TRANSITION ADVISORY GROUP

Innovative Data, Technology, Evaluation, and Accountability Subgroup
Meeting 4
August 18, 2021

Agenda

- Welcome

- Introduction

- Subgroup topics and summary

- Discuss logistics – Breakout format and GroupMap

- Group discussion and next steps

* This meeting will be recorded via Zoom. Please prepare to mute your microphone if you are not actively speaking.
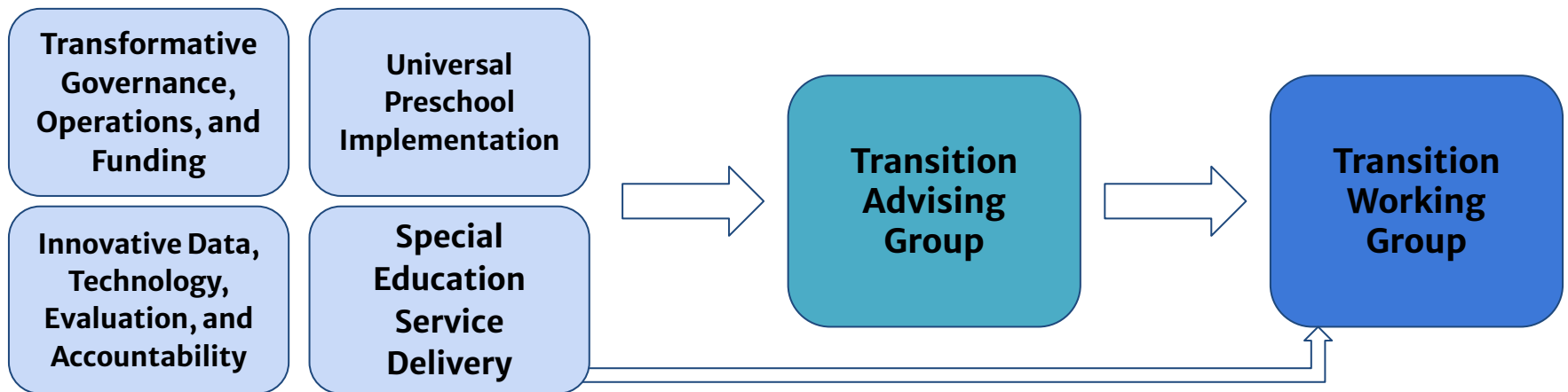
Introduction

Background

HB21-1304 was passed by the General Assembly and signed into law by the Governor in June 2021. The law requires:

- The creation of a new unified Colorado Department of Early Childhood on July 1, 2022.
  - *To create the new department, the bill requires a transition plan, written by the Transition Working Group (TWG), be submitted by November 1, 2021. The ECLC is to approve the transition plan within 14 days after receiving the plan from the Office of the Governor.*

- A planning process for Colorado's new universal, voluntary preschool program, which will be overseen by the new unified Department of Early Childhood. This new Colorado Department of Early Childhood will also be charged with the implementation of this program, beginning July 2023.

SUBGROUP STRUCTURE

The ECLC Transition Advisory Group is convening subgroups to offer insights that will guide the creation of a transition plan to the new unified department of early childhood. Each group will offer recommendations from their perspectives or in their areas of expertise.

Transformative Governance, Operations, and Funding	**Universal Preschool Implementation**	**Transition Advising Group**	**Transition Working Group**
Innovative Data, Technology, Evaluation, and Accountability	**Special Education Service Delivery**		

Stipends may be available for parents and members of the early childhood workforce to participate fully in the meetings – please reach out to Kristina.Heyl@state.co.us for more information.

Listening Sessions

In addition to the TAG and its subgroups, the ECLC is also convening the following interactive user-centered listening sessions to ensure that the new department will meet the needs of those who are involved in and/or experience Colorado's current early childhood system.

- Provider Experience - **Completed** on 08/03/2021
- Children and Family Experience - Upcoming on 8/24/2021
- Workforce Experience - Upcoming on 09/21/2021

These listening sessions will offer critical insight into the user experience of existing programs and systems. They will be working in tandem with the subgroups to offer insight to the TAG.

Additional information will be available soon!

Other Ways to Engage

Stakeholder engagement is a critical component to this process. To offer updated information and gather feedback the ECLC will be managing the following resources for the public:

Updates
- Monthly Transition Plan [Newsletter](#)
- Monthly Town Halls
- Transition [Website](#)

Opportunities to provide input
- Feedback [Form](#)
- Statewide Listening Tour (to be scheduled**)

Additionally, a human centered design project will be conducted with design sessions and prototype creations for what the future system should look like.

For more information or to participate, please reach out to Rebecca Peterson, Gary Community Investments - rpeterson@garycommunity.org

**See ECLC meeting [calendar](#) for updates.

Stakeholder Feedback

The ECLC is committed to ensuring that feedback can be provided in a variety of ways. A feedback form has been created on the ECLC website and will be available throughout the process.

- [Share Feedback Here!](#)

You will receive a link to the feedback that has been received ahead of each meeting as part of the pre-read materials. Please take a few minutes to review and consider the feedback being shared ahead of each meeting.

- [View the Feedback that Has Been Shared Here!](#)

Innovative Data, Technology, Evaluation, and Accountability

The Innovative Data, Technology, Evaluation and Accountability group will focus on the opportunities to enhance the data and technology needed to support a fully aligned early childhood system.

This group will be tasked with discussing the following topics:
- Improving the family experience (technology, program quality, accessibility, affordability)
- Improving the provider experience (technology, enrollment, licensing, payment, quality supports)
- Use of data/evaluation to align with Kindergarten and beyond
- Additional data needed to meet families' needs

Meeting Norms

- Come prepared.
- Mute yourself when not speaking.
- Stay engaged (e.g., actively participate in breakout rooms).
- Be mindful of how much "air time" each member receives.
- Always assume good intent.
- All ideas are valued.

Expectations

Every meeting you should expect the following:

- Via e-mail:
  - Agenda for meeting
  - Suggested pre-reading
  - Online – ECLC transition subgroup webpages

- In meeting:
  - Subgroup Updates
  - Focused discussion around a specific part of the transition plan
  - Closing/next steps

Subgroup Topics and Summary

Data and Technology Subgroup Topics

M1: Improving the family experience (technology, program quality, accessibility, affordability)

M2: Improving the provider experience (technology, enrollment, licensing, payment, quality supports)

M3: Building on meetings 1 and 2 - Improving evaluation and accountability systems to better support families and providers

M4: Use of data/evaluation to align with Kindergarten and beyond

M5: Data/technology needs to support families to find and enroll in services

M6: Continue from previous topics.

M7: Legislation, regulations and budgetary changes needed to support improved data, technology, evaluation and accountability

M8: Additional data needed to continually improve the state's EC strategy over time

Today's meeting

Meeting 3. How can the evaluation and accountability systems/tools/regs better support families? Better support providers?

Building on discussions from last time, how can the evaluation and accountability systems/tools/regulations better support families? Better support providers?

Methods to Better Support Families	Methods to Better Support Providers
Better integrated, interoperable state data systems across programs, agencies, and systems will improve common understanding of child and family outcomes and what quality is.	Real time enrollment tracking should be tied to an intentional family exit survey that captures overall satisfaction, reason for changing programs, current family need, and also soft expulsions or other disenrollment/removal practices.
Strengthening Colorado Shines to focus on quality features as defined by the state and measured in comprehensive annual program evaluation: • Parents deserve to trust that a star rating means the same thing across the state. • Children deserve a consistent level of high quality care and experiences.	Subsidy reimbursements that are based on enrollment rather than attendance.
	Pay CCCAP upfront.
	Think from the variety of user perspectives and make it really easy.
One stop shop for data: find care, find wrap around support, apply for child care all in one spot (coordinated application). • Ability for parents to join a local/regional waitlist in which they can indicate their hit list. This waitlist would automatically text or notify the family when care becomes available at their desired care setting.	Automate credentials so that it doesn't take 6 weeks to complete.
	Improvements to the provider portal that allows child care programs to update operating status and openings: • Currently, only the operating status shows up on the Shines website – openings should also show up on Shines profiles which would greatly benefit families and programs.
All ECE programs receiving state funding should be required to post their parent handbook online, to better assist parents as they are searching for care and education for their young children. • Review of program policies (often in the parent handbook) is part of program evaluation. • [Resource](#) for review of parent handbook.	Partnering with private sector to incentivize quality care (ex. tax credits).
	Classroom-level observation and mentor/coaching must be put into place by the state, primarily ensuring that a comprehensive curriculum and comprehensive child observation tool is implemented with validity.
Unique identifiers used across populations.	

Meeting 4 Pre-Read Update

- Updated Pre-Read:

  https://drive.google.com/file/d/1XiJ2WTYgf9WY7LzJ9KsLd1_ypfuHtv-m/view?usp=sharing

  Updated Vendors for School Readiness Assessment Choices:

  - *Desired Results Developmental Profile for Kindergarten (DRDP-K)*
    - • Visit the Desired Results Developmental Profile for Kindergarten website for more information about the research and implementation of this tool.
    - • CDE - DRDP-K Information Sheet [PDF]
  - *HighScope COR for Kindergarten*
    - • Visit the HighScope COR for Kindergarten website for more information about the research and implementation of this tool.
    - • CDE - COR for K Information Sheet [PDF]
  - *North Carolina Kindergarten Entry Assessment*
    - • North Carolina Construct Progressions and Situations Book
    - • Visit the North Carolina KEA website for more information about the research and implementation of this tool.
  - *Teaching Strategies GOLD®*
    - • Visit the Teaching Strategies *GOLD®* website for more information about the research and implementation of this tool.
    - • CDE - GOLD Information Sheet

- The State Board of Education voted on March 11, 2020 to add named domains to the reporting requirements for CDE. This change is reflected in the File Layout and Data Elements document. This change does not change any requirements around the administration of the assessment.

Meet 4 Warm-up. What should we consider for a well-aligned system (PK – K and beyond)?

Important elements of
ALIGNMENT

STANDARDS
What children are expected to know and do.

Standards are set by states and describe the skills and competencies students should develop by the end of each grade.

CURRICULA
What children are taught.

Classroom experiences that support state standards and the state's early learning developmental guidelines.

INSTRUCTION
How children are taught.

Teachers at every level who are trained in child development and prepared to provide experiences that meet children's developmental needs.

ASSESSMENTS
What and how children's progress is measured.

Assessments that inform instruction and are based on standards that measure what children have been taught.

Small Group 1. What does a well-aligned system look like from UPK, kindergarten, and beyond?

Brainstorm Session

What does a well-aligned system look like from UPK, kindergarten, and beyond?

- Brainstorm (15min)

1. Guide

Makes sure the group stays on course and support meeting norms

2. Mapper

Captures group ideas on the map

3. Reporter

Shares small group discussion during the whole group debrief

Whole Group: Reflect and Rate

Rate

- **How much do you agree with this idea?**
    - **1 (low) - 10 (high)**

5-minute break

Small Group 2. How might the new agency use data/evaluation/accountability to ensure ongoing/improved alignment with Kindergarten and beyond?

Brainstorm Session

How might the new agency use data/evaluation/accountability to ensure ongoing/improved alignment with Kindergarten and beyond?

Brainstorm 15min

1. Guide

Makes sure the group stays on course and support meeting norms

2. Mapper

Captures group ideas on the map

3. Reporter

Shares small group discussion during the whole group debrief

Whole Group: Reflect and Rate

Rate

- **How much do you agree with this idea?**

     1 (low) - 10 (high)

Closing/
Next Steps

Next Steps

Meetings for Data and Technology

- Meeting 5, September 1
- Meeting 6, September 8
- Meeting 7, September 29
- Meeting 8, October 6

If you would like to receive meeting materials, including meeting dates, emails and agendas, please subscribe to the Newsletter and update your subscription profile to include information on this subgroup.

Participants of each subgroup are **highly encouraged to attend all meetings of that group** and should be prepared to review approximately 1 hour of materials prior to the meetings**.**

Contact us:

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- Early Milestones – sdelap@earlymilestones.org
- ECLC - kristina.heyl@state.co.us