workforce Policy Seminar #4: Focus on Professional Standards and Career Pathways. Washington, D.C.
3. Howes, C., et al. (2008).
4. Foundation for Child Development. (2006). *Ready to Teach? Providing Children with the Teachers They Deserve*.
5. Schumacher, R. (2009). *Charting Progress for Babies in Child Care Project: Provide Access to Training, Education and Ongoing Supports*. Washington, D.C.: Center on Law and Social Policy.

Credits

This report was produced by the P-3 Professional Development Task Force for the benefit of Colorado and our state's education community.

All photography in this report was provided and copyrighted by Amy K. Wright, www.amykwright.com.

Articulation refers to the ability to transfer coursework and degree/major requirements from 2 year higher education programs to 4 year colleges and universities.

Assessments are used to evaluate children's progress towards academic and developmental goals. Assessments can be conducted using a range of methods from the use of standardized tests to observations of the child's behavior in natural settings.

Best Practices are practices that are recognized by leaders in the field as being effective, high quality and based on children's individual needs and strengths.

A Career Lattice displays the various pathways of requirements individuals need to meet to qualify for specific types of positions and jobs within a field or profession. It is different from a career ladder in that not all requirements and positions are related hierarchically (some are related laterally).

Child Care Rules and Regulations are established and approved by the Colorado Department of Human Services and define the criteria for how a program can receive and maintain a license to operate a preschool, child care center, family child care home and an after school program.

Coaching is a relationship-based process that requires interactions that build trust and respect. It is designed to promote capacity-building around professional dispositions, skills and behaviors and is focused on a specific goal for an individual or group. Coaching can occur one time or in a series of sessions, dependent upon the successful achievement of the goal. Coaching is focused on a performance-based outcome(s) met through various combinations of questioning, listening, observation, reflection, feedback, prompting, modeling and practice. Ideally, coaching is embedded in the recipient's broader professional development plan that provides the theoretical foundations related to the specific skills being addressed (NAEYC).

Core Knowledge refers to the basic understanding and knowledge that early learning professionals should master in order to be effective in their work with young children and their families. Core knowledge is considered necessary, but not sufficient, for being an effective practitioner.

Credentials are documents certifying that an individual has met a defined set of requirements set forth by the grantor of the credential, usually related to skills and knowledge and may include demonstrations of competence (National Child Care Information Center).

Early Intervention Services are services provided to children from birth to age three, who have been identified as having, or being at explicit risk for, special needs.

Early Learning Professionals is the term used to describe individuals who work in the early childhood field and provide services to children from birth through third grade and their families. These individuals are responsible for the early development and learning of children, or are individuals who provide leadership, coaching, training or other support for those who provide the direct educating services.

Early Learning Standards describe the content and skills that children should know and be able to do as defined by a state, local school district, Head Start, or other expert entity.

An Endorsement is a specialized credential that can be added to a teacher's license. Endorsements demonstrate that a teacher has met state requirements in particular content areas (such as Linguistically Diverse Education or Early Childhood). An endorsement can also denote a specialized program of study or educational attainment added on to a state or nationally awarded credential.

Evidence-based Practices are practices that have demonstrated effectiveness or promise of effectiveness through program evaluation or peer-reviewed research studies.

License (center, home, teacher)- Centers, preschools and family childcare homes providing childcare and early learning services are required to meet certain safety and quality standards to receive a license, or permit to operate, from the Colorado Department of Human Services, Division of Child Care. Teacher licenses, which most K-12 school districts require all teachers to have, are granted by the Colorado Department of Education to individuals who have met or are in the process of meeting state-defined requirements.

Mentoring is an ongoing, iterative, relationship-based process typically between colleagues in similar professional roles, most often with one more-experienced individual, the mentor, providing guidance and/or example to the less-experienced protégé or mentee. Mentoring tends to be/is process focused and intended to increase an individual's personal or professional capacity of knowledge and skills, resulting in greater professional effectiveness (NAEYC).

Ongoing Professional Development refers to training and education that teachers receive to continuously improve their practice. Ongoing professional development can be offered by community based providers, individual consultants and by higher education programs. Because of the field's varying requirements, there is often "crossover" regarding professional preparation (initial training or pre-service programs) and ongoing professional development. An individual could receive initial training or pre-service preparation to be a teaching staff member in a community-based organization and receive subsequent ongoing education and training as part of their ongoing or in-service professional development (NAEYC).

Performance-Based Competencies describe the core knowledge, skills and abilities that teachers must master and be able to put into practice in order to be effective in their work with children and families.

Planning Time refers to the time that teachers need in order to effectively plan activities and learning experiences for the children in their classes. Planning time is essential for reviewing child assessment data and adapting the curriculum to respond to these data. It is assumed that other teaching duties are removed or mostly removed during planning time.

Program Standards define the requirements that teacher education or professional development programs must meet in order to be approved by a state or national accrediting body.

Professional Standards is a term used to describe the set of specified requirements that a professional must meet in order to be certified or licensed in a field.

Registry as defined by the National Registry Alliance as an information system for the early childhood and school-age workforce that:

- Promotes professional growth and development
- Captures data about early childhood and school-age practitioners in a variety of roles
- Is based on state career level systems that provide a framework for professional development
- Places individuals on a career level based upon verified educational information
- Recognizes and honors professional achievements of the early childhood and school-age workforce
- Informs policy makers and partners.

Resource and Referral Services help families find appropriate child care services in their local communities and offer training opportunities for childcare professionals.

School Readiness is a term usually used to describe a child's readiness to participate successfully in kindergarten or first grade classes. The Colorado State Board of Education recently established a state definition of school readiness which is:

"School Readiness describes both the preparedness of a child to engage in and benefit from learning experiences and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. School Readiness is enhanced when schools, families and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content."

Shared Services refers to the concept of having a single hub provide "back office" functions, such as billing, purchasing, human resources or data management, to multiple community based childcare and early learning centers. This model is being tested as a means for reducing costs while increasing the quality of services at several sites around the country.

Teacher Preparation refers to formal programs of training and coursework that prospective teachers complete before assuming responsibility for groups of children. Teacher preparation is most frequently offered by institutions of higher education.

Unique Identifiers are codes that can be assigned to individual children and/or teachers to collect data for a variety of measurement purposes. Unique identifiers are required for any evaluations that link data.

Chair

Virginia Maloney
Director
Marsico Institute
for Early Learning and Literacy

Co-Chairs: Accountability

Linda Meredith
Past President
Colorado Association for the
Education of Young Children

Susan Steele
Executive Director
Temple Hoyne Buell Foundation

Co-Chairs:

Effective Early Learning Professionals

Linda Christian,
Professor of Education
Adams State College

Nancie Linville
Vice President
Clayton Early Learning

Co-Chairs: Finance & Policy

Jon Paul Bianchi
Director
Early Childhood
Policy Initiatives
Colorado Children's Campaign

Pamela Harris
President and CEO
Mile High Montessori
Early Learning Centers

Co-Chairs: Recruitment and Retention

Sheri Charles
Director
Early Childhood Education
Aurora Public Schools

Diane L. Price
President & CEO
Early Connections Learning Center

Staff

Elizabeth Gorginsky
Director
Colorado Head Start State
Collaboration Office

Members

Rosemarie Allen
Director, Child Care Division
Colorado Dept. of Human Services

Gerri Anderson
Provost
Colorado Community College System

Isebel Arellano
Education Manager
Adams County Head Start

Michelle Bender
Dept Chair and Faculty
Early Childhood Education
Pikes Peak Community College

Polly Breit
Program Director
Teach for America

John Crawford
Program Manager
Early Education
Denver Public Schools

Richard Garcia
Executive Director
Colorado Statewide
Parent Coalition

Jami Goetz
Executive Director, Office of
Professional Services and
Licensing
Colorado Department of Education

Sheila Groneman
President
Colorado Head Start Association

Ellen Hall
Executive Director
Boulder Journey School

Kristy Johnson
Program Director
Invest in Kids

Malinda Jones
Assistant Professor
Early Childhood Education & Reading
Metropolitan State College of Denver

Vangi McCoy
Council Coordinator
School Board member and adjunct fac-
ulty community college
Montelores Early Childhood
Council; Dolores School District

Ian K. Macgillivray
Academic Policy Officer
Teacher Education
Colorado Dept. of Higher Education

Laura Merrill
Training and Professional
Development Coordinator
Early Intervention Colorado
Colorado Department of Human
Services

Susan M. Moore
Director
Clinical Education and Services Speech,
Language and Hearing Center, Univer-
sity of Colorado - Boulder

Paula Neth
Chief Operating Officer
Qualistar Early Learning

Barbara Sawyer
Executive Director
National Family Child Care
Association

Kathleen Stiles
Executive Director
Office of Professional Development

Sharon Triolo-Maloney
Assistant Director
Prevention Initiatives
Colorado Department of Education



Colorado's Competencies for Early Childhood Educators and Administrators

Competencies are a foundational element of a professional development system. *Colorado's Competencies for Early Childhood Educators and Administrators* identify what professionals need to know and be able to do in order to facilitate child learning and development. The Competencies are designed to take place within a larger, aligned and supported system that embodies continuous improvement and opportunities for meaningful feedback through professional development.

The 8 Competency Domains

The Competencies contain 8 domains or content areas. They are Child Growth, Development, and Learning; Child Observation and Assessment; Family and Community Partnerships; Guidance; Health, Safety, and Nutrition; Professional Development and Leadership; Program Planning and Development; and Teaching Practices.

The 4 Levels

The Competencies are built on a framework of four levels. They begin with the basic knowledge and skills needed to enter the field and progress to advanced levels of academic preparation and a wide range of experiences. The four levels are cumulative, meaning that early childhood educators at the top level have the skills and knowledge to meet all the Competencies in the lower levels. The levels are less about roles and more about degree of mastery. It is very likely that an early childhood professional will find that their knowledge and skills fall in a variety of levels throughout the competency framework.

A Variety of Uses

Early Childhood Professionals can use the Competencies to:

- Develop self-assessments to identify strength and growth areas
- Create a professional development plan and portfolio
- Make informed decisions about a career in early childhood

Program Administrators can use the Competencies to:

- Clarify and communicate knowledge required of staff
- Identify training and staff development needs and formulate staff development plans
- Assess current staff to identify knowledge gaps for the purpose of recruiting additional staff with higher or different levels of competency (over)

Goal #1 of Colorado's Early Learning Professional Development System Plan:

Improve the effectiveness of early learning professionals by establishing and adopting an aligned, research-based, tiered set of **competencies** as the basis for credentialing early learning professionals at all levels and approving professional development programs (including teacher preparation programs).

To view the Plan, visit:
www.ColoradoOPD.org



A Variety of Uses (cont'd)

- Link level of competency to compensation level

Developers and Providers of Training can use the Competencies to:

- Organize, identify, and advertise training
- Assess current offerings across all content areas and levels of competency
- Create a framework for developing comprehensive systems of training
- Support skill development

Higher Education can use the Competencies to:

- Create and align coursework, DHS child care licensing requirements, and CDE teacher licensure
- Develop and facilitate articulation between institutions of higher learning
- Evaluate course content and guide future course development
- Foster dialog between students, faculty, and advisors
- Promote skill development
- Use to create innovative options for Credit for Prior Learning

State and Local Agencies can use the Competencies to:

- Develop policy, initiatives, and funding that will increase the level of competency of early childhood professionals
- Guide the development of policies related to teach licensure, QRIS, higher education articulation, professional development and supports for educators working in a variety of settings
- Develop and implement a credentialing system that supports authentic evaluation of and acquisition of the Competencies

Early Childhood Advocates can use the Competencies to:

- Educate parents, policymakers, and the general public about the degree of knowledge and skill required for professional competency, the areas of professional practice in early childhood, and the need for competent professionals
- Reinforce the concept of professionalism in the early childhood field
- Support public and private investments, incentives, and initiatives that encourage and facilitate professional competency

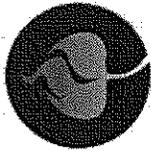
Where can I learn more?

- Visit <http://www.cde.state.co.us/early/earlychildhoodprofessionaldevelopmentteam>
- To view all CDE fact sheets, visit: www.cde.state.co.us/Communications/factsheetsandfags

Early Childhood Professional Development Advisory Members	
Name/Role	Organization/Stakeholder Group
EC PD Advisory Chairs	
Pamela Harris President & CEO	Mile High Montessori Early Learning Centers; Head Start programs
Rebecca Kantor , Professor and Dean - School of Education and Human Development	University of Colorado Denver - Early Childhood and Education Preparation Programs
Nancie Linville , EC PD Systems Director	Colorado Department of Education
<i>PD Advisory Members – 3 year terms</i>	
Two and Four Year Colleges, Universities, Alternative Teacher Prep: 8 Representatives	
Michelle Bender , Faculty and Department Chair Early Childhood Education & Education	Pikes Peak Community College; Colorado Community College ECE Faculty; Co-Chair of Colorado's Early Childhood Faculty Coalition
Michelle Koch , Family and Consumer Sciences Program Director	Colorado Community College System; Denver , CO 80230
Barbara Jackman , Associate Professor & Coordinator; Co-Chair of ECE Coalition	Early Childhood Programs, Colorado Mountain College
Rashida Banerjee , Associate Professor & Coordinator	University of Northern Colorado, EC Special Education
Terry Hotz , Coordinator, Early Learning Professions	Delta Montrose Technical College
Dr. Malinda Jones , Assistant Professor of Early Childhood Education	Metro State University
Ellen Hall , Founder & Executive Director	Boulder Journey School, Director of the Teacher Education Program, created by Boulder Journey School in partnership with the Colorado Department of Education and the University of Colorado Denver
Dr. Lissanna Follari , Director, Bachelor of Innovations in Inclusive ECE, Department of Special Ed	University of Colorado, Colorado Springs
EC Professionals: 6 Representatives	
Linda Adams , Executive Director	Colorado Association for the Education of Young Children; RMEC

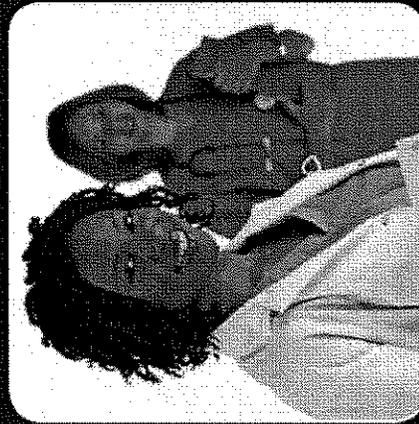
Ilona Witty , ECE Principal	Salida Schools
Rosemarie Allen , Faculty and Early Childhood Consultant	Metropolitan State University of Denver
Diane Price , President & CEO	Early Connections Learning Centers
Barbara Sawyer , Director, Special Projects	National Assoc. of Family Child Care
Noel Nelson , President Early Childhood Education Association of Colorado	Senior Licensing & Compliance Advisor - Knowledge Universe, US; Kinder Care - For Profit Child Care
<u>Family, Friend & Neighbor: 1 Representative</u>	
Diana Romero-Campbell , Director, School Readiness	Mile High United Way; Statewide Family, Friend & Neighbor Care
<u>State Level Higher Education, CDE Teacher Licensure, CDE Effective Educator: 2 Representatives</u>	
Karen Lowenstein Martinez , Consultant, Educator Preparation	Colorado Department of Education, Educator Licensure and Teacher Prep Programs (including alternative teacher prep programs)
Jean Williams , Educator Evaluation Design Specialist	Educator Effectiveness - CDE
Robert Mitchell, Ph.D. , Academic Policy Officer for Educator Preparation	Colorado Department of Higher Education
<u>Head Start: 2 Representatives</u>	
Sheila Groneman , State Head Start Liaison	Colorado Dept. of Human Services, Head Start Programs
Ashante Butcher , Senior Consultant, Early Childhood Specialist	Region VIII Technical Assistance, CO Head Start Training and Technical Assistance Center
<u>State Level Child Care Licensing and QRIS: 2 Representatives</u>	
Carin Rosa , Licensing Administrator	Colorado Department of Human Services, Office of Early Childhood
Karen Enboden , Child Care Quality Rating and Improvement System Manager	Colorado Department of Human Services; QRIS
<u>EC Training, Coaching and OI Providers (includes Councils & R&Rs): 6 Representatives</u>	
Lynn Andrews , Sr. Director of Professional Development	Coaching Consortium and Clayton Early Learning
Linda Schow , Professional Development Coordinator	Early Childhood Council of Boulder County

Geneva Hallett , M.A. Ed., Director The Colorado Center for Social Emotional Competence and Inclusion	University of Colorado Denver Pyramid Plus Center
Tami Havener , Executive Director	Family Development Center of Steamboat Springs (CCR&R, Parent Education, NAEYC accredited center)
Heather Tritten , Interim President and CEO	Qualistar; Resource & Referral and Qualistar Rating System
Emily Bustos , Executive Director, DECC	Board President, Early Childhood Council Leadership Alliance (ECCLA); Denver Early Childhood Council (DECC)
Early Intervention, Special Education, CPP, Results Matter: 3 Representatives	
Laura Merrill , Early Intervention Training and Personnel Coordinator	Colorado Early Intervention Team - Colorado Dept. of Human Services
Penny Dell , Supervisor, Preschool Special Education & Child Find	Colorado Department of Education
Nan Vendegna , Program Director, Colorado Preschool Program & Results Matter	Colorado Department of Education



COLORADO COMMUNITY
COLLEGE SYSTEM

Serving Our Communities. Strengthening Colorado.



www.cccs.edu

CCCS Representative

Linda F. Comeaux, MPA
Vice President of Instruction
Red Rocks Community College

Linda.comeaux@rrcc.edu

303-914-6403

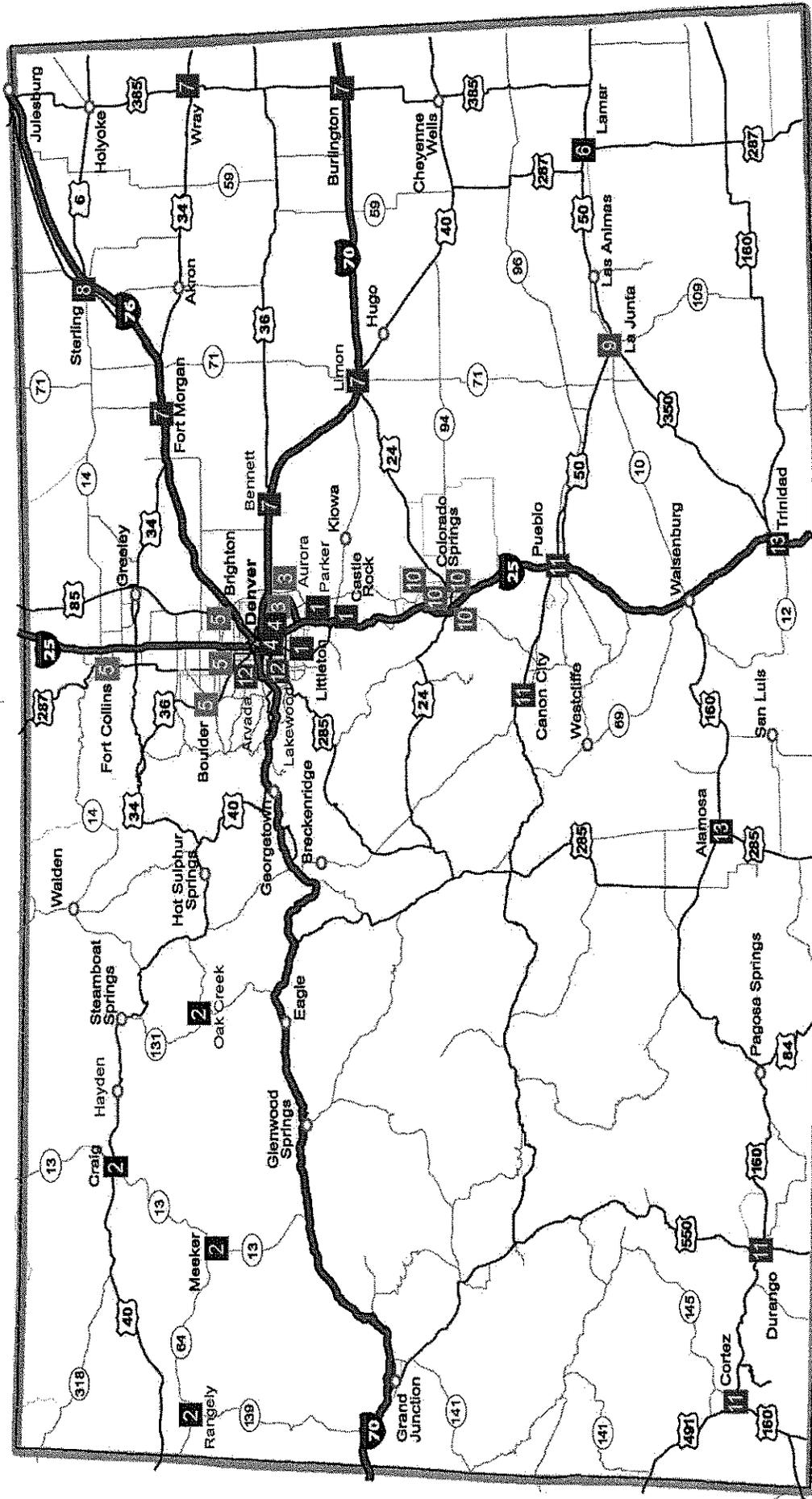
About CCCS

VISION STATEMENT

Colorado community colleges are unsurpassed at providing quality educational opportunities for all who aspire to enrich their lives.

MISSION STATEMENT

To provide an accessible, responsive learning environment that facilitates the achievement of educational, professional and personal goals by our students and other members of our communities in an atmosphere that embraces academic excellence, diversity and innovation.



- 1** Arapahoe Community College
Littleton, Parker, Castle Rock
- 2** Colorado Northwestern Community College
Craig, Meeker, Oak Creek, Rangely
- 3** Community College of Aurora
Aurora, Lowry
- 4** Community College of Denver
Auraria, Lowry
- 5** Front Range Community College
Westminster, Brighton, Longmont, Fort Collins
- 6** Lamar Community College
Fort Morgan, Bennett, Burlington, Limon, Wray
- 7** Morgan Community College
Fort Morgan, Bennett, Burlington, Limon, Wray
- 8** Northeastern Junior College
Sterling
- 9** Otero Junior College
La Junta
- 10** Pikes Peak Community College
Centennial, Downtown, Falcon, Rampart Range
- 11** Pueblo Community College
Pueblo, Canon City
Southwest Community College Division:
Durango, Cortez
- 12** Red Rocks Community College
Lakewood, Arvada
- 13** Trinidad State Junior College
Trinidad, Alamosa

THE QUESTION

“What is the role that CCCS plays in offering professional development and training opportunities for early childhood educators or those seeking to enter the profession”?

CCCS

Professional Development Providers

- Flexibility to offer credit and non-credit educational options.
- All CCCS Colleges have an Early Childhood Education program.
- Many have Community Education or Workforce Training opportunities.
- Educational infrastructure to support high quality student learning.
- Classrooms, software, equipment, materials, supplies

CCCS

Professional Development Providers

- **Appropriate Student Support Services for learning success.**
 - Library, Tutoring, Disability Services etc.
- **Expert ECE Educators.**
 - All educators hold a Colorado Vocational Teaching credential and most have Master's degree in Early Childhood Education.
- **Expertise in effective instructional delivery.**
- **Ability to offer rigorous, high quality hands-on learning experiences.**

CCCS

Professional Development Providers

- ▣ Resources to request and implement state/federal grants.
- ▣ Ability to offer scholarship programs.
- ▣ Community partnerships to offer students internship / practicum opportunities.

CCCS

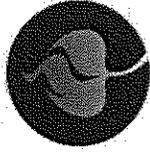
Professional Development Providers

- Majority of CCCS colleges hold NAEYC accreditation.
- National Association for the Education of Young Children
- State provider for ECE teacher and director certificates and classes.
- Well established partnerships with Directors, Teachers & Community.

For more information about CCCS:

- Dr. Nancy McCallin
President
PH: 303.595.1552
nancy.mccallin@cccs.edu

- Rhonda Bentz
Public Information Officer
PH: 303.595.1641
rhonda.bentz@cccs.edu



**COLORADO COMMUNITY
COLLEGE SYSTEM**



COLORADO COMMUNITY
COLLEGE SYSTEM

What is the role that CCCS plays in offering professional development and training opportunities for early childhood educators or those seeking to enter the profession”?

Colorado Community College System (CCCS)

VISION STATEMENT

Colorado community colleges are unsurpassed at providing quality educational opportunities for all who aspire to enrich their lives.

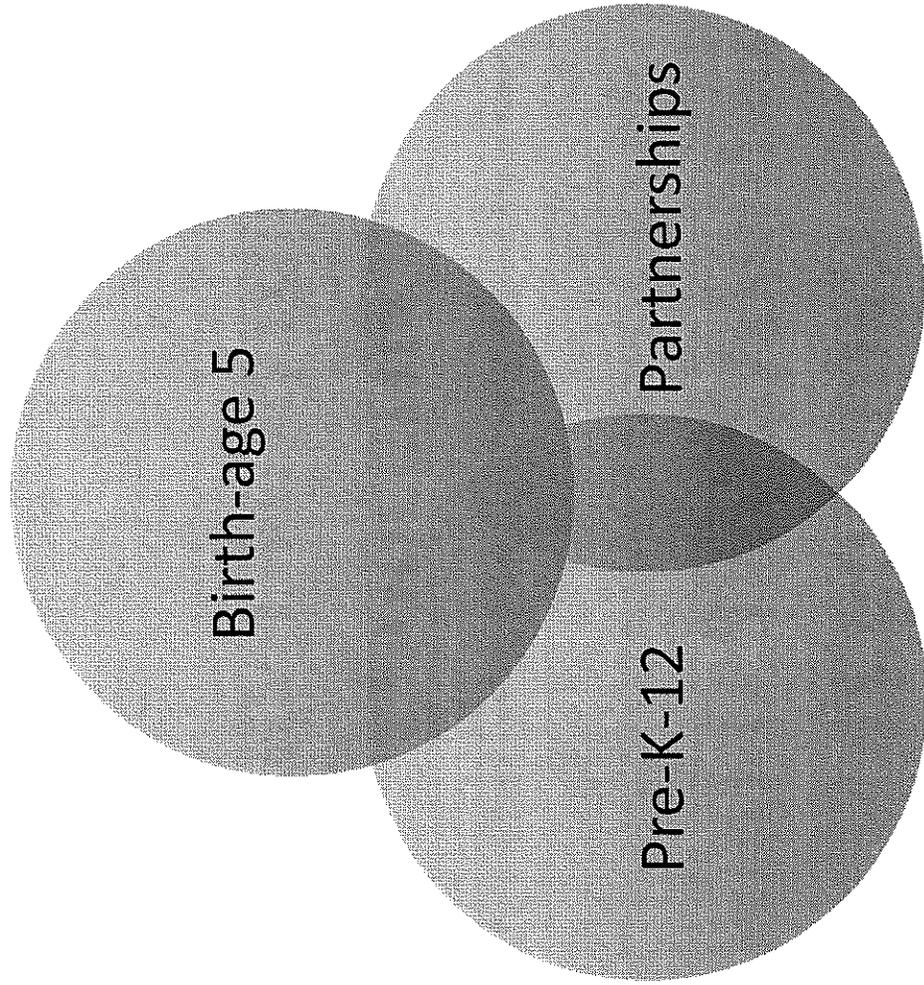
MISSION STATEMENT

To provide an accessible, responsive learning environment that facilitates the achievement of educational, professional and personal goals by our students and other members of our communities in an atmosphere that embraces academic excellence, diversity and innovation.

- Flexibility to offer credit and non-credit educational options.
 - All CCCS Colleges have an Early Childhood Education program.
 - Many have Community Education or Workforce Training opportunities.
- Educational infrastructure to support high quality student learning.
 - Classrooms, software, equipment, materials, supplies
- Appropriate Student Support Services for learning success.
 - Library, Tutoring, Disability Services etc.
- Expert ECE Educators.
 - All educators hold a Colorado Vocational Teaching credential and most have Master’s degree in Early Childhood Education.
- Expertise in effective instructional delivery.
- Ability to offer rigorous, high quality hands-on learning experiences.
- Resources to request and implement state/federal grants.
- Ability to offer scholarship programs.
- Community partnerships to offer students internship / practicum opportunities.
- Majority of CCCS colleges hold NAEYC accreditation.
 - National Association for the Education of Young Children
- State provider for ECE teacher and director certificates and classes.
- Well established partnerships with Directors, Teachers & Community.

Linda F. Comeaux, MPA
Vice President of Instruction
Red Rocks Community College
Linda.comeaux@rrcc.edu
303-914-6403

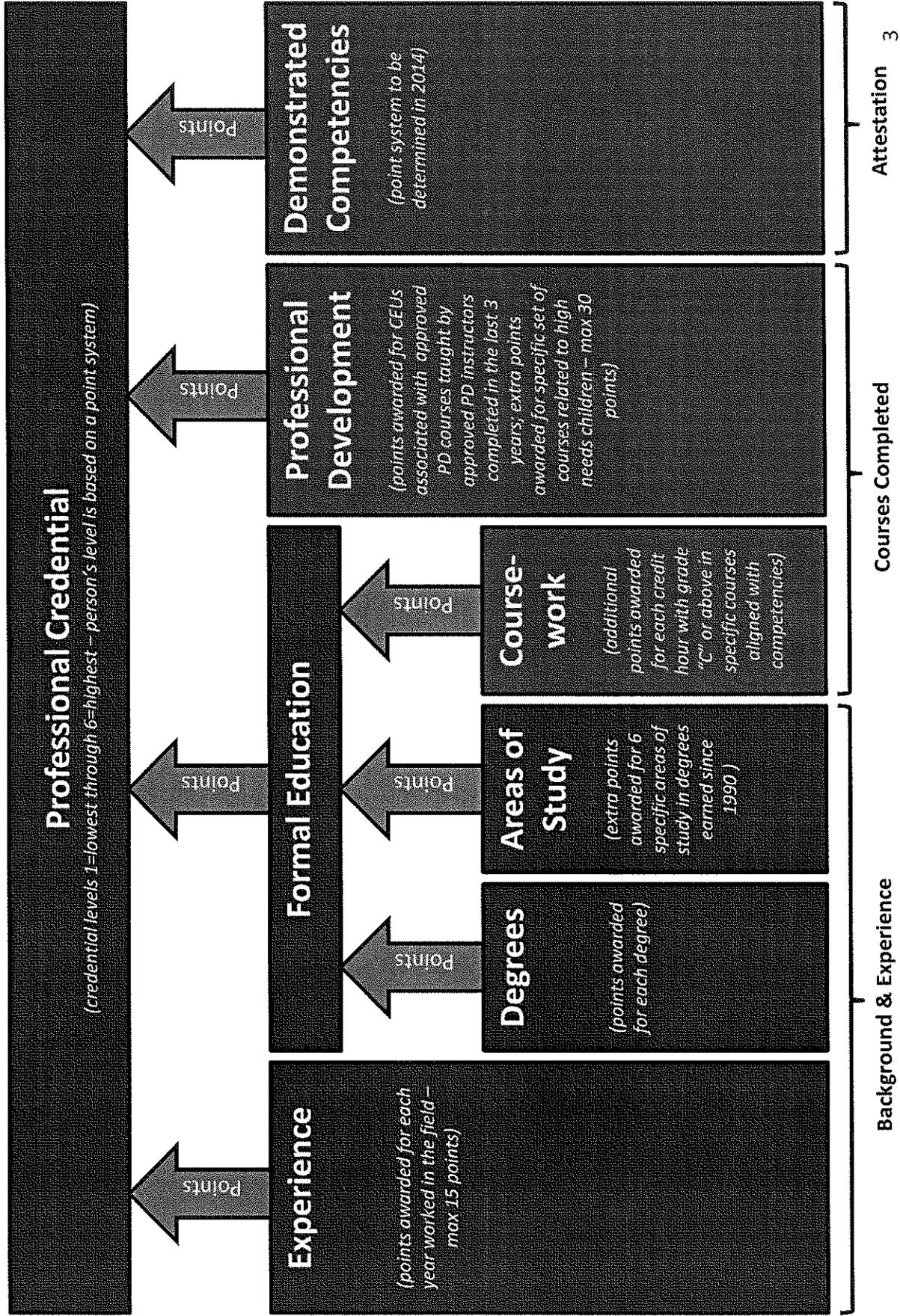
Two worlds-Two systems-Same Concerns



Early Learning Professional Development System Plan

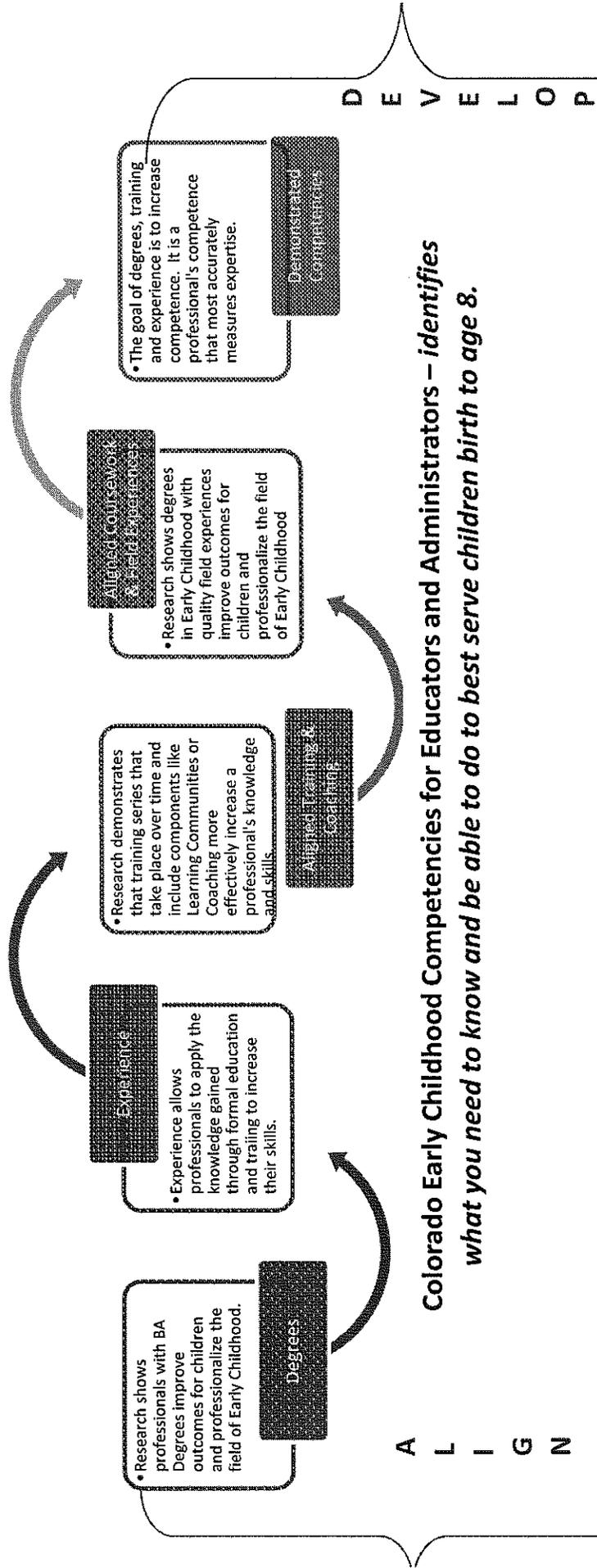
<p>Goal 1</p>	<p>Adopt performance-based competencies (<i>CO Teacher quality standards</i>)</p> <p>Enhance recruitment And retention</p>	<p>Goal 5</p>	<p>Data collection and analysis of early learning professionals (<i>Educator ID initiative</i>)</p>
<p>Goal 2</p>	<p>(<i>TFA, diversity pipelines, ALT licensure</i>)</p> <p>Ongoing career and skill development</p>	<p>Goal 6</p>	<p>Create accountability mechanisms (<i>SB 191</i>)</p>
<p>Goal 3</p>	<p>(<i>Career lattices</i>)</p> <p>Finance through public and existing funds</p>	<p>Goal 7</p>	<p>ECLC oversight</p>
<p>Goal 4</p>			

Credentialing Method & Competencies

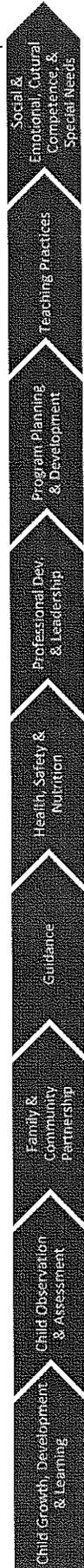




Colorado Early Childhood Professionals advancing levels (I-VI) through increased education, training, experience and competence.

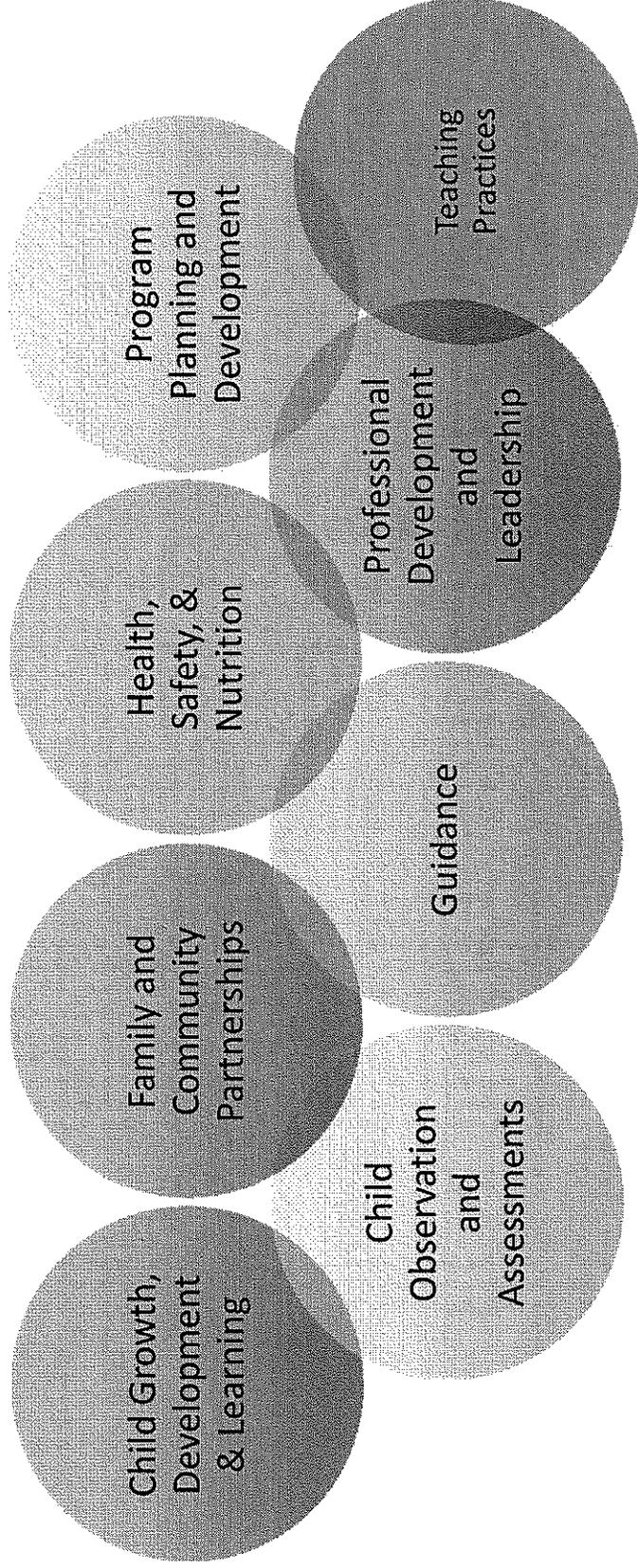


Colorado Early Childhood Competencies for Educators and Administrators – identifies what you need to know and be able to best serve children birth to age 8.



EC Competencies Framework:

Domains



Based on 8 domains with competencies related to social/emotional development, cultural competence and children with special needs are included in all domain areas. Approved by the Early Childhood Leadership Commission in May, 2013.

Purpose of EC PD Advisory and Role of Members

- High level advisory seated by Colorado's Early Childhood Leadership Commission, Program Quality & Alignment Committee
- GOAL 7: Embed oversight of the P-3 Professional Development System in the infrastructure of the ECLC to ensure coordination with the quality rating and improvement system (QRIS), other statewide quality improvement efforts and increase collaboration among early learning settings in Colorado.
- Expectations as community ambassadors

Colorado to offer scholarships for aspiring early childhood teachers

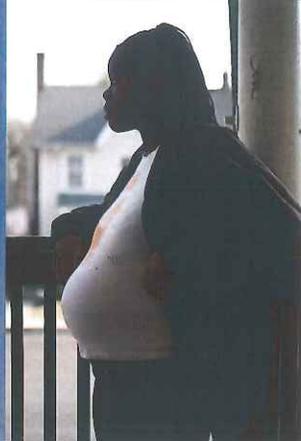
- Need AA to BA pathways encouraged through partnerships/articulation agreements
- Bar set by Head Start (over 50% teachers with BAs)
- In 2013 NIEER findings, 57% of state pre-k programs require a BA and 85% of those are in ECE. It is the one (of 6) quality benchmarks where we really lag behind.
- AA a good place to start but messages should encourage continuation to a BA




Working Together to Ensure Healthier Families
Nurse-Family Partnership Overview

Nurse-Family Partnership is...

- An evidence-based, community health nursing program
- Transforms lives of vulnerable first-time mothers living in poverty




Program Goals

- Improve pregnancy outcomes
- Improve child health and development
- Improve parents' economic self-sufficiency

Key Program Components

- First-time, at-risk mothers
- Registered nurses
- Intensive services (intensity, duration)
- Focus on behavior
- Program fidelity (performance management system)

Why Nurses?

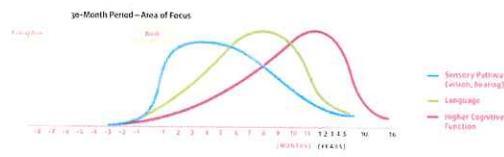
- Knowledge, judgment and skills
- High level of trust, low stigma
- Credibility and perceived authority
- Nursing theory and practice at core of original model




Human Brain Development

Synapse formation dependent on early experiences

30-Month Period – Area of Focus



— Sensory Pathways (vision, hearing)
— Language
— Higher Cognitive Function

Source: Nelson, C.A., From Assholes to Nighburhood (2009)
Steinkoff, J. & Phillips, D. (1962)



Home Visit Overview

<p>Personal Health Health Maintenance Practices Nutrition and Exercise Substance Use Mental Health Functioning</p>	<p>Maternal Role Mothering Role Physical Care Behavioral and Emotional Care</p>
<p>Environmental Health Home Work, School, and Neighborhood</p>	<p>Family and Friends Personal network Relationships Assistance with Childcare</p>
<p>Life Course Development Family Planning Education and Livelihood</p>	<p>Health and Human Services Service Utilization</p>

© Copyright 2014 Nurse-Family Partnership. All rights reserved.



Trials of the Program

Dr. Olds' research & development of NFP continues today...

		
<p>1977 Elmira, NY Participants: 400 Population: Low-income whites Studied: Semi-rural area</p>	<p>1988 Memphis, TN Participants: 1,139 Population: Low-income blacks Studied: Urban area</p>	<p>1994 Denver, CO Participants: 735 Population: Large portion of Hispanics Studied: Nurse and paraprofessionals</p>

© Copyright 2014 Nurse-Family Partnership. All rights reserved.



		
<p>Academic Achievement Grades 1-3, Age 9—Memphis (Born to low-resource mothers)</p> 	<p>Preschool Language Scale Age 4—Detroit (Born to low-resource mothers)</p> 	

Source: Reproduced with permission from Pediatrics, Vol. 120, e16, Copyright © 2007 by the AAP.



Nurse-Family Partnership Trial Outcomes

- 48% reduction in Child Abuse and Neglect
- 56% reduction in ER visits for accidents and poisonings
- 59% reduction in arrest of children age 15
- 67% reduction in behavioral and intellectual problems in children age 6
- 72% fewer conviction of mothers when children are age 15

© Copyright 2014 Nurse-Family Partnership. All rights reserved.



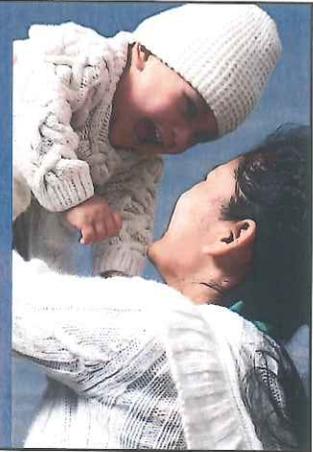


Colorado Implementation: Public/Private Partnership

- Colorado Department of Human Services, Office of Early Childhood: Fiscal Agent
- Invest in Kids
- NFP National Service Office
- University of Colorado Health Sciences Center: Contract Manager

Colorado NFP Results

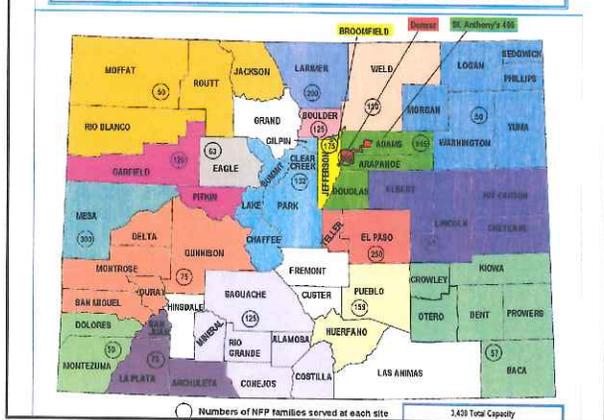
- 18,585 families served in Colorado since the program began
- 49% reduction in domestic violence during pregnancy
- 90% of babies were born full term and 90% were born at a healthy weight- at or above (5.5 lbs.)
- 91% breast feeding rate at birth
- 90% of children received all recommended immunizations by 24 months (vs. 78% CO average)
- 21% reduction in smoking during pregnancy
- 32% reduction in alcohol use during pregnancy

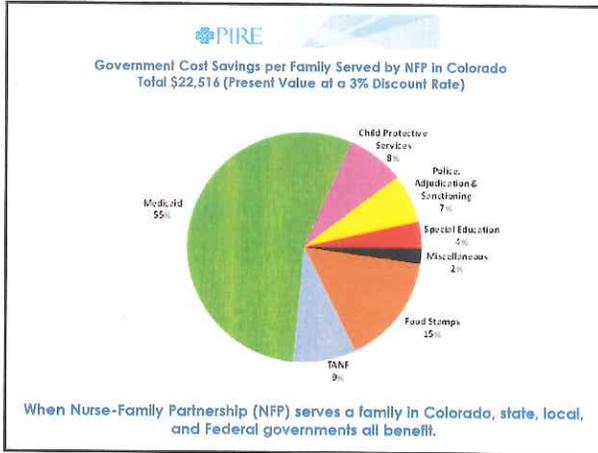


Funding

- Master Tobacco Settlement \$14.3 Million for 2,766 clients
 - Medicaid accounts for roughly 8%
- MIECHV: Maternal Infant Early Childhood Home Visitation through the Affordable Care Act \$3.6 Million for 670 clients

Colorado Nurse-Family Partnership Sites FY 14-15





Where we work

Nurse-Family Partnership is a growing, national program

43 States that NFP serves

536 Number of counties NFP is serving

Tribal agencies are denoted by Band

Map does not include program in U.S. Virgin Islands

Nurse-Family Partnership
Helping Families Thrive

Nurse-Family Partnership is Endorsed as a Model Program by

Coalition for Evidence-Based Policy
A Project Sponsored by RAND

Washington State Institute for Public Policy

World Health Organization

EUROPEAN GOVERNORS

Promising Practices Network

The Brookings Institution

OJJDP Office of Juvenile Justice & Delinquency Prevention

PARTNERSHIP FOR AMERICA'S ECONOMIC SUCCESS

NIEER National Institute on Early Education Research

© Copyright 2014 Nurse-Family Partnership. All rights reserved.

For More Information

Lisa Hill
Executive Director, Invest in Kids
303.839.1808 x 103
lhill@iik.org
Invest in Kids
<http://www.iik.org>
1775 Sherman Street, Suite 2075
Denver, CO 80203
F. 303.839.1695



Colorado Parent & Child Foundation State Office for HIPPIY & PAT

EARLY CHILDHOOD AND SCHOOL READINESS LEGISLATIVE COMMISSION

JULY 28, 2014

CPCF's Role as State Office for PAT & HIPPIY Programs

The Colorado Parent & Child Foundation promotes and supports early childhood programs and initiatives which

**inspire parent involvement &
facilitate school readiness.**

...because home is where the start is.



Parents as Teachers
State Office



COLORADOHIPPIY
Home Instruction for Parents of Preschool Youngsters

Parents as Teachers (PAT)



- ▶ Evidence-based, home visitation program
- ▶ Families with children prenatal through kindergarten
- ▶ Universal model design
- ▶ Model Components:
 - ▶ Once or twice monthly home visits (~60 min) by certified Parent Educator
 - ▶ Monthly group connections
 - ▶ Basic health screenings (hearing, vision, developmental, social-emotional)
 - ▶ Resource network



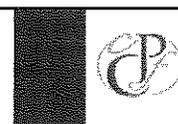
Parents as Teachers (PAT)



- ▶ Evidence base includes randomized controlled trials, quasi-experimental methods, & published findings in peer-reviewed journals
- ▶ Statistically significant impacts & sustained effects in:
 - ▶ Increasing parent knowledge of early childhood development
 - ▶ Prevention of child abuse & neglect
 - ▶ Early detection of developmental delays
 - ▶ Increased school readiness & success



Parents as Teachers (PAT)



PAT has been found to **measurably improve school readiness, virtually eliminating the achievement gap** normally observed between poor children and their more affluent peers at the point of kindergarten entry, and that gap continued to be narrowed in the third grade.

-Zigler, Pfannenstiel, Seitz (2008). The Parents as Teachers program and school success: A Replication and extension. *Journal of Primary Prevention*, 29, 103-120.



Parents as Teachers
State Office

Parents as Teachers (PAT)



- ▶ 30 PAT programs throughout state
- ▶ Housed in community agencies, Head Start & Early Head Start programs, school districts
- ▶ Model Fidelity consists of meeting 17 Essential Requirements set by PAT National Center
- ▶ Cost per child: ~\$2,500



Parents as Teachers
State Office

Home Instruction for Parents of Preschool Youngsters (HIPPY)

- ▶ Evidence-based, home visitation program
- ▶ Families with children ages 3-5
- ▶ Targeted toward families with low income and low educational attainment
- ▶ Model Components:
 - ▶ Weekly home visits (45-60 min) during a 30-week curriculum
 - ▶ Monthly group meetings
 - ▶ Peer-delivered
 - ▶ Resource network



COLORADOHIPPY
Home Instruction for Parents of Preschool Youngsters

Home Instruction for Parents of Preschool Youngsters (HIPPY)

- ▶ Evidence base includes 40+ years of research
- ▶ National and International studies reveal improved:
 - ▶ School readiness & continued K-12 success
 - ▶ Parent involvement
 - ▶ School attendance, behavior, and standardized test scores
- ▶ Colorado evaluation results:
 - ▶ Statistically significant gains in all areas measured for both children & parents
 - ▶ Kindergarten teacher study showed HIPPY children are better prepared for learning, better behaved than non-HIPPY children & their parents are more engaged in their learning



COLORADOHIPPY
Home Instruction for Parents of Preschool Youngsters

Home Instruction for Parents of Preschool Youngsters (HIPPY)



- ▶ 7 HIPPY programs in Colorado
- ▶ Housed in community agencies, school district, Head Start programs
- ▶ Model fidelity consists of meeting 100% of Model Excellence guidelines set by HIPPY USA
- ▶ Cost per child: ~\$1,800



COLORADO HIPPY
Home Instruction for Parents of Preschool Youngsters

Home Instruction for Parents of Preschool Youngsters (HIPPY)



- ▶ Peer-delivered
- ▶ HIPPY home visitors representative of community served
- ▶ Most home visitors are/were parents served by the program
- ▶ HIPPY + AmeriCorps = HIPPYCorps
 - ▶ Home visitors are AmeriCorps members (i.e., national service participants)
 - ▶ Professional development opportunity
 - ▶ AmeriCorps education award for higher education opportunities
 - ▶ HIPPYCorps members go on to earn Early childhood degrees, become agency employees, etc.



COLORADO HIPPY

HIPPY & PAT



- ▶ Both models employ 2-generation approach
 - ▶ **PAT:** Family-centered visit; works directly with parent(s) and child
 - ▶ **HIPPY:** Home visitor role plays curriculum packet with parent, who then completes packet with child throughout the week
- ▶ Both models provide resources & referrals
- ▶ Both models support the Protective Factors Framework through parent education of child development, concrete support, & social connections



Parents as Teachers
State Office



COLORADO HIPPY
Home Instruction for Parents of Preschool Youngsters

HIPPY & PAT



- ▶ Both were among the original 7 evidence-based models selected for funding under the Maternal, Infant, and Early Childhood Home Visitation Program (MIECHV) under the PPACA
- ▶ Collectively reach 35 counties (urban, rural, & frontier) in Colorado
- ▶ 2013-14 Numbers Served
 - ▶ PAT: 2,845 children & their families
 - ▶ HIPPY: 793 children & their families
 - ▶ >40,000 home visits conducted



Parents as Teachers
State Office

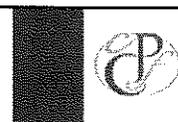


COLORADO HIPPY
Home Instruction for Parents of Preschool Youngsters

CPCF's Role as State Office



- ▶ Training & Technical Assistance
 - ▶ Existing programs
 - ▶ Start-up programs / interest
- ▶ Model Fidelity Monitoring & Quality Improvement Efforts
- ▶ Research & Evaluation
- ▶ Resource Development & Funding Intermediary
- ▶ Strategic Positioning & Community Collaboration





COLORADO
PARENT & CHILD
FOUNDATION



Parents as Teachers
State Office

The Colorado Parent & Child Foundation promotes and supports early childhood programs and family initiatives which inspire parent involvement and facilitate school readiness.

303.860.6000
www.cpcfonline.org
1775 Sherman Street
Suite 2075
Denver, CO 80203

COLORADO PARENTS AS TEACHERS Attachment R

All children will learn, grow and develop to realize their full potential.

About Parents as Teachers:

Parents as Teachers is an evidence-based early childhood home visiting model that provides the information, support, and encouragement parents need to help their children develop optimally during the crucial early years of life. The goals of Parents as Teachers are:

- To improve child health and development
- To prevent child abuse and neglect
- To increase school readiness
- To increase parent involvement in children's care and education

The Parents as Teachers model reaches families of children prenatal to age 5, and provides:

- Monthly or twice-monthly home visits to families for at least 2 years
- Monthly group meetings
- Family assessment as well as child health, hearing, vision, and developmental screening
- A resource network

Current Colorado Parents as Teachers Reach and Demographics:

- 2,679 PAT children and their parents served
- 34 PAT Program Partner Sites, 50% of which have substantial waiting lists
- 152 Parent Educators
- 47% Hispanic/Latino; 35% Caucasian; 7% Multi-Racial; 6% Native; 5% Other
- 75% Poverty/Low-Income
- 31% Limited English Proficiency
- 40% Low Educational Attainment
- 488 Single Parent Households
- 173 Teen Parents
- 199 Children with Disabilities/93 Parents with Disabilities
- 291 children identified last year with possible health, hearing, vision or developmental delays for whom appropriate additional early intervention services were sought so as to mitigate and lessen the impact of those delays prior to entry into the K-12 school system

Health Outcomes:

- Increase in healthy pregnancies and improved birth outcomes (when services are delivered prenatally)
- Increase in parents' knowledge of their children's emerging development and age-appropriate child development
- Improved parenting capacity, parenting practices, and parent-child relationships
- Early detection of developmental delays and health issues
- Improved family health functioning
- Increased rates of complete childhood immunization

School Readiness Outcomes:

- Children score higher on measures of achievement, language ability, social development, prosocial behavior, persistence in task mastery and other cognitive abilities
- Children score higher on kindergarten readiness tests and standardized measures of reading, math, and language in elementary grades
- Combined with quality preschool, PAT virtually eliminates the achievement gap normally observed between poor and more advantaged children
- Increase in parental participation in their child's ongoing schooling
- Increase in parental engagement in language and reading activity in the home

Abuse and Neglect Outcomes:

- Significantly fewer cases of abuse and neglect
- Improvements in parental knowledge and use of appropriate discipline techniques

Selected Bibliography of Parents as Teachers Research

- Albritton, S., Klotz, J., & Roberson, T. (2004). The effects of participating in a Parents as Teachers program on parental involvement in the learning process at school and in the home. *E-Journal of Teaching & Learning in Diverse Settings*, 1(2), 189–208.
- Amm, R., & Juan, S. (1994). A parent education success story: The Parents as Teachers program in the US and Australia. *Australian Journal of Early Childhood*, 19(2), 10–15.
- Blackwell, A. P., Stanberry, A. M., & Bates, M. (2001, November). *Participation in a Parents as Teachers program: A protective resource for stress & coping*. Paper presented at the 63rd annual conference of the National Council on Family Relations, Rochester, NY.
- Drazen, S. & Haust, M. (1993). Raising reading readiness in low-income children by parent education. *Paper presented at the Annual Meeting of the American Psychological Association*, August 1993.
- Drazen, S. & Haust, M. (1996). Lasting academic gains from an early home visitation program. *Paper presented at the Annual Meeting of the American Psychological Association*, August 1996.
- Drotar, D., Robinson, J., Jeavons, L., & Lester Kirchner, H. (2009). A randomized, controlled evaluation of early intervention: The PAT Born to Learn curriculum. *Child: Care, Health & Development*, 35(5), 643–649. doi:10.1111/j.1365-2214.2008.00915.x
- Farquhar, S. (2002). *An evaluation of Parents as First Teachers Programme: Rpt. No. 1*. Wellington, New Zealand: Early Childhood Development Unit.
- Mendoza, J. M. (2008). *Parental beliefs, home learning environment, and school readiness in the Latino population: Does the Parents as Teachers program influence these three variables?* Unpublished doctoral dissertation, Greensboro, NC: University of North Carolina, Greensboro.
- Pfannenstiel, J. C., Seitz, V., & Zigler, E. (2002). Promoting school readiness: The role of the Parents as Teachers program. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*, 6(1), 71–86.
- Pfannenstiel, J. C., & Seltzer, D. A. (1989). New Parents as Teachers: Evaluation of an early parent education program. *Early Childhood Research Quarterly*, 4(1), 1–18.
- Pfannenstiel, J. C., Lambson, T., & Yarnell, V. (1996). *The Parents as Teachers program: Longitudinal follow-up to the second wave study*. Report prepared for the Missouri Department of Elementary and Secondary Education and the Parents as Teachers National Center. Overland Park, KS: Research & Training Associates.
- Powers, S., & Fenichel, E. (1999). *Home visiting: Reaching babies and families "where they live." A report of the best available information from 20 years of research and practice on home visiting*. Washington, DC: ZERO TO THREE.
- Schull, C. P., & Anderson, E. A. (2008). The effect of home visiting and home safety on children's school readiness. *European Early Childhood Education Research Journal*, 16(3), 313–324. doi:10.1080/13502930802291983.
- U.S. Congress (1988). *Parents: The missing link in education reform*. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, first session, Indianapolis, IN, November 16, 1987. Washington, DC: House Select Committee on Children, Youth, and Families.
- Wagner, M. & Clayton, S. (1999). The Parents as Teachers program: Results from two demonstrations. *The Future of Children*, 9(1), 91–115.
- Wagner, M., Cameto, R., & Gerlach-Downie, S. (1996). *Intervention in support of adolescent parents and their children: A final report on the Teen Parents as Teachers Demonstration*. Menlo Park, CA: SRI International.
- Wagner, M., & Spiker, D. (2001). *Experiences and outcomes for children and families: Multisite Parents as Teachers evaluation*. Menlo Park, CA: SRI International.
- Wagner, M. (2001). *The multisite evaluation of the Parents as Teachers home visiting program*. Menlo Park, CA: SRI International.
- Wagner, M., Spiker, D., & Linn, M. I. (2002). The effectiveness of the Parents as Teachers program with low-income parents and children. *Topics in Early Childhood Special Education*, 22(2), 67–81.
- Wagner, M., Spiker, D., Linn, M. I., Gerlach-Downie, S., & Hernandez, F. (2003). Dimensions of parental engagement in home visiting programs: Exploratory study. *Topics in Early Childhood Special Education*, 23(4), 171–187.
- Williams, J., Comrie, M., & Sligo, F. Walking the path with new parents. In T. Eardley & B. Bradbury (Eds.), *Competing visions: Refereed proceedings of the National Social Policy Conference 2001, SPRC report 1/02* (pp. 422–442). Sydney, Australia: Social Policy Research Centre, University of New South Wales.
- Winter, M. (1999). Parents as Teachers. *Future of Children*, 9(1), 179–181.
- Woolfolk, T. N., & Unger, D. G. (2009). Relationships between low income African American mothers and their home visitors: A Parents as Teachers program. *Family Relations*, 58(2), 188–200.
- Wright, J. A. (2002). Parents' perspective of a home visiting parent education program. Marshall University; 0817 Adviser: Chair Mary Jo Graham. *MAI*, 44(03), 48-1107. (AAI1430349)
- Zigler, E., Pfannenstiel, J. C., & Seitz, V. (2008). The Parents as Teachers program and school success: A replication and extension. *Journal of Primary Prevention*, 29(2), 103–120.

Citations:

- Listed as an approved home visiting model meeting the evidence-based criteria of the Maternal, Infant and Early Childhood Home Visiting program enacted under the Affordable Care Act
- Included on SAMHSA's National Registry of Evidence-based Programs and Practices
- Listed as a supported evidence-based program in the Community-Based Child Abuse Prevention's (CBCAP) Evidence-based Program Directory
- Listed on the California Evidence-Based Clearinghouse (CEBC) for Child Welfare
- Listed on the National Academy of Parenting Practices' (UK) Commissioning Toolkit
- Listed as a model program by Strengthening America's Families: Effective family programs for the prevention of delinquency
- Listed in the Child Trends Lifecourse Interventions to Nurture Kids Successfully (LINKS) database
- Listed on the Proven and Promising Practices website
- Listed as a promising program by the Office of Juvenile Justice and Delinquency (OJJDP) Model Program Guide
- Listed in the evidence-based directory Substance Abuse, Violence and Other Risk Behavior
- Listed as an "Educational Program that Works" by the National Diffusion Network
- Listed as one of only eight evidence-based child welfare programs with a positive cost-benefit return on investment by the Washington State Institute on Public Policy



COLORADO
PARENT & CHILD
FOUNDATION



HIPPYUSA[®]
Home Instruction for Parents of Preschool Youngsters

The Colorado Parent & Child Foundation promotes and supports early childhood programs and family initiatives which inspire parent involvement and facilitate school readiness.

303.860.6000
www.cpcfonline.org
1775 Sherman Street
Suite 2075
Denver, CO 80203

COLORADO HIPPY

A Love of Learning Begins at Home!

About HIPPY:

HIPPY (Home Instruction for Parents of Preschool Youngsters) is an evidence-based early childhood home visiting model that helps parents prepare their three, four, and five year old children for success in school and beyond. The goals of HIPPY are:

- To promote young children's cognitive and social development so that they can acquire the specific skills necessary for success in the early school years and beyond.
- To provide parents and/or caregivers with the training and support to become actively involved in the education of their children – establishing the home as a positive and supportive learning environment.
- To encourage parents' active involvement in the school and community activities, enabling them to become effective advocates for their children and communities.
- To promote parents and/or primary caregivers' interests and actions in advancing their own education, professional training and experiences, and personal development.

The HIPPY model includes four distinct features:

- A developmentally appropriate curriculum for preschool-aged children
- Weekly home visits to families (over a 30 week period) and monthly group meetings
- Role play as the method of instruction
- A staffing structure which includes peer home visitors from the community (typically recruited from the parent population served) and professional coordinators with sensitivity to the needs of vulnerable families

Current Colorado HIPPY Reach and Demographics:

- 743 HIPPY children and their parents served
- 50 Home Visitors
- 77% Hispanic/Latino; 16% Caucasian; 5% Multi-Racial; 2% African-American; 2% Other
- 56% Limited English Proficiency
- 50% Low Educational Attainment
- Almost 100% Low-Income/Poverty

Outcomes:

HIPPY has forty years of research showing positive outcomes for participating families. Studies on the program have been conducted in eight countries as well as across the United States, and have shown HIPPY to be effective in improving child school readiness, parent involvement, academic performance throughout K-12 schooling, school attendance, behavior, and test scores. HIPPY has been the subject of numerous citations and recognitions, including:

- Cited as one of ten parenting programs strong enough to have an economic impact by the Partnership for America's Economic Success
- Included as a Program with a Strong Evidence Base in the Rand Corporation report "Early Childhood Interventions: Proven Results, Future Promise"
- Cited as a promising practice in the Public Policy Forum report "From Immigration to Participation"
- Listed as "What Works" in Child Trends Guide to Effective Programs for Children and Youth: Lifecourse Interventions to Nurture Kids Successfully: Home Visiting
- Listed as a "Model Program" by Strengthening America's Families: Effective Family Programs for Prevention of Delinquency
- Highlighted as one of eight main needs in the area of early childhood in the Office of the Lt. Governor/Governor's Commission on Community Service Colorado Needs Assessment Report on Community Service, Volunteerism, and Civic Engagement: Findings and Implications for Action
- Cited as one of the evidence-based models for the Maternal, Infant and Early Childhood Home Visiting program enacted under the Affordable Care Act
- Cited as an effective strategy for school readiness, family literacy, and family involvement by the Colorado School Readiness Indicators Project and by the Denver Public Schools Task Force on Early Education and School Readiness

Selected Bibliography of HIPPY Research

- Baker, Amy J. L., Piotrkowski, Chaya S., Brooks-Gunn, Jeanne. The effects of the Home Instruction Program for Preschool Youngsters (HIPPY) on children's school performance at the end of the program year and one year later. *Early Childhood Research Quarterly*, 13(4), 571-588.
- Baker, Amy J. L., Piotrkowski, Chaya S., Brooks-Gunn, Jeanne. "Program Effectiveness and Parent Involvement in HIPPY." *Parents Making A Difference: International Research on the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program*. Ed. Miriam Westheimer. Jerusalem, Israel: Magnes, 2003. 251-261.
- BarHava-Monteith, Galia, Harre, Niki, Field, Jeff. "A Promising Start: An Evaluation of the HIPPY Program in New Zealand." *Early Child Development and Care*, 159, 145-157.
- BarHava-Monteith, Galia, Harre, Niki, Field, Jeff. "An Evaluation of a HIPPY Early Intervention Program: Can Parents Benefit Too? ." *Parents Making A Difference: International Research on the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program*. Ed. Miriam Westheimer. Jerusalem, Israel: Magnes, 2003.
- Beatch, M. (2006). *Kershaw care identity and inclusion project: Investigating the links between private time and social inclusion*. Unpublished thesis, Simon Frazier University, British Columbia, Canada.
- Black, M.M. and Powell, D. (2006). *Year Two HIPPY AmeriCorps Evaluation: Children's Receptive Vocabulary Development, Parental Involvement in Literacy Activities for First-Year Parents, and Additional Benefits for Second-Year HIPPY Parents*. University of South Florida, Department of Child and Family Studies.
- Bradley, R. H., & Gilkey, B. (2002). The impact of the Home Instructional Program for Preschool Youngsters (HIPPY) on school performance in 3rd and 6th Grades. *Early Education and Development*, 13(3), 301-311.
- Bredekamp, Sue. "Principles of Child Development, Learning, and Partnerships: Where Does the HIPPY Program Fit?" *Parents Making A Difference: International Research on the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program*. Ed. Miriam Westheimer. Jerusalem, Israel: Magnes, 2003.
- Britt, David W. "Reaching Out and Making a Difference: The Context of Meaning in a Home-Based Preschool Program." *Parents Making A Difference: International Research on the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program*. Ed. Miriam Westheimer. Jerusalem, Israel: Magnes, 2003.
- Britto, Pia Rebello, Brooks-Gunn, Jeanne. "HIPPY Program's Influence on Establishing Home-School Partnerships and Enhancing Children's School Readiness." *Parents Making A Difference: International Research on the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program*. Ed. Miriam Westheimer. Jerusalem, Israel: Magnes, 2003.
- Garcia, M. (2006). *The impact of HIPPY on reading, math and language achievement of Hispanic English language learners*. Unpublished doctoral dissertation, University of North Texas, Denton.
- Gieb, V. (2009). *Niedrigschwellige Familienbildungsprogramme für Familien mit Migrationshintergrund: Ein Überblick über innovative Angebote der Elternbildung und frühkindlichen Förderung mit einer empirischen Analyse des Hausbesuchsprogramms HIPPY [Low-threshold family programs for families with migration background: A overview of innovative offers for parental education and early childhood support including an empirical analysis of the home education program HIPPY]*. Unpublished doctoral dissertation, Fachhochschule Würzburg-Schweinfurt [Wuerzburg-Schweinfurt University of Applied Sciences], Germany.
- Godfrey, C. (2006). *Responses to an Early Childhood Educational Intervention with Disadvantaged Families an Exploratory Study*. Unpublished dissertation, University of Victoria, Australia.
- Gumpel, Thomas P. "The Use of Item Response Theory to Develop a Measure of First-Grade Readiness." *Parents Making A Difference: International Research on the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program*. Ed. Miriam Westheimer. Jerusalem, Israel: Magnes, 2003.
- Kershaw, P. (2008). *The care, identity and inclusion project: Investigating the links between private time and social inclusion*. In-progress research, Human Early Learning Partnership (HELP).
- Lombard, Avima D. "HIPPY: Home Instruction Program for Preschool Youngsters." *Early Childhood Education: An International Perspective*. Eds. Nir-Janiv, Nechama, Spodek, Bernard, Stag, Doreen. Plenum Publishing, 1982.
- Lombard, Avima D. (1989). Home-based early childhood education programs. *International Journal of Early Childhood*, 20:2, 23-35.
- Necochea, D. M. (2007). *Children at-risk for poor school readiness: The effect of an early intervention home visiting program on children and parents*. Unpublished doctoral dissertation, University of California, Riverside.
- Nievar, A. M., Jacobson, A., Chen, Q., Johnson, U., Dier, S. (2011). Impact of HIPPY on home learning environments of Latino families. *Early Childhood Research Quarterly*, 26:3, 268-277.
- Nievar, A. M. (2008). *The Impact of HIPPY on Attachment and Maternal Sensitivity*. University of North Texas research with a grant from the Timberlawn Foundation.
- Nievar, A. M., Jacobson, A., & Dier, S. (2008, November). *Home visiting for at-risk preschoolers: A successful model for Latino families*. Paper presented at the annual conference of the National Council on Family Relations, Little Rock, Arkansas.
- Nievar, A. M. and Martinez-Cantu, V. (2009, April). *Intervention in early childhood: Links to school success*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Reinhold, D. (2007). *Integration von Migrantenkindern – Sprachprogramme im Vergleich [Integration of Migrant Children – Comparison of Language Programs]*. Unpublished doctoral dissertation, Otto-Friedrich-Universität Bamberg [University of Bamberg], Germany.
- Van Tuijl, C., Leseman, P. M., & Rispen, J. (2001). Efficacy of an intensive home-based educational intervention programme for 4- to 6-year-old ethnic minority children in the Netherlands. *International Journal of Behavioral Development*, 25(2), 148-159.
- Westheimer, Miriam. (1997). Ready or Not: One Home-Based Response to the School Readiness Dilemma. *Early Childhood Development and Care*. 127-128.



COLORADO
PARENT & CHILD
FOUNDATION

ORGANIZATIONAL FACT SHEET

About Colorado Parent & Child Foundation

Colorado Parent & Child Foundation promotes and supports high-quality early childhood education programs and family initiatives which inspire parent involvement and facilitate school readiness. Founded in 1991 by community volunteers who believed that **parents are their child's first and most influential teachers**, Colorado Parent & Child Foundation works with approximately 40 direct service organizations across the state to provide intensive early childhood education and involvement programs to parents of young children. Colorado Parent & Child Foundation provides a variety of services to its partnering organizations across Colorado as the leading state entity for two evidence-based early childhood home visitation program models: Home Instruction for Parents of Preschool Youngsters (HIPPY) and Parents as Teachers (PAT).

Services Offered to Partnering Organizations

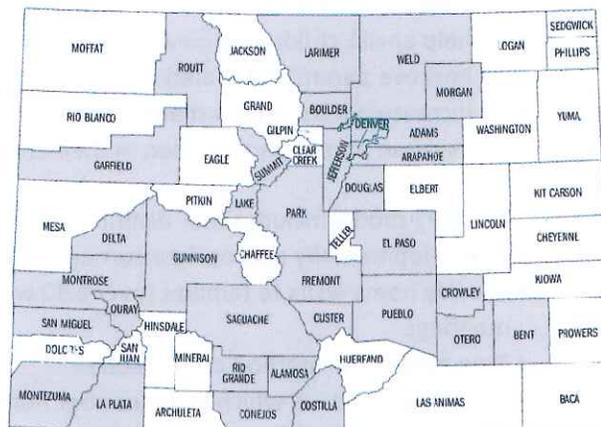
Colorado Parent & Child Foundation is committed to strengthening organizations in Colorado committed to delivering early childhood education services to vulnerable families. To ensure optimal outcomes for families and children served by the models it endorses, Colorado Parent & Child Foundation serves as the official state office for both HIPPY and PAT — as designated by the national offices for each respective program model.

Colorado Parent & Child Foundation's work is focused on five areas:

1. Training and Technical Assistance
2. Fidelity Assurance and Quality Improvement
3. Research and Evaluation
4. Resource Development and Intermediary Funding Support
5. Strategic Positioning and Community Collaboration

Areas Served

Colorado Parent & Child Foundation provides advocacy, leadership and guidance to over 40 direct-service organizations serving families in 33 Colorado counties:



Rationale for Advancing HIPPY and PAT Programming

These programs work with rural and urban families **in their homes and on their terms**. The models are designed to teach vulnerable families how to overcome barriers of poverty and social isolation, and present parents with options to develop their skills and become the best teachers in their children's lives.

The Colorado Parent & Child Foundation promotes and supports early childhood programs and family initiatives which inspire parent involvement and facilitate school readiness.

303.860.6000
www.cpcfonline.org
1775 Sherman Street
Suite 2075
Denver, CO 80203

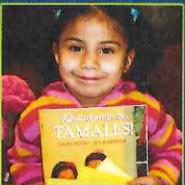
All children deserve the same opportunity to succeed.



COLORADO

PARENT & CHILD

FOUNDATION



OUR PROGRAMS

PARENTS AS TEACHERS is an evidence-based early childhood home visiting model that provides the information, support, and encouragement parents need to help their children develop optimally during the crucial early years of life.

The goals of Parents as Teachers are:

- To improve child health and development
- To prevent child abuse and neglect
- To increase school readiness
- To increase parent involvement in children's care and education

The Parents as Teachers model provides:

- Monthly or twice-monthly home visits to families for at least 2 years
- Monthly group meetings
- Family assessment as well as child health, hearing, vision, and developmental screening
- A resource network

Parents as Teachers serves parents and children, prenatal to kindergarten entry. PAT serves a range of families with a variety of needs, including but not limited to teen parents, low income families, military families, parents with low educational attainment levels, parents involved with mental health or social services, families with limited English proficiency, and children with disabilities.

HIPPY (Home Instruction for Parents of Preschool Youngsters) is an evidence-based early childhood home visiting model that empowers parents as the primary educators of their children in the home and fosters parent involvement in school and community life to maximize the chances of successful early school experiences.

The goals of HIPPY are:

- To help at-risk children achieve long term academic success
- To improve parent-child relationships
- To increase parent involvement in their children's schools
- To increase parent participation in their communities

The HIPPY model includes four distinct features:

- A developmentally appropriate curriculum for preschool-aged children
- Weekly home visits to families (over a 30 week period) and monthly group meetings
- Role play as the method of instruction
- A staffing structure which includes peer home visitors from the community (typically recruited from the parent population served) and professional coordinators with sensitivity to the needs of vulnerable families)

HIPPY serves parents of preschool aged children, 3, 4, and 5, with the 5 year old curriculum following the children through his/her kindergarten year. The program is targeted to at-risk families, typically defined as low-income and parents with limited formal education. Other populations targeted include immigrant populations and those for whom English is not their primary language.

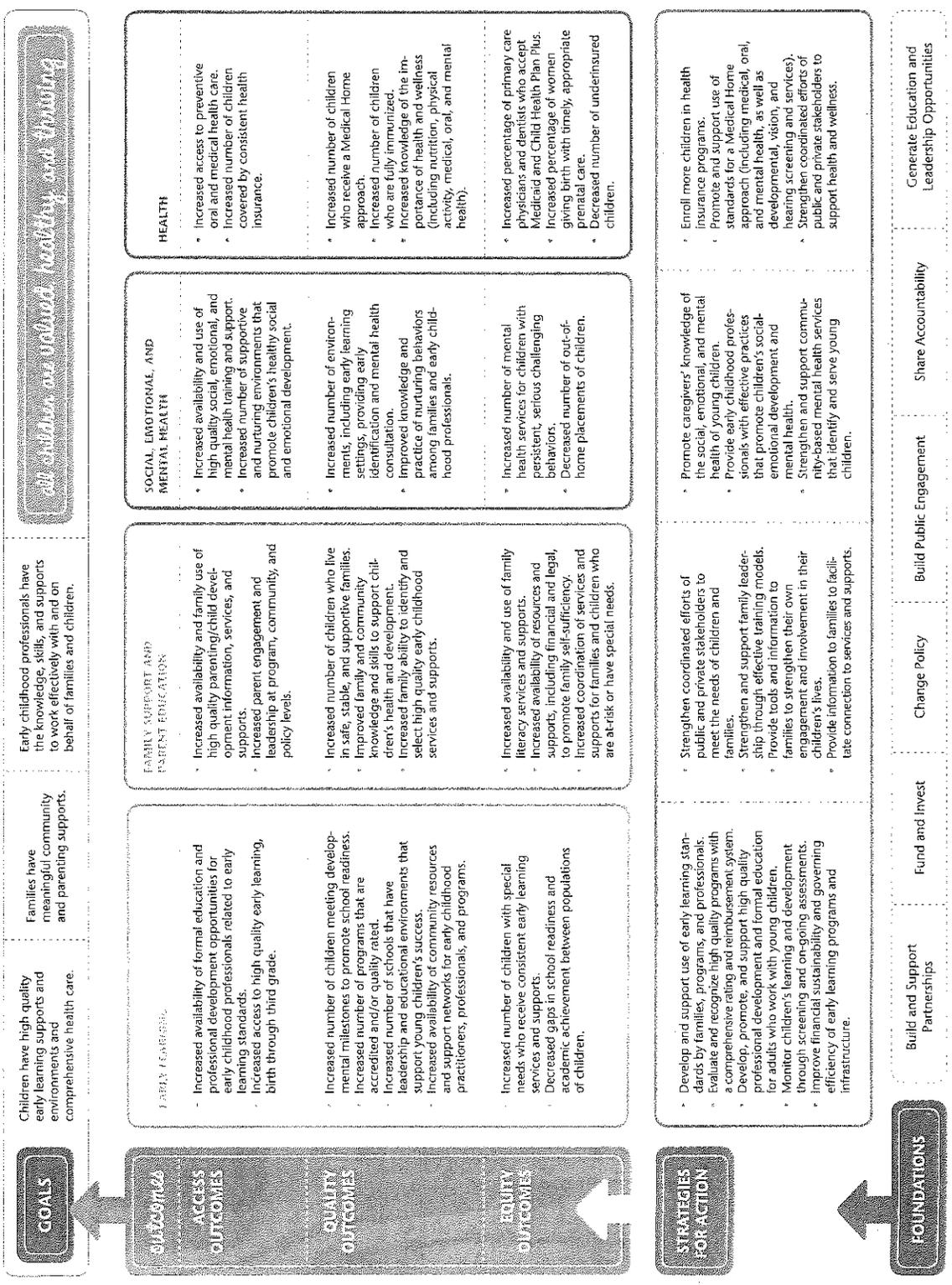
EARLY CHILDHOOD COLORADO PROVIDES A FRAMEWORK THAT

- Recognizes the needs of the whole child and family.
- Communicates the vision for comprehensive early childhood work.
- Focuses on specific measurable outcomes.
- Guides, organizes, and focuses who are fully immunized.
- Increases knowledge of the importance of health and wellness (including nutrition, physical activity, medical, oral, and mental health).
- Increased percentage of primary care physicians and dentists who accept Medicaid and Child Health Plan Plus.
- Increased percentage of women giving birth with timely, appropriate prenatal care.
- Decreased number of underinsured children.

THIS WORK IS GUIDED BY THE FOLLOWING PRINCIPLES:

- Be child-focused and family-centered
- Recognize and respond to variations in cultures, languages, and abilities
- Use data to inform decisions.
- Build on strengths of communities and families.
- Focus on children from birth to age 8.
- Promote partnerships.
- Act at state, local, and statewide levels.

For more information, contact Early Childhood in Colorado at www.ecic.org



all children on vibrant, healthy, and thriving

Children have high quality early learning supports and environments and comprehensive health care.

Families have meaningful community and parenting supports.

Early childhood professionals have the knowledge, skills, and supports to work effectively with and on behalf of families and children.

HEALTH

- Increased access to preventive oral and medical health care.
- Increased number of children covered by consistent health insurance.
- Increased number of children who receive a Medical Home approach.
- Increased number of children who are fully immunized.
- Increased knowledge of the importance of health and wellness (including nutrition, physical activity, medical, oral, and mental health).
- Increased percentage of primary care physicians and dentists who accept Medicaid and Child Health Plan Plus.
- Increased percentage of women giving birth with timely, appropriate prenatal care.
- Decreased number of underinsured children.

SOCIAL, EMOTIONAL, AND MENTAL HEALTH

- Increased availability and use of high quality social, emotional, and mental health training and support.
- Increased number of supportive and nurturing environments that promote children's healthy social and emotional development.
- Increased number of environments, including early learning settings, providing early identification and mental health consultation.
- Improved knowledge and practice of nurturing behaviors among families and early childhood professionals.
- Increased number of mental health services for children with persistent, serious challenging behaviors.
- Decreased number of out-of-home placements of children.

FAMILY SUPPORT AND PARENT EDUCATION

- Increased availability and family use of high quality parenting/child development information, services, and supports.
- Increased parent engagement and leadership at program, community, and policy levels.
- Increased number of children who live in safe, stable, and supportive families.
- Improved family and community knowledge and skills to support children's health and development.
- Increased family ability to identify and select high quality early childhood services and supports.
- Increased availability and use of family literacy services and supports.
- Increased availability of resources and supports, including financial and legal, to promote family self-sufficiency.
- Increased coordination of services and supports for families and children who are at-risk or have special needs.

EARLY LEARNING

- Increased availability of formal education and professional development opportunities for early childhood professionals related to early learning standards.
- Increased access to high quality early learning, birth through third grade.
- Increased number of children meeting developmental milestones to promote school readiness.
- Increased number of programs that are accredited and/or quality rated.
- Increased number of schools that have leadership and educational environments that support young children's success.
- Increased availability of community resources and support networks for early childhood practitioners, professionals, and programs.
- Increased number of children with special needs who receive consistent early learning services and supports.
- Decreased gaps in school readiness and academic achievement between populations of children.

DEVELOP AND SUPPORT USE OF EARLY LEARNING STANDARDS BY FAMILIES, PROGRAMS, AND PROFESSIONALS WITH A COMPREHENSIVE RATING AND REIMBURSEMENT SYSTEM.

- Develop, promote, and support high quality professional development and formal education for adults who work with young children.
- Monitor children's learning and development through screening and on-going assessments.
- Improve financial sustainability and governing efficiency of early learning programs and infrastructure.

ENROLL MORE CHILDREN IN HEALTH INSURANCE PROGRAMS.

- Promote and support use of standards for a Medical Home approach (including medical, oral, and mental health), as well as developmental, vision, and hearing screening and services).
- Strengthen coordinated efforts of public and private stakeholders to support health and wellness.

PROMOTE CAREGIVERS' KNOWLEDGE OF THE SOCIAL, EMOTIONAL, AND MENTAL HEALTH OF YOUNG CHILDREN.

- Provide early childhood professionals with effective practices that promote children's social, emotional, development and mental health.
- Strengthen and support community-based mental health services that identify and serve young children.

STRENGTHEN COORDINATED EFFORTS OF PUBLIC AND PRIVATE STAKEHOLDERS TO MEET THE NEEDS OF CHILDREN AND FAMILIES.

- Strengthen and support family leadership through effective training models.
- Provide tools and information to families to strengthen their own engagement and involvement in their children's lives.
- Provide information to families to facilitate connection to services and supports.

DEVELOP, PROMOTE, AND SUPPORT HIGH QUALITY PROFESSIONAL DEVELOPMENT AND FORMAL EDUCATION FOR ADULTS WHO WORK WITH YOUNG CHILDREN.

- Monitor children's learning and development through screening and on-going assessments.
- Improve financial sustainability and governing efficiency of early learning programs and infrastructure.

ENROLL MORE CHILDREN IN HEALTH INSURANCE PROGRAMS.

- Promote and support use of standards for a Medical Home approach (including medical, oral, and mental health), as well as developmental, vision, and hearing screening and services).
- Strengthen coordinated efforts of public and private stakeholders to support health and wellness.

FOUNDATIONS

- Build and Support Partnerships
- Fund and Invest
- Change Policy
- Build Public Engagement
- Share Accountability
- Generate Education and Leadership Opportunities

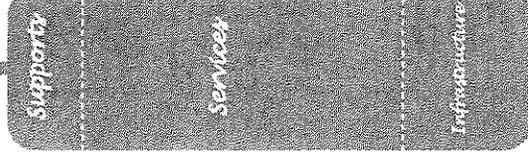
GOALS

Children have access to high quality early learning supports and environments and comprehensive health care.

Families have meaningful community and parenting supports.

Early childhood professionals have the knowledge, skills, and supports to work effectively with and on behalf of families and children.

All children are vibrant, healthy, and thriving



- EARLY LEARNING**
- Child care/early education programs from birth
 - Early childhood education programs:
 - Preschool
 - Kindergarten
 - Grade 1-3
 - School-age care
 - Special education

- FAMILY SUPPORT & PARENT EDUCATION**
- Home visiting programs
 - Parenting classes and educational resources
 - Early intervention services to children and families for children with developmental delays
 - Social services (i.e., foster care)
 - Child abuse and neglect prevention services
 - Family and early literacy services

- SOCIAL, EMOTIONAL & MENTAL HEALTH**
- Mental health assessment and treatment
 - Mental health consultation to parents, children and providers
 - Mental Health prevention (i.e., child abuse prevention)
 - Intervention with children and families experiencing trauma

- HEALTH**
- Health care (oral and medical)
 - School-based/school-linked health centers
 - Medical homes (consistent care through which to receive preventive, chronic and acute services)
 - Well-child services (nutrition, immunizations & developmental screenings)
 - Health promotion and primary prevention strategies

Adequate funding and reimbursement rates; Care coordination, case management; Communications and public awareness; Community support; Consumer information; Data collection and management; Policy; Practitioner standards; Recruitment and training; Referrals; Regulation; Technical assistance

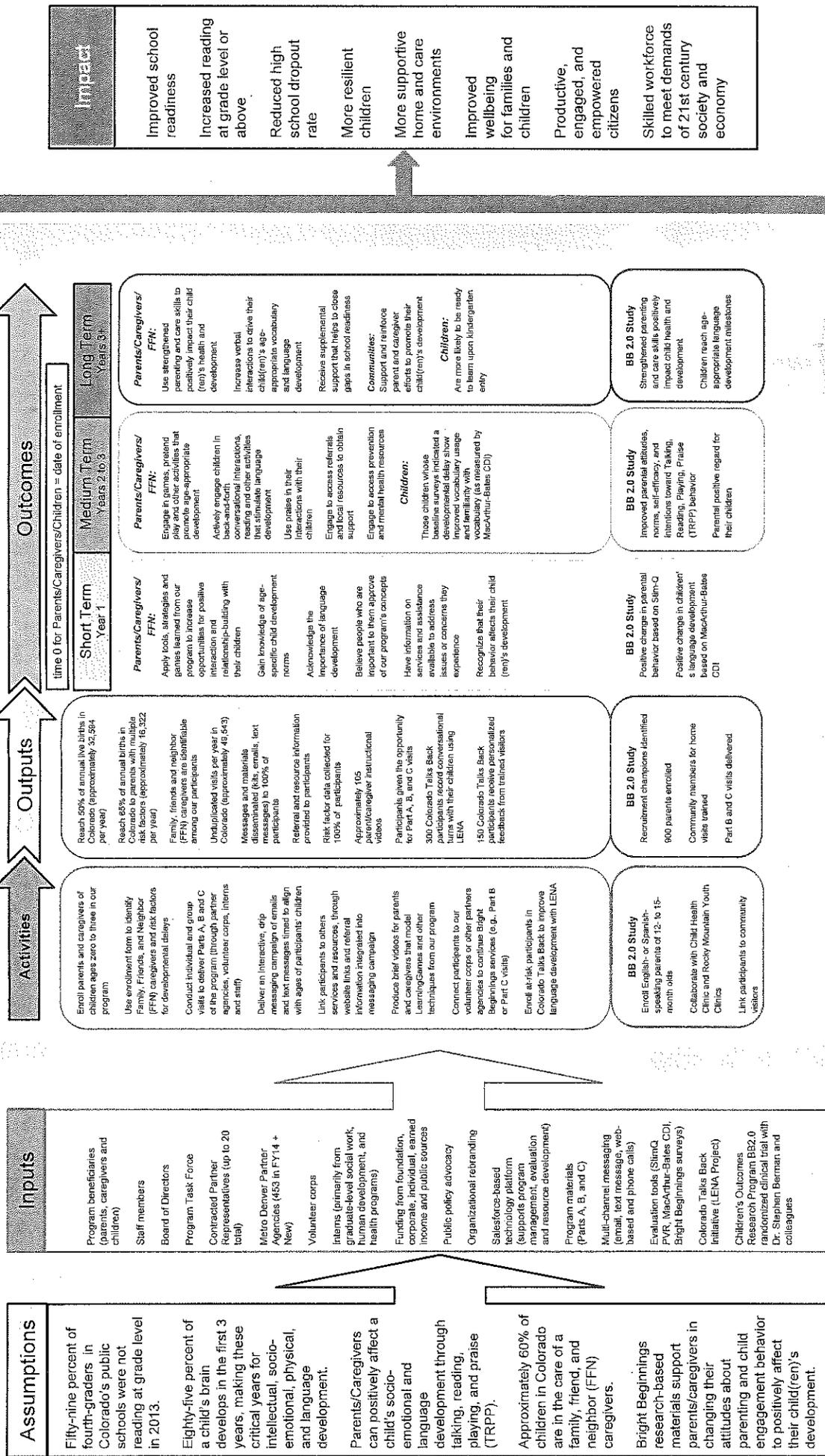
- Child Care Development Fund (CCDF)
- Colorado Child Care Assistance Program (CCCAP)
- Colorado Preschool Program (CPP)
- Early Head Start
- Head Start
- Individuals with Disabilities Education Act (IDEA)
- K-12 School Finance (state funding)
- Tony Grampsas Youth Services Program

- Community Based Child Abuse & Neglect Prevention
- Early Head Start
- Head Start
- Individuals with Disabilities Education Act (IDEA)
- State general funds
- Tobacco Master Settlement Funds
- Tony Grampsas Youth Services Program

- Child Care Development Fund (CCDF)
- Child Health Plan Plus (CHP+)
- Community-based Child Abuse and Neglect Prevention
- Community Mental Health Services Block Grant
- Early Head Start
- Head Start
- Maternal and Child Health Block Grant
- Medicaid

- Child & Adult Care Food Program
- Child Health Plan Plus (CHP+)
- Early Head Start
- Head Start
- Maternal and Child Health Block Grant
- Medicaid
- State Tobacco Tax
- Supplemental Nutrition Program for Women, Infants and Children (WIC)
- Tobacco Master Settlement Funds

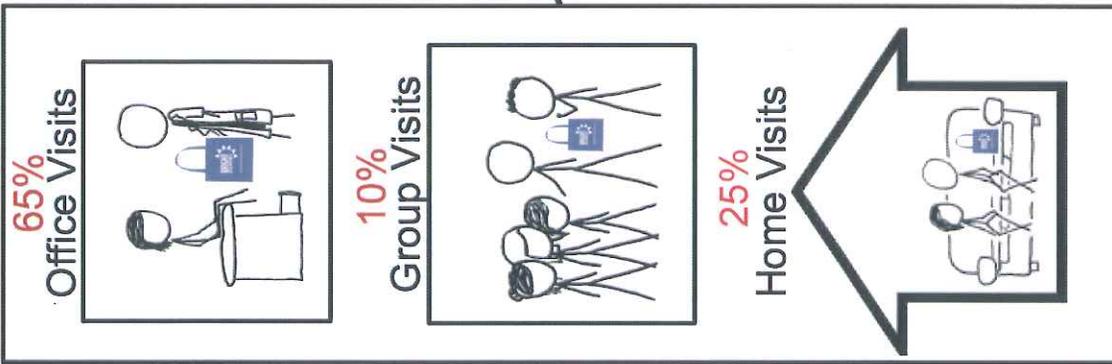
**BRIGHT BEGINNINGS LOGIC MODEL:
STATEWIDE
Parents/Caregivers**



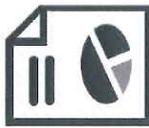
Evaluation: Collect Data - Analyze and Interpret - Report - Correct Course as Needed

Bright  by Three
Program Delivery

Agencies



~700 Agencies
 ~450 active



Reports to:

- Agencies
- Funders
- Legislators
- Schools
- Press

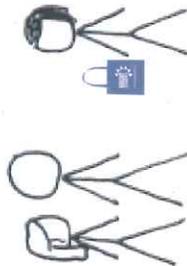


16,000+/yr

Enrollment Form

200,000 caregiver records

Coordination of Follow-Up Visits



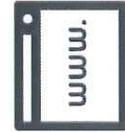
1/yr/caregiver
 21,000+/yr

Email Newsletters



4/yr/caregiver

Txt > Web > Social Engagements



52/yr/caregiver

Check-in/Surveys



2/yr/caregiver

Evaluation of:

- Outcomes
- Risk Indicators
- Engagements
- Processes
- Agencies
- Visitors

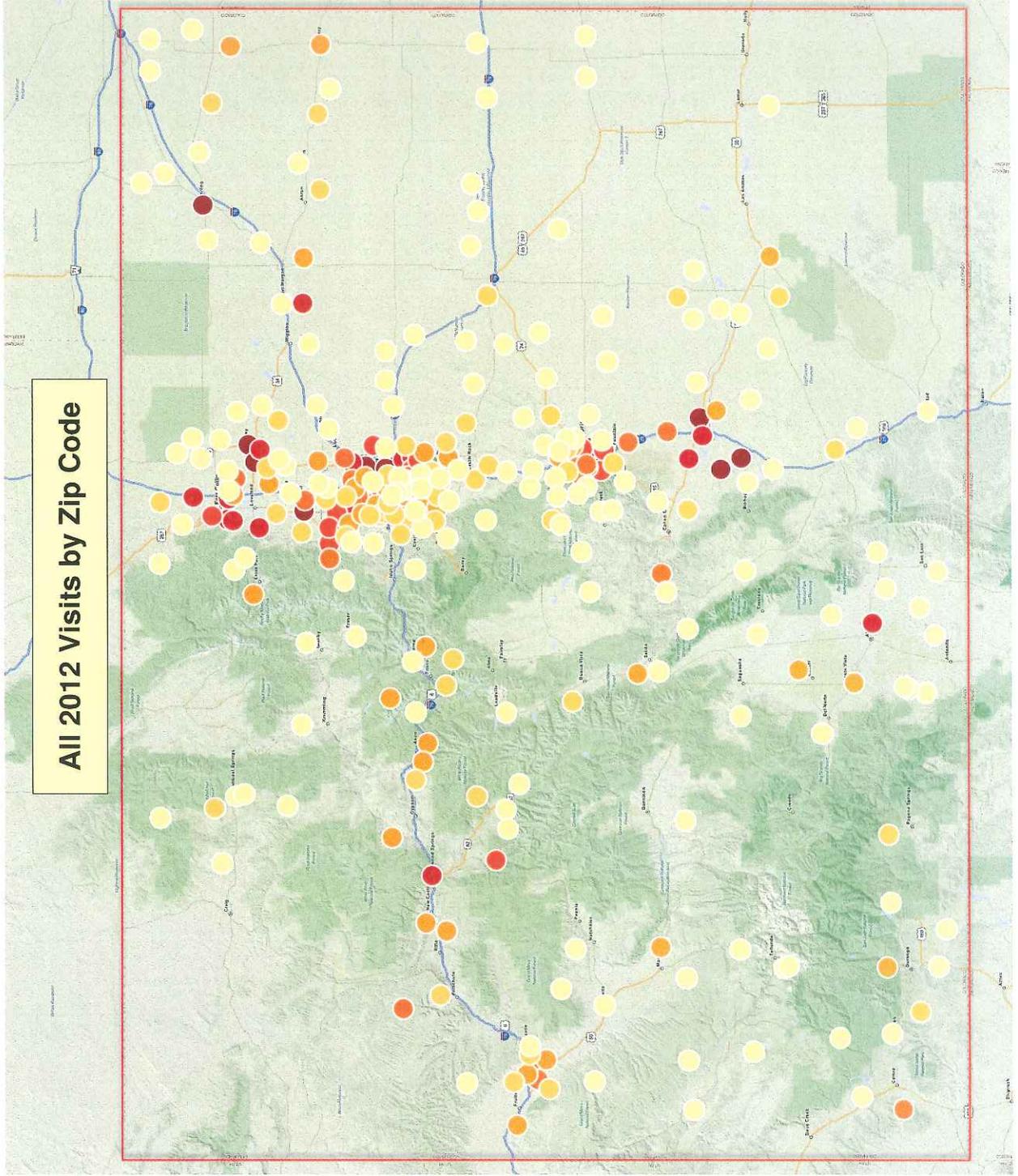
Program Dosage (Touchpoints)

- 60+ Touches/yr/caregiver
- 1.6 Million Touches/yr Total

Legend

- 200 or more visits
- 123 to 199 visits
- 86 to 122 visits
- 54 to 85 visits
- 35 to 53 visits
- 17 to 34 visits
- 1 to 16 visits

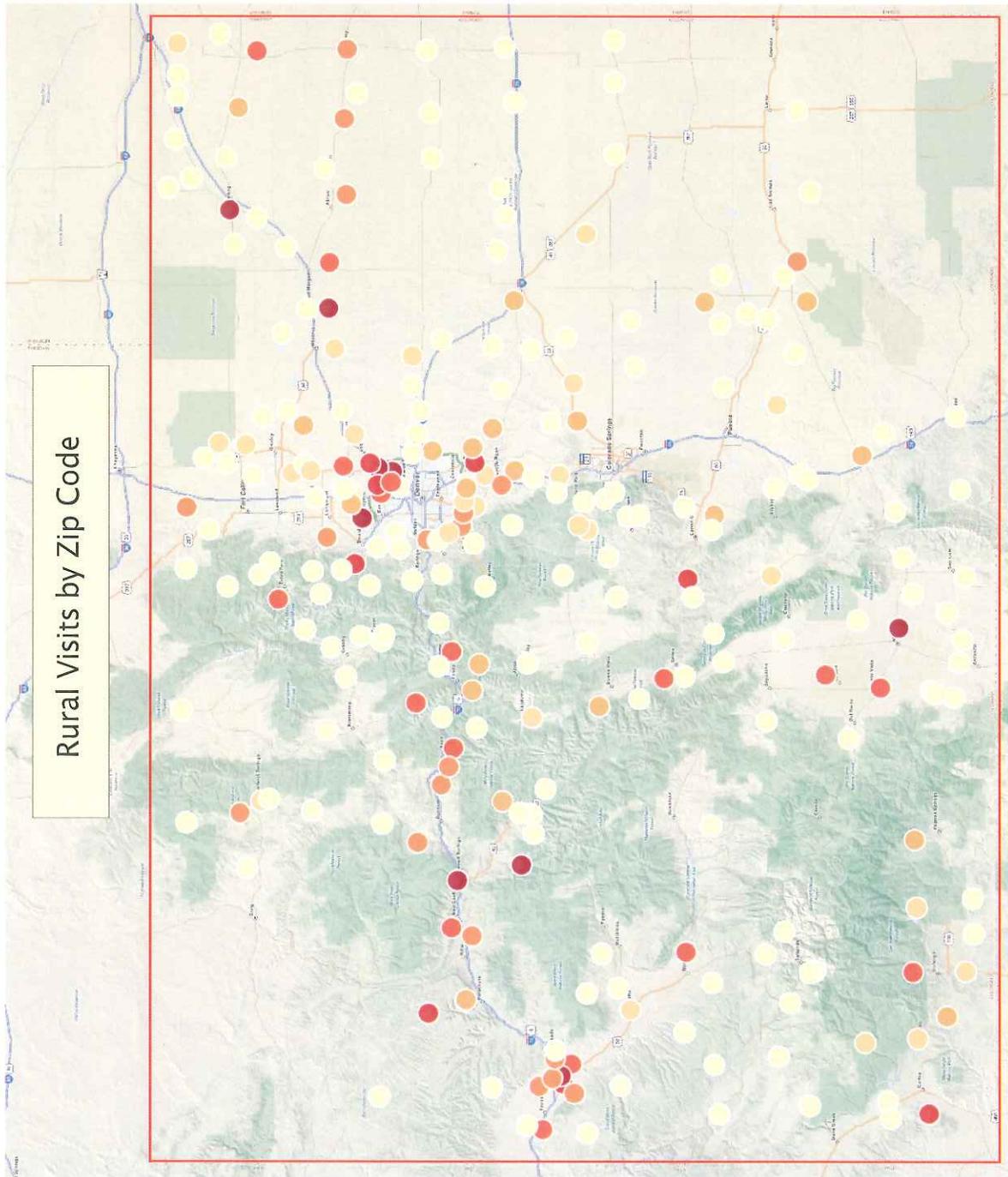
All 2012 Visits by Zip Code



Rural Visits by Zip Code

Legend

- 86 or more visits
- 52 to 85 visits
- 39 to 51 visits
- 28 to 38 visits
- 18 to 27 visits
- 10 to 18 visits
- 1 to 9 visits



7/28/14

Colorado State Advisory Council for Parent Involvement in Education (SACPIE)

Presentation to the Early Childhood and School
Readiness Legislative Commission

Cathy Lines, Ph.D., SACPIE Chair

July 28, 2014



Families, Schools, and Communities Fostering Student Success



SACPIE is A Legislated Council

- ◆ In 2009, the Colorado General Assembly found that it was in the *best interests of the state to create a state advisory council for parent involvement in education that will review best practices and recommend to policy makers and educators strategies to increase parent involvement...thus helping...raise the level of student achievement throughout the state.* (SB 09-90)
- ◆ In 2013, the Colorado General Assembly expanded the council's responsibilities and implemented funding and accountability. (SB 13-193)



Families, Schools, and Communities Fostering Student Success

SACPIE Includes Members Who Represent...

- ◆ Parents and School or District Accountability Committees
- ◆ Non-Profit Organizations That Promote Families Who:
 - ◆ Have Students with Disabilities
 - ◆ Are Underserved
 - ◆ Need Support
- ◆ Early Childhood
- ◆ Statewide Organizations For:
 - ◆ Counselors
 - ◆ Teachers
 - ◆ School Executives
 - ◆ School Boards
 - ◆ Charter Schools
 - ◆ Parents and Teachers
- ◆ CDE
- ◆ Higher Education
- ◆ Human Services (SB 09-90)



Families, Schools, and Communities Fostering Student Success

SACPIE Informs About Best Practices and Strategies For...

- ◆ Involving families in the following:
 - ◆ Improving levels of academic achievement
 - ◆ Closing the achievement and growth gap
 - ◆ Implementing Response to Intervention (RtI, MTSS)
 - ◆ Increasing the high school graduation rate
 - ◆ Increasing persistence and on-time graduation rates in higher education
 - ◆ Increasing family participation on education committees
 - ◆ Designing parent education, leadership, and liaison programs
 - ◆ Establishing school-based parent information centers

(SB 09-90)



Families, Schools, and Communities Fostering Student Success

SACPIE Reviews and Shares Relevant Research (Doing What Works!)

- ◆ Examples relevant to early learning and legislation:
 - ◆ Provide continuity, coordination, and congruence between the early childhood and K-12 systems in multiple settings – home, school, community; transitions are crucial (Harvard Family Research Project, 2012)
 - ◆ Support both families and educators (adult learning) in enacting specific partnering roles and responsibilities for the school success of the children they share (Hoover-Dempsey, Whitaker, & Ice, 2010)
 - ◆ Implement school-initiated, specific family partnership programs related to learning; these can significantly and positively improve student achievement. (Jeynes, 2012)



Families, Schools, and Communities Fostering Student Success

5

SACPIE Aligns with the National Standards for Family-School Partnerships (PTA, 2008)

1. Welcoming All Families
2. **Communicating Effectively**
 - ◆ Families and school staff engage in **regular, two-way, meaningful** communication about student learning.
3. **Supporting Student Success**
 - ◆ Families and school staff **continuously collaborate to support students' learning** and healthy development **both at home and at school**, and have regular opportunities to **strengthen their knowledge and skills** to do so effectively.
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with the Community (SB 09-90)



Families, Schools, and Communities Fostering Student Success

SACPIE Adds a Seventh Standard

- ◆ **Providing Professional Development and Pre-Service Training for Administrators and Teachers**

- Educators have knowledge and skills in reaching out to every family, creating meaningful partnerships focused on student success. (Caspie et al., 2011)

7

SACPIE Includes Four Working Committees

- ◆ **Early Childhood:** To identify and communicate with Colorado early childhood councils and networks regarding partnerships and resources
- ◆ **K-12:** To work with CDE in supporting districts to enact accountability requirements, regional trainings, indicators, and policies
- ◆ **Higher Education:** To communicate with the Colorado higher education community regarding partnerships, resources, and measures; to support the implementation of SACPIE's Additional 7th Standard – *Providing professional development and pre-service training for teachers and administrators*
- ◆ **Partnerships:** To understand, review, update, and publicize relevant programs, trainings, resources and events; investigate grant funding



Families, Schools, and Communities Fostering Student Success

8

SACPIE Supports the Early Childhood Committee

- ◆ SACPIE's Early Childhood Education Advisory Duties:
 - ◆ The council shall inform, at a minimum, the early childhood councils and early childhood care and education councils....concerning best practices and strategies, aligned with the national standards for family-school partnerships, for increasing parent involvement in public education and promoting family-school partnerships. (SB 09-90)



Families, Schools, and Communities Fostering Student Success

9

SACPIE Supports the Early Childhood Committee

- ◆ SACPIE Committee Members:
 - ◆ **Tomas Mejia**, Co-Chair, CDE Representative
 - ◆ **Jennifer Garcia-Rosendo**, Co-Chair, Early Childhood Representative
 - ◆ **Nikiyah Gill**, Colorado Department of Human Services Representative
 - ◆ **Mark Kling**, Non-Profit Organization Representative
 - ◆ **Sandy Ripplinger**, Administrator (CASE) Representative
- ◆ SACPIE Advisory Members:
 - ◆ Senator Evie Hudak
 - ◆ Diana Huffman, US Department of Education
- ◆ Interested Parties



Families, Schools, and Communities Fostering Student Success

10

SACPIE Supports the Early Childhood Committee

- ◆ 2014 Early Childhood Committee Annual Goals:
 - ◆ Develop a current contact list of Colorado early childhood groups
 - ◆ Identify needs of families and caregivers of ECE-aged children to help focus committee work
 - ◆ Explore conferences to present about SACPIE's work and resources



Families, Schools, and Communities Fostering Student Success

11

Thank You!

<http://www.cde.state.co.us/sacpie>

Cathy Lines, Ph.D., SACPIE Chair
clines1@comcast.net

Darcy Hutchins, Ph.D., Family Partnership Director
Colorado Department of Education
Hutchins_D@cde.state.co.us



Families, Schools, and Communities Fostering Student Success

12



Harvard Family
Research Project



Family Engagement as a Systemic, Sustained, and Integrated Strategy to Promote Student Achievement

Harvard Family Research Project

April 2010

For questions or comments about this paper,
email hfrp_pubs@gse.harvard.edu

© 2010 President and Fellows of Harvard College. All rights reserved. May not be reproduced whole or in part
without written permission from Harvard Family Research Project.

Harvard Family Research Project · Harvard Graduate School of Education · 3 Garden Street · Cambridge, MA · 02138
www.hfrp.org · Email: hfrp_pubs@gse.harvard.edu · Tel: 617-495-9108 · Fax: 617-495-8594

Family engagement in education is related to a range of benefits for students, including improved school readiness, higher student achievement, better social skills and behavior, and increased likelihood of high school graduation. The strongest research evidence indicates that parental beliefs, attitudes, values, and childrearing practices, as well as home–school communication, are linked to student success.ⁱ

Furthermore, investing in family engagement can be cost effective. For example, schools would have to spend \$1000 more per pupil to reap the same gains in student achievement that an involved parent brings.ⁱⁱ

These research-based findings align with a key principle of Harvard Family Research Project—namely that schools alone cannot meet students’ needs, especially the needs of those students who are the most disadvantaged. These students in particular need the benefits of a **complementary learning** approach, in which an array of school and nonschool supports complement one another to create an integrated set of community-wide resources that support learning and development from birth to young adulthood. We offer an expanded definition of family engagement that is based on research about children’s learning and the relationships among families, schools, and communities in support of such learning.ⁱⁱⁱ A clear and commonly shared definition of family engagement can—and, we believe, will—inspire policy and programmatic investments in family engagement, which will in turn contribute to school improvement and student success.

This expanded definition of family engagement rests on research showing that families play significant roles in supporting their children’s learning not only in the home, but also by guiding their children successfully through a complex school system, and strongly advocating for their children and for effective public schools. Reflecting a systemic approach to education from birth to young adulthood, this definition consists of the following principles:

- First, family engagement is a **shared responsibility** in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children’s learning and development.
- Second, family engagement is **continuous across a child’s life** and entails enduring commitment but changing parent roles as children mature into young adulthood.
- Third, effective family engagement cuts across and reinforces learning in the **multiple settings where children learn**—at home, in prekindergarten programs, in school, in afterschool and summer programs, in faith-based institutions, and in the community.

This definition of family engagement focuses on children’s learning in a variety of settings—not just in school—and reflects the many different ways in which families and schools engage with and support one another. Taken together, these three principles support the creation of new pathways for family engagement that honor the dynamic, multiple, and complementary ways in which children learn and grow.

1. Shared Responsibility

Education policymakers and other stakeholders are raising expectations that all students should be prepared for careers, college, and lifelong learning. Meeting such expectations is a collective effort and, at the local level, a shared responsibility in which schools and other community organizations are committed to engaging families in meaningful ways, and families are committed to actively supporting their children's learning and development.

Unfortunately, many educators and parents still hold the view that learning happens only in schools, and thus is solely the school's responsibility. Many schools, for example, make little effort to reach out to parents and, when they do, often define "engagement" as the need to support school goals and priorities rather than to create a mutual responsibility for supporting students' academic success. Given that learning takes place even before children enter school, and also beyond the school walls, **a shared responsibility for children's learning is foundational.** Schools and families together communicate high educational expectations that reinforce students' own academic expectations and influence their college and career readiness. High academic expectations predict performance, courses taken, college attendance, and career aspirations among youth. When school staff and parents together share high expectations for high school students, students are more likely to attend college.^{iv}

Family engagement consists of the opportunities that schools and communities offer parents and other family members to support and enrich their children's learning. When teachers invite family engagement and communicate specific actions that family members can take, family members are more likely to respond positively, and their engagement is associated with students' homework completion and academic improvements.^v

Co-Constructed Roles for Educators, Parents, and Students

Family engagement as a shared responsibility also consists of mutually agreed upon, or co-constructed, roles. Families and schools should actively engage in dialogue about their complementary responsibilities and strive to reach agreement on family roles as consumers of education, partners in student learning, and advocates for high performance. Parent-teacher conferences illustrate one arena of co-construction and partnership for student learning: School leaders communicate their goals and mechanisms to teachers and parents; teachers review student work and prepare an agenda; and parents learn about their child's school performance, share their own thoughts, and ask how best to support their child's academic progress.

Family engagement roles vary across the school system. Superintendents and principals set the district-wide and school-wide tone and expectations for partnerships with families. To demonstrate the value and importance of building family engagement, administrators must establish clear expectations, policies, accountability standards, and processes for staff.^{vi} Such activities include writing and regularly updating family engagement policies, tying family engagement efforts to school improvement plans, hiring administrators and school-level staff

focused on family engagement, and including family outreach and engagement opportunities in assessment rubrics for principals. Among teachers and other educators—including early childhood educators, afterschool staff, and coaches—regular and responsive communication is particularly important because it lays the foundation for strong partnerships.

Finally, all families can support their children’s learning in some way, even if it is as simple as asking their child, “What did you learn in school today?” Family activities that support children’s success can include establishing a stable daily routine for homework, household chores, meals, reading, and bedtime; monitoring out-of-school activities by checking children’s whereabouts and enrolling them in afterschool programs; setting clear and age-appropriate expectations about school performance, behaviors, and manners; and motivating lifelong learning by supporting their children’s interests and talents and showing interest in school and educational activities.²

2. Continuous Across a Child’s Life

From the time children are born, parents influence their cognitive, social, and emotional development. Nurturing, warm, and responsive parent–child relationships, participation in children’s play, and reading to children are just some of the behaviors that are more likely to contribute to young children’s cognitive and social-emotional development.^{vii} Even in the earliest years of childhood, parents’ interactions and activities help shape children’s readiness for school. Consistent family engagement in education during children’s elementary school years is also related to positive academic and behavioral outcomes.

Family engagement remains important in adolescence and predicts healthy youth behaviors and higher rates of college enrollment. Families that maintain continually high rates of parent engagement in elementary school are more likely to have children who complete high school than less-engaged parents,^{viii} and families that link schoolwork to career aspirations and communicate expectations for graduation positively influence student achievement. Youth who report supportive and trusting relations with parents are more likely to make academic progress, exhibit self-reliance and healthy social behaviors, and avoid delinquency.^{ix} Understanding how family engagement supports student growth at different stages of child and youth development can help families and educators tailor their engagement strategies to ensure that they are developmentally appropriate and effective.

Early Childhood

Children’s educational trajectories are significantly influenced by their early learning experiences at home and in the community. Long before children enter formal schooling, parents help shape their language and literacy development, as well as their general curiosity for exploring and learning new concepts. Families can help facilitate young children’s growth by creating literacy-rich home environments, taking children to visit libraries and other places that stimulate their interest in learning about their surroundings, and constantly talking to them about what they see, do, hear, and feel.

Elementary Years

In the elementary grades, parents' efforts to foster literacy; help and supervise homework; and manage children's activities in the home, school, and community have all been linked to student achievement.^x The start of formal schooling brings children into contact with many new classmates and adults who help shape their understanding of their environments, their interests, and their growing sense of competency. Positive home-school relationships—in which parents communicate with teachers, help out in the child's classroom, and participate in school activities—promote children's educational engagement. Parents' presence at the school, whether in classrooms or at other activities, reinforces children's sense of school as a welcoming environment and facilitates their ability to see learning as a continuous process, not just something that takes place within the school walls away from their homes.

Middle/High School Years

Effective family engagement during adolescence differs from the types of involvement parents find successful during earlier years, and these changes reflect adolescents' changing developmental needs. Effective family engagement during this developmental period involves academic socialization, including communicating parental expectations about education and its value, linking schoolwork to current events, fostering educational and occupational aspirations, discussing learning strategies, and making preparations and plans for the future.^{xi} This type of involvement—in which families openly talk about their expectations for their children, and promote opportunities for their children to take independent responsibility for their schoolwork and develop concrete plans for the future—is far more effective with adolescents than standard homework assistance or more traditional school-based parent involvement.

3. Carried Out in the Multiple Settings Where Children Learn

Effective family engagement is carried out in the multiple settings where children learn—at home, in pre-kindergarten programs, in school, in afterschool programs, in faith-based institutions, and in community programs. Parents who connect and guide their children to community resources support achievement. For example, enrolling children in afterschool and summer programs enhances children's social, civic, and leadership skills as well as improves their academic performance. When afterschool programs, in turn, collaborate with families, they ensure that programming meets the needs of youth and families.^{xii} This is essential to sustain youth participation and engagement so that they can reap the benefits these programs have to offer.

Parents make important decisions about whether or not their children will take advantage of learning opportunities outside of school. Parent behaviors around learning activities such as reading, conversations about school-related matters, and visiting the public library are linked to improved reading comprehension in children.^{xiii} In addition to being smart consumers, families can reinforce the skills, lessons, and values that children acquire in these nonschool learning settings by being involved with the programs and by parenting their children at home. For example, when parents provide direction in choosing library books and internet-based learning

resources, their children spend more time reading and acquire more knowledge compared to children who are left to navigate library resources on their own.^{xiv}

While parents undoubtedly play an important role, they share responsibility with the staff of agencies and organizations providing learning opportunities outside of school. Staff set the tone for communicating with families when recruiting and enrolling students and provide families with opportunities to be involved—whether by volunteering, participating in decision making, or visiting the program to understand what their children are learning there. Because staff in community-based learning settings are often members of the community and have preexisting relationships with the families who live there, staff are well-positioned to share ideas for supporting learning at home and for facilitating family connections to schools.

Promoting family engagement across learning settings is supported at multiple levels of government, from federal policy to city systems. At the federal level, several early childhood programs, including Head Start, Early Head Start, and Even Start, include mandates for family involvement. Additionally, 21st Century Community Learning Center (21st CCLC) afterschool programs can use funds to support parental involvement. Increasingly, cities are looking at how they can develop systems that leverage family engagement to increase participation in afterschool programs. This effort includes building program capacity to engage families through professional development and other structures and ensuring that families have equitable access to and information about afterschool opportunities.

Schools, families, and other learning institutions need consistent and aligned support to help children achieve their academic potential. Providing that support by recognizing and investing in family engagement policies and practices in nonschool learning settings is key to closing the achievement gap and supporting success for all students.

-
- ⁱ Desforges, C. & Abouchaar, A. (2003). *The impact of parental involvement, parental support and family education on pupil achievements and adjustments: A literature review*. London: Department for Education and Skills; Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1–22.
- ⁱⁱ Houtenville, A.J. & Conway, K.S. (2008). Parental effort, school resources, and student achievement. *Journal of Human Resources*, 43 (2), 437-453.
- ⁱⁱⁱ Weiss, H.B., Bouffard, S.M., Bridglall, B.L., Gordon, E.W. (2009). *Reframing family involvement in education: Supporting families to support educational equity*. (Equity Matters: research review No. 5) New York: The Campaign for Educational Equity, Teachers College.
- ^{iv} Lippman, L. Atienza, A., Rivers, A., & Keith. J. (2008). *A developmental perspective on college and workplace readiness*. Washington D.C.: Child Trends
- ^v Hoover-Dempsey, K.V., Walker, J.M.T., Sandler, H.M., Whetsel, D., Green, C.L., Wilkins, A.S., & Closson, K. (2005). Why do parents become involved? Research findings and implications. *The Elementary School Journal*, 106(2), 105-130.
- ^{vi} Weiss, H.B., Kreider, H., Lopez, M.E., & Chatman, C.M. (In press). *Preparing Educators to Engage Families*. 2nd ed. Thousand Oaks, CA: Sage Publications.

-
- ^{vii} Weiss, H., Caspe, M., & Lopez, M.E. (2006). *Family involvement makes a difference: Family involvement in early childhood education*. Cambridge, MA: Harvard Family Research Project.
- ^{viii} Barnard, W.M. (2004). Parent involvement in elementary school and educational attainment. *Children & Youth Services Review*, 26(1), 39-62.
- ^{ix} Kreider, H., Caspe, M., Kennedy, S. & Weiss, H. (2007). *Family involvement makes a difference: Family involvement in middle and high school students' education*. Cambridge, MA: Harvard Family Research Project.
- ^x Caspe, M., Lopez, M.E., & Wolos, C. (2007). *Family involvement makes a difference: Family involvement in elementary school children's education*. Cambridge, MA: Harvard Family Research Project.
- ^{xi} Hill, N. E & Tyson, D. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740-763.
- ^{xii} Hammond, C. & Reimer, M. (2006). *Essential elements of quality after-school programs*. Clemson, S. C.: National Dropout Prevention Center/Network.
- ^{xiii} Anderson, S. A. (2000). How parental involvement makes a difference in reading achievement. *Reading Improvement*, 37(2), 61-86.
- ^{xiv} Celano, D. & Neuman, S. (2008). When schools close, the knowledge gap grows. *Phi Delta Kappan*,90(4), 256-262.

National Standards, Goals, and Indicators for Family-School Partnerships

Standard 1—Welcoming All Families into the School Community

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Goal 1: Creating a Welcoming Climate: When families walk into the building, do they feel the school is inviting and is a place where they “belong”?

- ❖ Developing personal relationships
- ❖ Creating a family-friendly atmosphere
- ❖ Providing opportunities for volunteering

Goal 2: Building a Respectful, Inclusive School Community: Do the school's policies and programs reflect, respect, and value the diversity of the families in the community?

- ❖ Respecting all families
- ❖ Removing economic obstacles to participation
- ❖ Ensuring accessible programming

Standard 2—Communicating Effectively

Families and school staff engage in regular, two-way, meaningful communication about student learning.

Goal 1: Sharing Information Between School and Families: Does the school keep all families informed about important issues and events and make it easy for families to communicate with teachers?

- ❖ Using multiple communication paths
- ❖ Surveying families to identify issues and concerns
- ❖ Having access to the principal
- ❖ Providing information on current issues
- ❖ Facilitating connections among families

National Standards, Goals, and Indicators for Family-School Partnerships, continued

Standard 3—Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Goal 1: Sharing Information About Student Progress: Do families know and understand how well their children are succeeding in school and how well the entire school is progressing?

- ❖ Ensuring parent-teacher communication about student progress
- ❖ Linking student work to academic standards
- ❖ Using standardized test results to increase achievement
- ❖ Sharing school progress

Goal 2: Supporting Learning by Engaging Families: Are families active participants in their children's learning at home and at school?

- ❖ Engaging families in classroom learning
- ❖ Developing family ability to strengthen learning at home
- ❖ Promoting after-school learning

Standard 4—Speaking Up for Every Child

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Goal 1: Understanding How the School System Works: Do parents know how the local school and district operate and how to raise questions or concerns about school and district programs, policies, and activities? Do they understand their rights and responsibilities under federal and state law as well as local ordinances and policies?

- ❖ Understanding how the school and district operate
- ❖ Understanding rights and responsibilities under federal and state laws
- ❖ Learning about resources
- ❖ Resolving problems and conflicts

Goal 2: Empowering Families to Support Their Own and Other Children's Success in School:

Are parents prepared to monitor students' progress and guide them toward their goals through high school graduation, postsecondary education, and a career?

- ❖ Developing families' capacity to be effective advocates
- ❖ Planning for the future
- ❖ Smoothing transitions
- ❖ Engaging in civic advocacy for student achievement

National Standards, Goals, and Indicators for Family-School Partnerships, continued

Standard 5—Sharing Power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Goal 1: Strengthening the Family's Voice in Shared Decision Making: Are all families full partners in making decisions that affect their children at school and in the community?

- ❖ Having a voice in all decisions that affect children
- ❖ Addressing equity issues
- ❖ Developing parent leadership

Goal 2: Building Families' Social and Political Connections: Do families have a strong, broad-based organization that offers regular opportunities to develop relationships and raise concerns with school leaders, public officials, and business and community leaders?

- ❖ Connecting families to local officials
- ❖ Developing an effective parent involvement organization that represents all families

Standard 6—Collaborating with Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Goal 1: Connecting the School with Community Resources: Do parent and school leaders work closely with community organizations, businesses, and institutions of higher education to strengthen the school, make resources available to students, school staff, and families, and build a family-friendly community?

- ❖ Linking to community resources
- ❖ Organizing support from community partners
- ❖ Turning the school into a hub of community life
- ❖ Partnering with community groups to strengthen families and support student success



National Standards for Family-School Partnerships (National PTA, 2008)

Standard 1 – Welcoming All Families into the School Community

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2 – Communicating Effectively

Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3 – Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4 – Speaking Up for Every Child

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5 – Sharing Power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6 – Collaborating with the Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Additional SACPIE 7th Standard

Providing Professional Development and Pre-Service Training in Partnering with Families for Administrators and Teachers

Educators have knowledge and skills in reaching out to every family, creating meaningful partnerships focused on student success.

The State Advisory Council on Parent Involvement in Education (SACPIE) was created in 2009. According to legislation, SACPIE's work aligns with National Standards for Family-School Partnerships.

Disclaimer: The views and opinions expressed in this document are those of the State Advisory Council for Parent Involvement in Education (SACPIE) and do not necessarily reflect the official position or policy of the Colorado Department of Education or the Colorado State Board of Education.



Best Practices Framework for Effective Family, School, and Community Partnering

The State Advisory Council for Parent Involvement in Education (SACPIE) is to *review best practices and recommend to policy makers and educators strategies to increase parent involvement in public education, thereby helping to improve the quality of public education and raise the level of students' academic achievement throughout the state* (C.R.S 22-7-301, 2012). A component of that responsibility is to suggest an overall framework built on the research findings and knowledge of effective educational practices. **A classroom, school, district, state agency or community organization** can use this framework in strategically planning for a site or situation's partnering needs while focusing on student achievement. The framework can guide choosing the most relevant programs, actions, and resources in reaching identified goals and evaluating results.

- 1. Align strategies and practices with the *National Standards for Family-School Partnerships* (PTA, 2008) for every student and family.**
 - Ensure inclusion of those with cultural, linguistic, socioeconomic, and learning differences.
- 2. Apply research and laws to practice, focusing on student success.**
 - Do what works, consistently.
- 3. Share knowledge and responsibility.**
 - Use two-way communication.
 - Partner actively and equitably.
- 4. Use data to make decisions.**
 - Be strategic and intentional.
 - Action plan, based on what exists and what is needed.
 - Continuously improve.

Please Note: This draft framework was developed from the following: 2013 SACPIE Executive Committee discussions, review of Colorado legislation, and research findings.

Disclaimer: The views and opinions expressed in this document are those of the State Advisory Council for Parent Involvement in Education (SACPIE) and do not necessarily reflect the official position or policy of the Colorado Department of Education or the Colorado State Board of Education.



Family, School, and Community Partnering Research to Practice: Doing What Works!

Coordinating Student Learning, In and Out of School

- Students spend more than 70% of their waking hours outside of school. (Callendar & Hansen, 2004)

Supporting Student Achievement at Home and in the Community

- Specific home, community, and “out-of-school, coordinated” actions which improve student achievement are as follows: (1) frequent family discussions about school; (2) families encouraging their children regarding schoolwork; (3) providing resources to help with schoolwork; (4) supervision of homework, TV viewing, after-school activities. (Marzano, 2003)

Reaching Out to Every Family for Every Student

- The more parents perceive teachers as valuing their contributions, keeping them informed, and providing them with suggestions, the higher parental engagement in their children’s learning. (Patrikakou & Weissberg, 2000)
- School-initiated, specific parental involvement programs - such as shared reading, homework checking, and teamed two-way communication - are significantly and positively related to academic achievement for students at all levels. (Jeynes, 2012)

Finding Solutions

- Educator and family challenges in partnering together for student success are similar; they need explicit role expectations for sharing responsibility, self-confidence, skills, workable logistics, authentic invitations, and mutually respectful relationships. (Hoover-Dempsey, Whitaker & Ice, 2010)
- When students struggle in school, the most effective interventions are those where families and school personnel work together to implement plans and strategies, utilizing ongoing two-way information exchanges. (Cox, 2005)

