Data Subcommittee
September 17, 2025 ~ 2:00-4:00 pm
MINUTES

Meeting Objectives:

- See a demonstration of the new Early Childhood Workforce Dashboard.
- Learn about the newest kindergarten readiness data from Colorado Department of Education (CDE).
- Learn about the findings from a recent report on kindergarten readiness data from Early Milestones Colorado.
- Discuss what additional data may be needed to better understand kindergarten readiness.
- Advance the ECLC Strategic Plan and Data Subcommittee Priorities.

Virtual Attendance:
Sydney Mock, Morgan Janke, Susan Steele, Carsten Baumann, Maya Gould, Vail Shoultz-McCole, Keller Anne Ruble, Alisha Emile, Ashley Lawless, Bob Midland, Dominick Dirksen, Elaine Maskus, Joanna Bruno, Kelly Bowes, Kelly Stainback-Tracy, Kendall Einhorn, Khatira Amn, Latisha Hobley, Laura Freeman Cenegy, Mathu Subramanian, Angela Ben-Zekry, Meghan More, Rick Winter, Shannon Wilson, Sydney Mock, Ryad Hussien, Tiffany Pieper, Kristina Heyl, Dawn Alexander, Justin Chrisco, Aaron Leavy, Whitney Leboeuf, Megan Rogers, Tess Clendenen, Nichole Worrel, Janelle Jenkins

Welcome, Introductions & Approve Minutes
Carsten Baumann called the meeting to order at 2:03 pm. He introduced Joanna Bruno, Chief Academic Officer for the Student Learning Division at the Colorado Department of Education, as a new co-chair of the Subcommittee. Joanna shared her background and her enthusiasm for data work. Carsten then asked members to introduce themselves in the chat and went over the meeting objectives.

Carsten then provided an update on the progress on the Independent Evaluation of CDEC since the special work session of the Data Subcommittee and ECLC in August. CDEC has brought on two new vendors to support the finalization of the evaluation, Watershed Advisors and Child Trends. They have deep expertise and knowledge of CDEC as well as strong evaluation skills and are working quickly to ensure the report will be ready by November 1, 2025.

He asked for a motion to approve the May 2025 meeting minutes. Rick Winter moved to approve the minutes as drafted, Joanna Bruno seconded, and the minutes were approved unanimously.

New 2023-2024 Early Childhood Workforce Dashboard
Elaine Maskus, CDEC shared the newly released Early Childhood Workforce Dashboard. The dashboard includes the types of early childhood professionals in the state, the number of people in those roles, ages and race/ethnicity of professionals, recruitment, and retention. The data is also broken down by geographic locations (including county, early childhood council, and local coordinating organization).

Elaine then demonstrated the use of the new data dashboard. She shared how to navigate the different components of the dashboard, including the tabs that show ECE professionals, age, demographics, credentials, etc., and the ways that the data can be explored within each tab by counties, Early Childhood Councils, Local Coordinating Organizations, etc.

Subcommittee members discussed whether there are targets for the data, such as a target for the child to adult ratios, and how the data can show areas where the target is not being met. There was a suggestion to

add licensing ratios to the dashboard so that users can make that comparison. Members suggested adding data on linguistic diversity to the dashboard and adding information about the demographics of the children served in the state to the race and ethnicity tab on the dashboard to show how it compares to the workforce. There was also a discussion about how to ensure we are including FFN providers and others who are not registered with the state.

New Kindergarten Readiness Data from CDE

Megan Rogers, CDE, shared the most recent data on Kindergarten Readiness, which is from Fall 2024 and was shared in the 2025 Colorado Achievement Plan for Kids (CAP4K) Report. The CAP4K report, required by the Preschool to Postsecondary Education Alignment Act of 2008, includes information on school readiness in kindergarten, emphasizing the vertical and horizontal alignment of standards, assessment, and instruction from pre-kindergarten through 12th grade. Megan clarified that the State Board of Education defines school readiness, adopts assessment tools, and establishes a reporting system for population-level results, while local education providers administer assessments covering six domains of learning and development and report data. She explained that these assessment tools are not predictive of future school success but measure specific skills to inform instruction and intervention.

She then shared a summary of the data collected including which assessment tools that schools use and a breakdown of Kindergarteners meeting or exceeding standards in each domain. She also shared the data disaggregated based on gender and Free or Reduced Lunch eligibility status. Finally she highlighted key reflections on the results:

- The free and reduced lunch status of approximately a third of the students who meet or exceed grade level benchmarks is unknown.
- Among the students with FRL status reported, a higher percentage of students who do not qualify for FRL are reported as meeting or exceeding grade level benchmarks across all domains.
- The lowest percentage of students meeting grade level benchmarks is reported in math and literacy.
- Overall, the highest percentages of students meeting grade level benchmarks are reported in physical well-being and social-emotional.

"What We Do and Don't Know About Children's Readiness for Kindergarten in Colorado" Report

Laura Freeman Cenegy, Early Milestones Colorado, shared an overview of a report published by Early Milestones about what is known and not known about kindergarten readiness in Colorado. The goals of this project were to increase the visibility of the CAP4K report and to examine equity among Colorado children in early childhood outcomes. Key takeaways from the CAP4K that were relevant to the brief are that readiness varies by domain; a significant number of children are not meeting expectations; and more girls than boys are meeting expectations.

Key findings about what data cannot show us are:

- We cannot accurately compare readiness across groups due to missing data on student demographics.
- We cannot examine readiness among all students, because students are excluded from the reporting if they were assessed in districts that received waivers to use different assessment tools.
- We cannot track how many students are totally ready for kindergarten, because readiness is reported by domain only and not overall.

The report includes three recommendations: require schools to submit student demographics; include all students in the reporting; and report how many children meet all expectations.

Discussion: Kindergarten Readiness Data

Susan Steele asked the group to reflect on the two Kindergarten Readiness presentations and discuss what the data shows, what is missing, and how the Data Subcommittee can support filling any gaps. Suggestions from members include:

- Collecting data on whether children were enrolled in Universal Preschool in order to explore the outcomes of the program.

    - Assessment tools could be used in preschool in order to explore student progress.
    - There was caution against using this data to explore the effectiveness of Universal Preschool because there is so much variety in the Universal Preschool programs, type of services, number of hours, etc.
    - If this were used to assess the Universal Preschool Program, we would need to collect data on program characteristics, as well as student characteristics.
- Adding back in a measure of overall Kindergarten Readiness. The domain breakdowns are helpful, but there still needs to be an overall score.
- Sharing the consistent definition of Kindergarten Readiness when presenting this data.
- Making sure the data is not being used in a punitive way but rather to consider how to improve services.
- Considering the reasons by the academic domains show the lowest levels of readiness.
- Exploring the relationship between the different domains (i.e. does higher social emotional readiness lead to higher literacy readiness).

Member Updates and Public Comment

- Susan Steele shared that Rick Winter is retiring in October. He has served on the Data Subcommittee for 8 years. Rick shared his enthusiasm for the progress that has been made around early childhood data over the past several years.
- Dawn Alexander shared that the Early Childhood Tradeshow and Family Fun Fair was a huge success with over 500 families attending. She also shared that ECEA has a new job board to make posting early childhood jobs easier and more affordable for partners.

Next Steps, Final Thoughts and Adjourn

Susan shared that, at the next meeting, the co-chairs want to organize a presentation about how to make data and reports available to the families and/or providers who contributed data. This was a request from the Subcommittee at a previous meeting. She asked if anyone would be interested in sharing their experiences or if anyone had recommendations of who to ask. Aaron Leavy said that he could share recommendations, Dawn Alexander said that ECEA has examples of how this has been done, and Carsten Baumann shared that the MIECHV team may be able to share.

Shannon Wilson shared that Data Subcommittee members are required to take an annual boards and commissions training. There are three opportunities to meet this requirement:

- Friday, Sept. 26- 9:30-10:30
- Tuesday, Sept. 30, 12:00-1:00
- Thursday, Oct. 23, 8:00-8:50

If members have conflicts with all of those dates, they can watch a recording and take a quiz.

The meeting adjourned at 3:55 pm.

Note: Any presentation requested by the ECLC does not constitute or imply an endorsement of the product, process, service, or organization by the ECLC.

ECLC Data Subcommittee Charge:

The Data Subcommittee of the ECLC advances the goal of ensuring that Colorado's early childhood system has the data needed to monitor progress and make evidence-based decisions. It does so by leveraging and connecting existing data efforts, supporting the continued collection of data, championing data practices that center equity, and encouraging effective data use in decision-making.