



**TRANSITION
ADVISORY
GROUP**

**Universal Preschool
Meeting 6
September 9, 2021**

Agenda

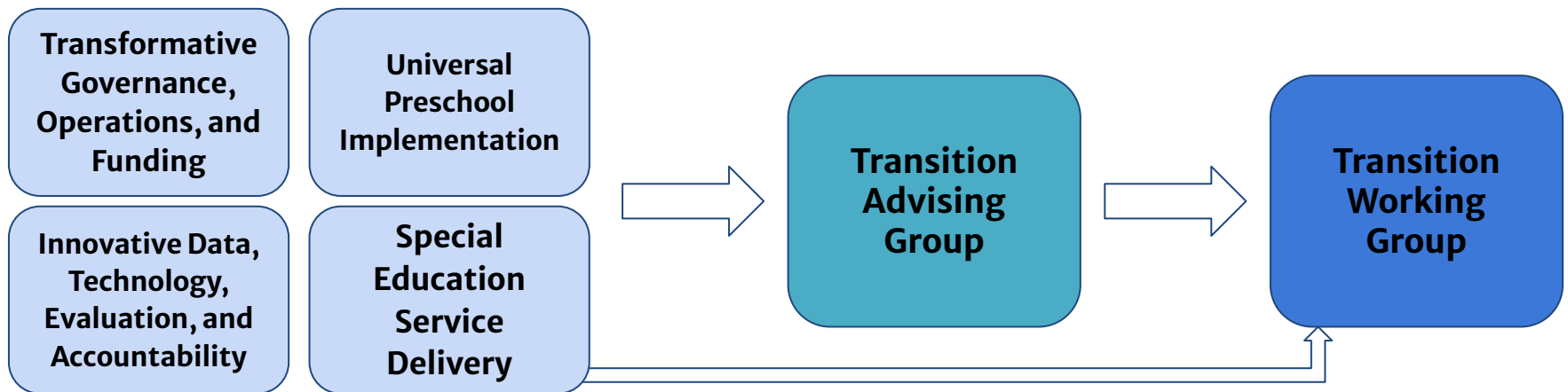
- Welcome
- Introduction
- Consider mission, vision, and guiding principles for new early childhood department
- Discuss logistics – Breakout format and GroupMap
- Group discussion and next steps

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

Introduction

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.



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 - **Completed** 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!](#)

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.

* Which of these are you?

1 – parent, family member of a young child

2 – work directly with young children and families

3 – support individuals who raise or support young children and families

4 – create or manage systems that support child-/family-serving organizations

Please make sure to give space/voice to 1s and 2s in your groups

What should be the outcomes/goals of the new universal, voluntary preschool program? What does successful implementation of this look like for families? For providers?

Goal of New Preschool Program

Collaboration and alignment with existing systems

Well-staffed programs and well compensated workforce

Public resources to support equitable access, opportunities, and whole-child supports

Mixed-delivery system that prioritizes parent choice

Evidence-based practices that support social emotional development, school readiness, and consistent quality

Family voice is valued – families have a role in decision making, boards, and committees

Successful Implementation

Programs meet the needs of families (work, scheduling, transportation, family dynamics, language, culture etc.)

Easy enrollment

Families become advocates in their communities for quality

UPK allows providers to have a business model that is balanced between preschool and infant/toddler

Streamlined process with reduced burden on providers and families

Less burnout for workforce and providers – more support and recognition for their role as educators

Brainstorm factors that should be considered when aligning or integrating the Colorado Preschool Program (CPP) and the universal voluntary preschool program. With which other early childhood programs must a successful preschool program interact?

Innovative Opportunities when aligning CPP and UPK - Key Takeaways:

1. Mixed-delivery system that allows parent choice.
2. Continuation of efforts to align with K-12; building on CDE efforts to align preschool through 3rd grade.
3. Universal application that is easy for families to use.
4. A single system that reduces provider and family burden.
5. Prioritizing workforce social-emotional supports.

Factors to consider - Key Takeaways:

1. Blending and braiding of funding sources (CCCAP, Headstart, CPP, UPK).
2. Continuous quality improvement and alignment of quality standards.
3. Cost of high-quality, per-child spending that allows and reflects high-quality programming.
4. Seamless and easy eligibility for families and providers.
5. Maintaining funding for at-risk 3-year-olds within the new program.

**What local infrastructure exists to support implementation of the new preschool program?
Brainstorm additional supports that might be valuable to a successful preschool program.**

Current State – what are the main supports in the current infrastructure?	Future State – where do gaps exist?
School and community-based infrastructure and current providers/programs.	Lack of workforce/teachers and wages/benefits are not high enough or robust enough to recruit, retain, and support the workforce.
State and government agencies (CDE, CDHS, Licensing).	Communities need implementation support tailored to the individual community and need help with accountability and cooperation across relevant entities.
Local community-based agencies and local early childhood councils.	Additional support is needed for mental health support and social emotional development.
Philanthropy, state, and federal funding sources and grants.	Communities need guidance to build infrastructure to support equity.
Physical infrastructure including buildings and workforce	Additional alignment, coordination, and collaboration are needed at all levels of the system.
Health supports (physical, behavioral, and mental health)	Working families may need additional supports including transportation and wrap-around care.
State/federal/Head Start standards, quality monitoring systems	Reimbursement should have rates that are appealing to providers and not require too much administrative burden.

Brainstorm ideas to encourage mixed delivery of the new preschool program services (e.g., quality standards, supports, funding rates)

Ideas & Aspects of an Ideal Mixed-delivery System:

1. A set of comprehensive policies, standards, and accountability measures – look to other states that may have comprehensive implementation manuals (i.e. MI - https://www.michigan.gov/mde/0,4615,7-140-63533_50451-217313--,00.html)
2. Family choice – A system where families can decide the setting based on their needs, values, culture, etc.
3. A universal application system.
4. Integration of CPP into the new department with funding from Proposition EE to ensure a single state preschool program that values providers of all types.
5. A system where families don't need to do anything but show up – similar to K-12.
6. No standardized/required curriculum – instead allow varied and responsive curriculum aligned to preschool standards and assessments
7. Unified and universal funding streams – a funding system where all families have buy-in/receive some benefits, those who need more receive more and there is no stigma attached to certain funding streams or usage.
8. More support for early childhood professionals – including leadership training and coaching
9. Funding should be managed at the state level so that providers can focus on families and program delivery.
10. More public-private collaboration – look to the public sector to support continuity of care and more full-day opportunities.

Review Guiding Principles and Mission/Vision

ECLC Guiding Principles

The ECLC is committed to the following guiding principles in the development of the transition plan and universal, voluntary preschool recommendations:



Colorado's Department of Early Childhood

Vision

All Colorado children, families and early childhood professionals are valued, healthy and thriving.

Mission

The Colorado Department of Early Childhood champions a comprehensive, community-informed, effective, high quality and equitable early childhood system that supports the care, education and well-being of all Colorado's young children, their families and early childhood professionals in all settings.

The Universal Preschool Implementation Subgroup will identify strategies to align the state's preschool programs into a new statewide, universal, high-quality, voluntary preschool program in a mixed-delivery system.

This group will be tasked with discussing the following topics:

- Meeting 1: Program outcomes/goals
- Meeting 2: Factors for aligning with CPP/other EC programs
- Meeting 3: Local infrastructure needed for implementation
- Meeting 4: Balancing universal access with targeted needs
- Meeting 5: Encouraging mixed delivery
- Meeting 6: Ensuring adequate teachers, staff, and facilities exist
- Meeting 7: Human Centered Design outcomes for UPK
- Meeting 8: Opportunities for unified enrollment
- Meeting 9: Ensuring accessible care for infants and toddlers
- Meeting 10: Reducing duplicative oversight and regulation of school- and community-based preschool programs
- Meeting 11: TBD

**Breakout 1. Considerations for ensuring adequate teachers
and staff to implement UPK**

Brainstorm Session



Considerations for ensuring adequate teachers and staff to implement UPK

4 Rotations 45 min total

- **Rotation 1.** Compensation
- **Rotation 2.** Pre-service
- **Rotation 3.** In-service
- **Rotation 4.** Culture and Climate

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



Breakout 2. Discussion of ways to ensure adequate facilities to implement UPK

Brainstorm Session



Discussion of ways to ensure adequate facilities to implement UPK

Brainstorm (10min)

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



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.

Upcoming Meetings for Universal Preschool

- Meeting 7, September 30
- Meeting 8, October 7
- Meeting 9, November 4
- Meeting 10, November 11
- Meeting 11, December 9

Contact us:

- Early Milestones – meg.franko@eceinsights.com
- Marzano – carrie.germeroth@marzanoresearch.com
- ECLC - kristina.hey1@state.co.us