

CSB SP Update Working Group Strategy Input Summary

Goal 1

1.1.5 Explore barriers and strategies to implementing a unique child identifier (per Colorado House Bill 08-1364) to enable data informed decisions concerning child outcomes. Utilize the upcoming school readiness data pilot program with local school districts to explore existing or needed technologies and data sharing agreements and unique child identifier implementation challenges.

Recommendation	Percent	Count	Comment
No change recommended	55.6%	5	
Amend the strategy	22.2%	2	<ol style="list-style-type: none"> 1) Delete "barriers and". 2) after "outcomes" in the first sentence, add "and children's enrollment in specific early childhood programs and funding sources." Move forward in implementing statewide
Other	44.4%	4	<ol style="list-style-type: none"> 1) The state has produced many pages of reports and had many discussions at the State Board of Education and elsewhere about the barriers to implementing the unique child identifier, which are mostly political. We know what they are. This 12-year old law requires unique identifiers for all children receiving publicly funded early childhood services, including but not limited to Head Start. It is not an option to not implement it - it is required - and yet it has never been fully implemented, specifically for children in Head Start. CDHS needs to establish a specific timeline to conduct the pilot, reach conclusions, findings and recommendations, and present them as a policy proposal. One simple way to do this is for each local Head Start grantee to give the child's name to CDE, who would then assign a SASID to that child. The 2008 legislative intent of this law still holds - where are children being served, under what funding source, and what impacts are these programs having on child outcomes 2) The unique identifier is critical for CO- I'd like to see it implemented at birth so that we could track child outcomes starting at birth. 3) This strategy always seems a bit misleading as students in the CPP have a student identifier. Clear communication especially with any school districts would be helpful.

			4) Work with CDE to assign SASID numbers to all children, as this would correspond with the number they receive in kindergarten (or preschool depending on the district). Using the SASID would allow review of outcomes from the time the number was assigned through 12th grade.
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1.1.6 Identify current and new opportunities to better support the broader early childhood workforce including home visitors, coaches, child health consultants, and mental health consultants.

Recommendation	Percent	Count	Comment
No change recommended	50.0%	5	
Amend the strategy	10.0%	1	1) I'd like to support this workforce, but it would also be great to have a more functioning infrastructure for all of these statewide. The current system is not efficient or effective. That was clear during the beginning of Covid.
Other	40.0%	4	1) Mindfulness that some districts have coaches and consultants serving the preschool community as well. 2) The state needs to draw on Head Start's experiences doing this work, which they've succeeded at for 54 years and the state needs to engage the CO Head Start Association and local Head Start leaders and programs to do this. The state should also draw on the local Early Childhood Councils and ECCLA as resources and consider what funding is needed to assist with this work. It's a big part of their systems building efforts. 3) ensuring mandatory, quarterly trainings/reflections and assessments focused on biases and cultural competencies 4) implement mandatory, quarter or bi-annual training specific to cultural competencies: especially race, especially ethnicity, age, gender orientation, accessibility, etc.

1.2.3 Promote integrated and preventative maternal and child physical, behavioral, oral, and environmental health services. Explore current models including Head Start and the Colorado Department of Public Health and Environment’s (CDPHE) maternal and child health priorities such as increasing prosocial connection and social emotional well-being.

Recommendation	Percent	Count	Comment
No change recommended	63.6%	7	
Amend the strategy	9.1%	1	1) add: identify gaps or needs in promoting these services
Other	27.3%	3	1) Again, local Early Childhood Councils already do some of this work. Engage them in it. 2) add dedicated research to mother's and babies of color so relevant assessments and scales can be created. will also make care significant & efficient 3) emphasis on prosocial connection and social emotional well-being

1.2.5 Determine the core early childhood and family and community support services to be made available in each county and create a plan to address local service gaps.

Recommendation	Percent	Count	Comment
No change recommended	88.9%	8	
Other	11.1%	1	1) this goal isn't clear

1.2.6 Enhance ongoing coordination and collaboration across state agencies including CDHS, CDPHE, Colorado Department of Education (CDE), and Colorado Department of Health Care Policy and Financing (HCPF). Identify opportunities to address systems and administrative barriers.

Recommendation	Percent	Count	Comment
No change recommended	63.6%	7	
Amend the strategy	27.3%	3	<ol style="list-style-type: none"> 1) Amend the goal to be more action oriented around child and family outcomes 2) We need to look at elimination of duplication in these systems. If we are rolling out EE funding, something will have to come off the plate. 3) would higher education be another agency to include
Other	18.2%	2	<ol style="list-style-type: none"> 1) The state must engage Head Start in this work. Head Start programs are essential to supporting high-quality, comprehensive services for children from low-income families, including cross-systems, coordinated efforts in preschool, home visiting, child welfare, maternal and child health, and Medicaid connections. 2) The system should be driven by the work to improve outcomes otherwise it's just system players talking to each other, when we should be focusing on outcomes, access, racial disparities. It would be great to have shared goals across agencies and clarity around who is responsible for which components. Accountability more than coordination.

Are there any strategies missing from Goal 1?

Recommendation	Percent	Count	Comment
No	81.8%	9	
Yes	18.2%	2	<ol style="list-style-type: none"> 1) The CO Shines Brighter PDG strategic plan lacks a very basic component that is at the heart of PDG, which is systemic coordination to specifically and explicitly support children's transition from preschool to Kindergarten (and early elementary school grades). So add a new 1.2.7 to cover this issue. This is needed more than ever in Colorado (and nationally) because

			<p>of the impending universal preschool program starting in CO in 2.5 years and because COVID has disrupted normal learning services for preschoolers and children in Kindergarten now for two school years. In addition, many (maybe most?) Colorado school districts receiving Title I funds lack coordination agreements with Head Start and other early childhood programs, which are required by federal law (ESEA, Section 1119, as updated in the 2015 reauthorization). This section requires these agreements to include, at a minimum, coordination plans and policies on children's records, parent-teacher communication, teacher professional</p> <p>2) While we as a state have a great focus on supporting our state's children and families there is a fear of businesses being held accountable for much of this implementation it is often left out of the ongoing support to do so in explicit language in documents and legislation.</p>
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Goal 2

Are there any strategies missing from Goal 2?

Recommendation	Percent	Count	Comment
No	83.3%	10	
Yes	16.7%	2	<ol style="list-style-type: none">1) I don't see any strategies under objective 2.2 that pertain to physical activity. Increasing participation in CACFP and NSLP are great for the nutrition aspects, but they don't really enhance physical activity. Building in a strategy focused on physical activity will help support the objective overall. If you would like assistance with strategy statement for objective 2.2, Jennifer Dellaport at CDPHE can assist. Jennifer.dellaport@state.co.us. I also wonder if physical activity goals for Head Start would be appropriate.2) Use data to inform action steps - transparently share data on access and effectiveness of approaches

Goal 3

3.1.7 Explore family opinions and decision-making in the mixed-delivery system, including the influence of Colorado Shines ratings on provider selection and considerations of reputation, cost, and teacher qualifications.

Recommendation	Percent	Count	Comment
No change recommended	81.8%	9	
Amend the strategy	9.1%	1	1) create a committee including parents and community for structure and informed decision making. being sure to provide opportunity to receive incentive and/or compensation for participation and knowledge provide
Other	9.1%	1	1) Critical to ensure that the state is engaging both Early Childhood Councils and Family Resource Centers in this work.

3.2.1 The Early Childhood Leadership Commission (ECLC) will consider a leadership role for specific strategies and incorporate input from families and early childhood professionals.

Recommendation	Percent	Count	Comment
No change recommended	70.0%	7	
Other	30.0%	3	1) Other (ex. coordination and communication needed to move it forward). Please write in what other suggestion you have. 2) ECLC must ensure voices from families and providers of color and from rural areas. like making a committee made up of community members and parents? 3) this goal is a little confusing - input from families is important. The ECLC plays their role, but not sure what the focus of this goal is.

3.3.2 Build capacity of local ECCs to engage family leaders, including consultation and engagement with local FRCs and Head Start programs to ensure families are empowered to become community leaders.

Recommendation	Percent	Count	Comment
No change recommended	54.5%	6	

Amend the strategy	18.2%	2	<ol style="list-style-type: none"> 1) CPP and School Districts in addition to HS and FRCs 2) Explore the roles of ECC and FRCs - it's not clear they are the ones to support community leaders. It would be good to consider other models as well.
Other	27.3%	3	<ol style="list-style-type: none"> 1) In addition to ECC build capacities of community based providers to engage such leadership 2) To do this effectively, resource/funding needs for ECCs and FRCs should be considered, estimated, and addressed through specific state policy and funding recommendations. 3) include significant incentives to families

Are there any strategies missing from Goal 3?

Recommendation	Percent	Count	Comment
No	81.8%	9	
Yes	18.2%	2	<ol style="list-style-type: none"> 1) It would be good to scale what works and trim back on the mishmash of things being implemented. It feels like there is a lot going on but that it may not add up to real help for families. 2) define support? np just providing resources but financial support, academic support and career opportunity

Goal 4

4.1.1 Increase the availability of developmental screenings and referral processes in appropriate settings where children are served.

Recommendation	Percent	Count	Comment
No change recommended	70.0%	7	
Amend the strategy	20.0%	2	<ol style="list-style-type: none"> 1) We need to be sure that if we are increasing screenings, we also increase funding to school districts to provide special educators to meet the increased demand for services. More kids screened means a higher demand for services. 2) differentiate between developmental and social-emotional; outcomes of screen may change referral process;

			need to address the mental health issue on the rise; may of these children need different types of referrals
Other	10.0%	1	1) Explore ways of involving graduate level internship to help mixed delivery systems to provide such services while earning credit and exposing them to work in the ECE field.

4.1.4 Explore opportunities to increase access to a system of mixed-delivery ECE programs with an emphasis on serving infants and toddlers.

Recommendation	Percent	Count	Comment
No change recommended	88.9%	8	
Other	11.1%	1	1) The impacts of universal preschool, and specifically how the state's policies on ensuring mixed delivery for 4-year olds under this new system, will be critical increasing infant/toddler ECE programs. Second, it is essential that the state develop a comprehensive, statewide policy and fiscal plan to provide quality ECE to infants/toddlers. Third, the state should work closely with Early Head Start programs to inform our work on quality, comprehensive services, including drawing on and potentially expanding Early Head Start-Child Care Partnerships.

4.1.5 Develop a tool to analyze how programs and policies affect the availability and funding of infant and toddler child care and the equitable access for priority populations such as dual language learners, families living in poverty, families living in rural areas, and families who have children with special needs. Explore processes to ensure relevant agencies and entities participate in a policy analysis review.

Recommendation	Percent	Count	Comment
Recommendation	Percent	Count	Comment
Other	18.2%	2	1) Again, look to Early Head Start to assist with this effort. 2) This seems like a tool that could have beneficial impact on preschool as well in connection with other strategies

4.1.6 Explore the potential for CDHS, ECCs, local regulatory entities, the Office of Economic Development, and professional associations to cross-train on ECE regulatory and policy changes.

Recommendation	Percent	Count	Comment
No change recommended	77.8%	7	
Amend the strategy	11.1%	1	1) after "Development", add "CDE, school districts,"
Other	22.2%	2	1) CDE would be a good partner to add to this objective. 2) Preschool regulations have a big impact on school-based services, so it's important to engage school districts at the local level. And the coordination and communication between CDE and CDHS is critical at the state level to ensure this happens effectively at the state level, with a top priority on children's safety. This issue has also been raised consistently at the universal preschool planning levels, including the Preschool Policy Leadership Committee, so engaging in the universal preschool planning will be key to address this strategy..

4.1.7 Engage and equip local and state business leaders and business support organizations with the resources and knowledge they need to support the availability of, and access to, ECE programs through public-private partnerships.

Recommendation	Percent	Count	Comment
No change recommended	77.8%	7	
Other	22.2%	2	1) Engage EPIC, the Downtown Denver Partnership, and other economic development specialists to move this forward. 2) hopefully using the same criteria across the board so it's easier to measure outcomes and ensure quality in each location

4.2.2 Expand and enhance affordable pre-kindergarten options for all Colorado 4-year-olds.

Recommendation	Percent	Count	Comment
No change recommended	50.0%	5	
Drop the strategy	10.0%	1	1) Colorado needs to focus this effort in ECE deserts but not state wide. With programs such as CCAP, CPP, Head Start and scholarship it has been found that many of the slots allocated are not filled and thus either do not currently fit the needs of families such as half day programs making transportation an issue or are undesired. Many of the state's high-quality private providers have available spots at affordable rates or accept CCAP or have scholarship however are in competition with district programs and even before COVID19 were struggling to keep these rooms at capacity.
Amend the strategy	10.0%	1	1) More awareness of why it is important.
Other	30.0%	3	1) Engage in the universal preschool planning processes and specifically how to fill gaps beyond the 10 hours/week that Prop EE pays for. 2) It's necessary to determine how EE will be implemented but 4 year old should not be a separate implementation 3) Prop EE should help with this. Coordinate with CDE to learn about service delivery for state-funded preschool students, to understand the elements of program quality that need to be in place.

4.2.3 Analyze eligibility and family income thresholds across multiple early childhood and family support programs to provide more consistent, equitable access.

Recommendation	Percent	Count	Comment
No change recommended	72.7%	8	
Amend the strategy	18.2%	2	1) Amend to add reduce admin burden and increase access by analyzing and improving eligibility systems 2) should diversity be part of the data
Other	9.1%	1	1) Communication about how we can help the individuals reaching out for assistance who has an education and workforce experience but has unfortunately fell on hard times. I feel like they are miss-represented and do not receive the help they actually need.

Are there any strategies missing from Goal 4?

Recommendation	Percent	Count	Comment
No	83.3%	10	
Yes	16.7%	2	1) I can't think of additional strategies here, but I do believe these strategies could be worded to emphasize equity and focus some attention on children and families of color who are impacted by systemic barriers the prevent equitable access. Equity is called out in the title, but there is not clarity about what equity means for this goal. Is the strategic plan prioritizing racial equity? Geographical equity? I'm thinking some words throughout this goal could specify what type of equity is prioritized in this plan. 2) Regularly analyze and report out on access to high quality services for DLL and children of color.

Goal 5

5.1.1 Explore challenges to ECE program pre-licensing and start-up activities, and investigate how business consultants/navigators could support start-ups through technical assistance on launching and sustaining a financially sound ECE program with livable wages.

Recommendation	Percent	Count	Comment
No change	88.9%	8	

recommended			
Amend the strategy	11.1%	1	after "start-ups", add , including family, friend, and neighbor providers, "after "sound" add "licensed"
Other	11.1%	1	My suggested language change on FFN need to be more explicitly addressed. There are so many unlicensed FFN providers that families and children rely on, and PDG provides the state with a great opportunity to help these providers get licensed and be eligible for CCAP. OEC has communicated this to state legislators and the field, so it needs to be more explicit in Goal 5. Also, the Governor's proposed stimulus supplemental budget for FY 20-21 includes \$10 million to support start-up providers, so engage with this proposal and help identify and build support for it.

5.1.3 Study and implement financing strategies to incentivize weekend and off-hours services and ECE for children with special health or developmental needs.

Recommendation	Percent	Count
No change recommended	100.0%	8

5.1.6 Study the effect of local regulations on the availability of infant and toddler child care, and family child care homes, including minimum wage thresholds.

Recommendation	Percent	Count	Comment
No change recommended	77.8%	7	
Amend the strategy	11.1%	1	Reduce the confusion for infant toddler and family child care homes but eliminating the multiple local conflicting regulations. Health and safety is health and safety, building codes shouldn't be a maze.
Other	11.1%	1	Coordinate with the CDHS regulatory review process and with the family child care home advocates and providers looking at the impacts of state and local regulations.

Are there any strategies missing from Goal 5?

Recommendation	Percent	Count
No	100.0%	9

Goal 6

6.2.4 Explore reciprocity in credentials and licensure across states (starting with Region VIII) and countries (starting with countries with the highest migration to Colorado), and provide supports for review of transcripts and other approval processes.

Recommendation	Percent	Count	Comment
No change recommended	77.8%	7	
Amend the strategy	11.1%	1	We need to be careful that we don't hold "licensure" up as the only option in ECE. With ratios, class size limits, etc. requiring a teaching license in ECE makes for a very costly classroom. We need to think through a variety of options to meet the higher requirements of our field.
Other	11.1%	1	reciprocity across PDIS and CDE; alignment with systems and requirements

6.2.7 Explore strategies to ensure worthy and livable compensation for ECE professionals. Work to enhance compensation, including benefits, and create compensation parity across settings, sectors, and age of children served.

Recommendation	Percent	Count
No change recommended	100.0%	8

Are there any strategies missing from Goal 6?

Recommendation	Percent	Count	Comment
No	63.6%	7	
Yes	36.4%	4	<ol style="list-style-type: none"> 1) Draw on PD that's already been developed in others states rather than developing all our own content. Reduce duplication so that ECE workforce is one system. 2) Explore ways of ensuring quick and quality background checks that are transferable between licensed providers to remove timely and expensive barriers from getting qualified quality staff into the classrooms (see state processes such as that in Arizona for example) 3) No new strategies to suggest here, but I am wondering about equity for this goal as well. Is there a focus on specific populations within the workforce that are typically left behind due to systemic barriers related to race and ethnicity? If this plan is prioritizing equity, language to indicate this, and equity for whom, would articulate those goals through these strategy statements. 4) require a CDE certificate for teaching in public preschools; teachers should be called teachers; not childcare workers; change language across organizations to be consistent