



COLORADO

Department of Early Childhood

Colorado Early Childhood Compensation & Benefits Task Force

November 28, 2022

- 5 min Welcome & Re-Grounding
- 35 min Revised Salary Scales | Final Alignment
 - Task Force Survey Responses
 - Focus Group Feedback
- 60 min Point-in-Time Compensation Discussion
 - Task Force Survey Responses
 - Provider Survey Responses
- 15 min Benefits Update
- 5 min Closing & Next Steps

Develop a compensation and benefits plan for Colorado's ECE workforce, building on the EC Workforce 2020 Plan.



Deliverable Due December 31, 2022

Expected Deliverables



Salary scales for specific Colorado regions



Options for additional point-in-time financial supports, such as bonuses and stipends



Overview of promising strategies from other states related to benefits and additional “perks”



Funding considerations in implementing wage scales and benefits, contextualized for Colorado and based on national best practices



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Salary Scales

Feedback Discussion & Final Alignment

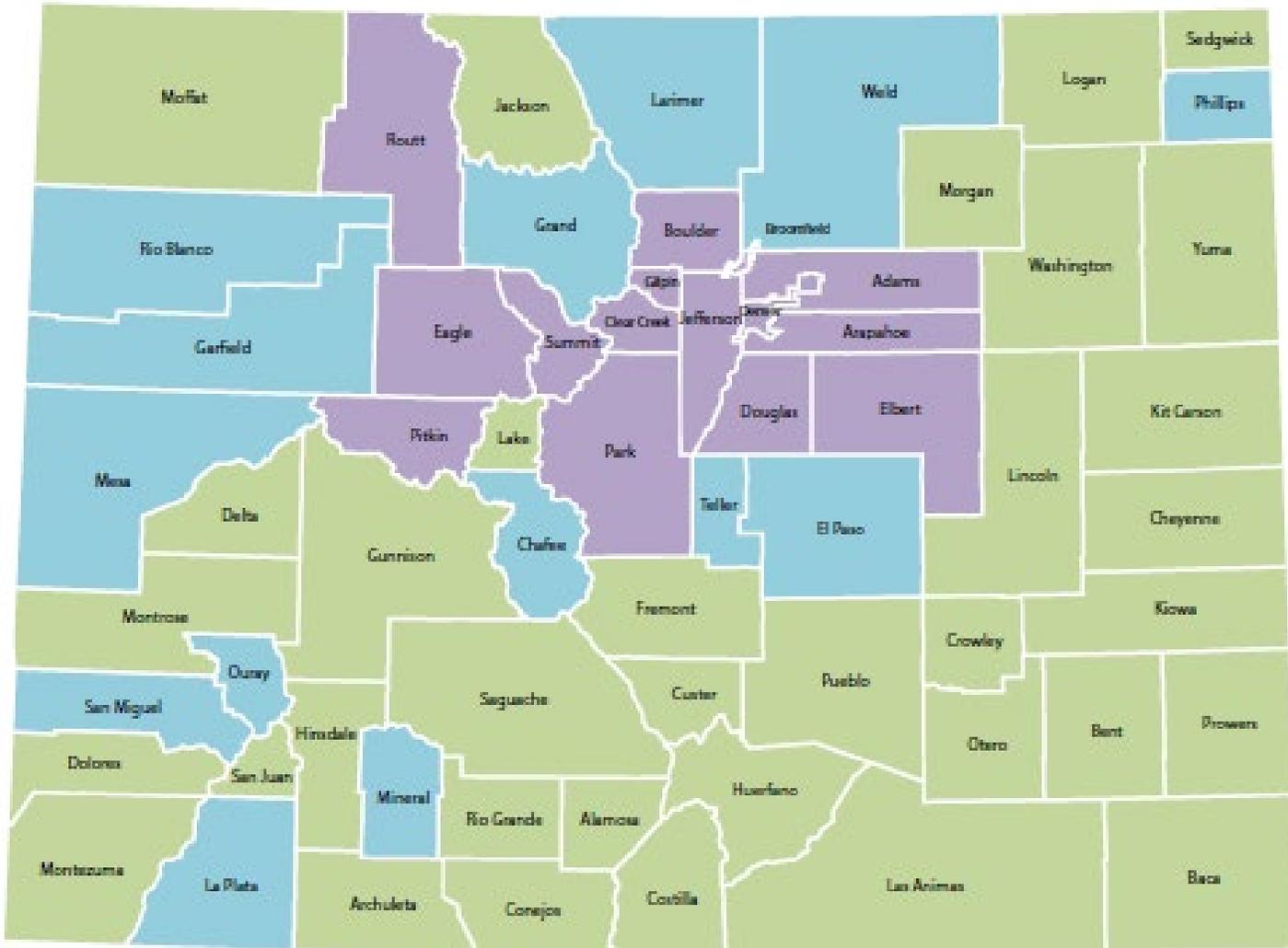
Focus Group & Task Force Feedback

Overall, feedback on the salary scales across both the focus group and Task Force members was *mixed*.

Given that, we did our best to address questions and integrate changes where possible and where there were repeated calls for changes.

Regionality/Bottom Economic Anchor

Regionality + Economic Indicator



Green = Low- Cost; Blue = Medium- Cost; Purple = High- Cost

Living Wage Calculation includes:

- Food Cost
- Childcare Costs
- Insurance Premiums + Health Care Costs
- Housing Cost
- Transportation Cost
- Other Necessities Cost
- Civic Engagement
- Broadband
- Tax Rate

Using family structure of 2 adults (both working), 1 child

Regionalization Feedback

<i>Comment</i>	<i>Our Work + Additional Analysis</i>
<p>“I would recommend a regional breakdown based on the amount of needed workforce in each county.” - TF member</p> <p>“If we recommend paying less in more rural areas, this further exacerbates inequities.” - Focus group member</p> <p><i>Several similar focus group comments wanted to see regions by child care shortages</i></p>	<p>Recommendation: Use a pay adjustment to address supply side issue ⇒ wage enhancements for high-need areas such as infant and toddler care, serving children with special needs or bilingual educators</p> <p>Recommendation: Use an additional or additive pay adjustment as above to prioritize investment for those providers that 1) serve historically marginalized communities, and/or 2) serve a significant number of children receiving subsidies, and/or 3) rural areas</p>
<p>“The factors that drive the cost of living in each area are vastly different.” - TF member</p> <p><i>Many focus group comments asking for a further breakdown, citing differences in cost of living within a county</i></p>	<p>Given CO’s subsidy regions - by county - this analysis is in alignment with existing parameters and further analysis would take us beyond our scope</p> <p>Looking at this work in other states, no other state proposes a regional breakdown more granular than a three-region breakdown</p>
<p>“What is the average household size for an ECE worker in Colorado? That’s what should be used. Most of my staff have kids.” - Focus group member</p>	<p>Recommendation: Using stabilization data and potentially further data collection processes, attempt to gain clarity on this question.</p> <p>As of now, this data point does not exist.</p>

Names of Regions

Most focus group and Task Force members (12/13) were comfortable with the regional breakdown (besides the names of the regions):

“No such thing as a low cost county”

Suggested Revised Names:

- High, Higher, Highest
- Lower, Mid, Higher
- Base, Base+1, Base+2
- Average, Higher, Highest
- Actual Average Cost of Living in \$
- Zone A, B, C
- Resort, Frontier, ?

CBO/School Based Model

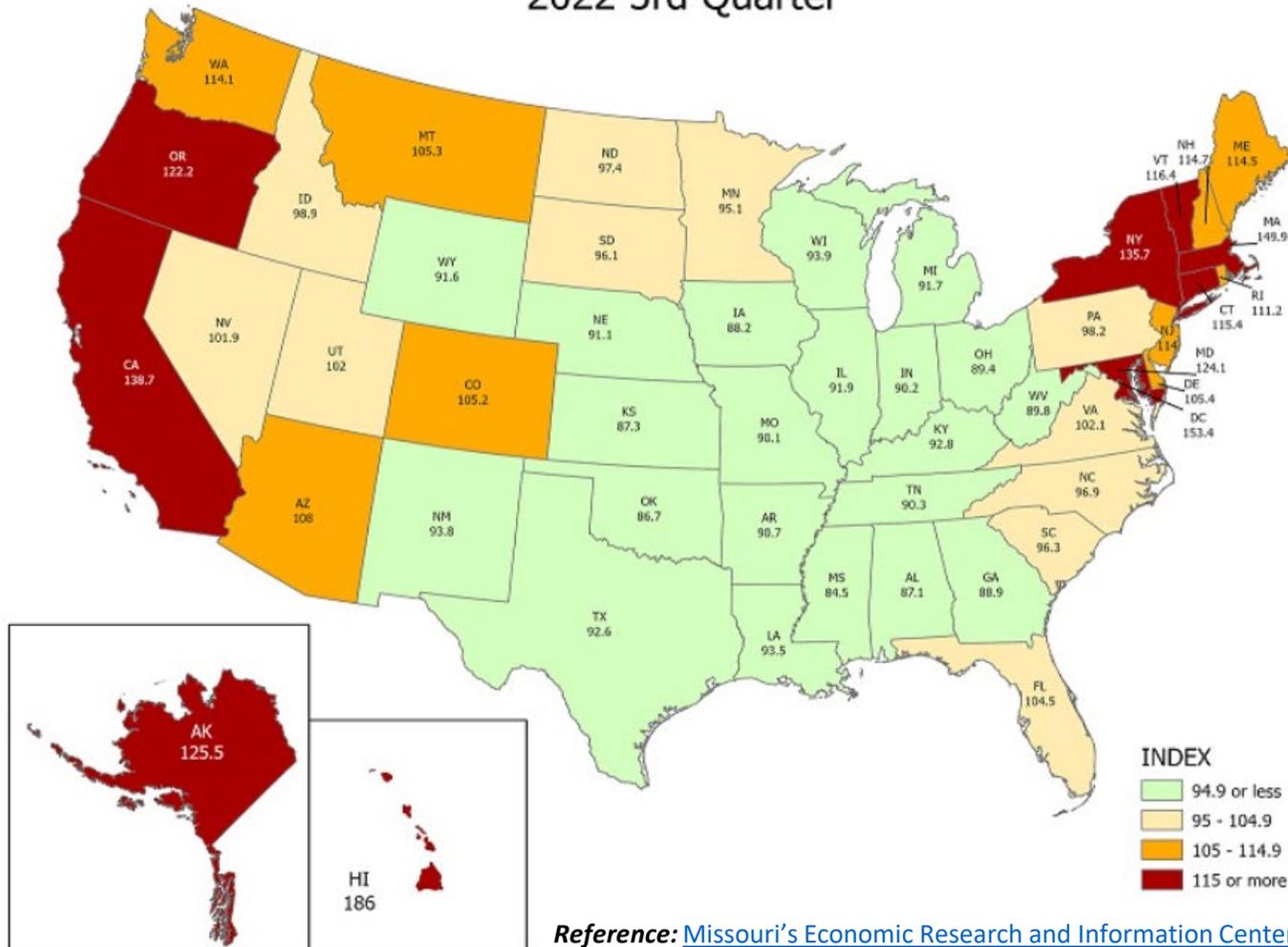
CBO/School Based Salary Scale | Task Force Response

Most (12/13) Task Force members were comfortable with recommending these salary scales and 1 person had mixed feelings or was unsure. A few comments:

<i>Comment</i>	<i>Our Work + Additional Analysis</i>
“I think we should offer comparisons with several different family structures, including single parents, those without children or those with more than one child.”	We can offer these as Appendices in our Final Report for further consideration.
“I need more information to know if this definition of ‘living wage’ is consistent with the definition and amount used in other state based conversations.”	We cross-validated the “living wage” measurement parameters used in CO’s Annual Cost of Living Report (commissioned by CO’s Legislature) and the MIT Living Wage Calculator (what CELFE used) and the parameters were consistent . Both methodologies use a list of geographically driven spending categories from the Consumer Expenditure Survey (CES), which is conducted by the Bureau of Labor Statistics (BLS) + other federally derived datasets
“The salary increments seem too low at the Assistant Teacher and Teacher levels. But they should be relatively higher at the Supervisory and Director levels.”	This feedback was consistent with Focus Group Response. As such, CELFE worked to understand other wage scales for similar geographically positioned and similar cost-of-living states to Colorado as low K-12 teacher salaries is driving this compression.

State Comparisons

Composite Cost of Living Index
2022 3rd Quarter



Reference: [Missouri's Economic Research and Information Center](#)

- Colorado ranks in the third highest 'Cost of Living' tier of all states
- WA is also in this category and provides a good comparison for the salary scale ECEC work
- NM also provides a good composite as a geographically adjacent state

State Comparisons | Washington

Range		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	
	Step	Entry Hourly Wage	30 Hour Child Care Basics	Initial Certificate or Equivalent with 12 credits	Short Certificate or Equivalent with 20 credits	State Certificate or Equivalent with 45 credits	60 credits	75 credits	Associate Degree	105 credits	120 credits	135 credits	150 credits	165 credits	Bachelor's Degree	Master's Degree	Example: Annual salary with BA
Hourly Wage Increments			\$0.30	\$0.60	\$0.40	\$0.60	\$0.30	\$0.30	\$0.60	\$0.30	\$0.30	\$0.30	\$0.30	\$0.30	\$0.60	\$2.60	
AIDE	1	\$15.21	15.51	16.11	16.51	16.81	17.11	17.41	18.01	18.31	18.61	18.91	19.21	19.51	20.11	22.71	\$41,829
ASSISTANT	2	\$17.56	17.86	18.46	18.86	19.16	19.46	19.76	20.36	20.66	20.96	21.26	21.56	21.86	22.46	25.06	\$46,717
LEAD TEACHER	3	\$20.22	20.52	21.12	21.52	21.82	22.12	22.42	23.02	23.32	23.62	23.92	24.22	24.52	25.12	27.72	\$52,252
PROGRAM SUPERVISOR/ ASSISTANT DIRECTOR	4	\$22.04	22.34	22.94	23.34	23.64	23.94	24.24	24.84	25.14	25.44	25.74	26.04	26.34	26.94	29.54	\$56,035
DIRECTOR and FAMILY HOME PROVIDER	5	\$24.04	24.34	24.94	25.34	25.64	25.94	26.24	26.84	27.14	27.44	27.74	28.04	28.34	28.94	31.54	\$60,196

- \$0.15 cent increase for each year of employment (longevity) -- for 20 years, half WA state classification series
- Cost of living expenses would be on top of proposed salary scale and longevity
- Step increases can be implemented based on dual language teaching and serving specific populations such as infant/toddler, children with special needs, low income communities - based on the Early Start Act definitions.

- Integrates both educational attainment + credential
- Combined CBO + FCC Model
- Increments with each additional degree or credential range from \$0.30 to \$0.60
- Additional increases for DLL, SPED, and/or Infant/Toddler speciciliation; working in low-income communities

State Comparisons | New Mexico

Table 6: Salary data used in model

		FY19 Data Collection	Licensed/ 2 Star	2+ or 3 Star	4 Star	5 Star
Director		\$ 44,965	\$ 50,940	\$ 50,940	\$ 56,034	\$ 61,128
Assistant Director		\$ 33,629	\$ 40,752	\$ 40,752	\$ 44,827	\$ 48,902
Administrative Support	\$10.50 min wage	\$ 23,407	\$ 21,840	\$ 21,840	\$ 24,024	\$ 26,208
	\$12.10 min wage		\$ 25,168	\$ 25,168	\$ 27,685	\$ 30,202
Teacher		\$ 27,445	\$ 33,160	\$ 33,160	\$ 36,476	\$ 39,972
Assistant Teacher	\$10.50 min wage	\$ 24,197	\$ 23,470	\$ 23,470	\$ 25,817	\$ 28,164
	\$12.10 min wage		\$ 25,168	\$ 25,168	\$ 27,685	\$ 30,202
Floater	\$10.50 min wage	\$ 21,433	\$ 21,840	\$ 21,840	\$ 24,024	\$ 26,208
	\$12.10 min wage		\$ 25,168	\$ 25,168	\$ 27,685	\$ 30,202
Family Child Care Provider		\$ 16,980 <i>(avg. biz income)</i>	\$ 33,160	\$ 33,160	\$ 36,476	\$ 39,972

- Uses distinction based off of QRIS status
- Uses minimum wage as their base economic indicator
- Additional payment between 4 star and 5 star, no pay differential between lower ratings

CBO/School Based Salary Scale | Focus Group Feedback

(11/15 & 11/16)

<i>Comment</i>	<i>Our Work + Additional Analysis</i>
<p>There was a general call for higher wages across the board.</p>	<p>We will note in our report, that this scale is anchored to K-12 wages which are very low in comparison to other states and recommend as K-12 wages increase, this scale should be updated.</p>
<p>There were many comments stating the increments, particularly at the bottom of the scale, were too small.</p> <p>“Not having \$2 raises at an assistant teacher level perpetuates oppression. It should be the same increase across all positions.”</p> <p>“Levels 3-5 increments might be off, once you get higher there’s more PD/formal education and years of experience involved, Levels 1-3 don’t take as much time/very attainable within PDIS.”</p>	<p>Change enacted.</p>
<p>“Reconsider differentiation between small and large center director. Instead, we should merge small and large center directors and add something additional above like multicenter or coordinating (responsible for 4+ 5+ classrooms).”</p>	<p>Given our charge, we did not address the issue of credentialing other than to simply reflect existing policies. Should there be changes to credentialing requirements or systems moving forward, the scale would need to incorporate them and adjust accordingly.</p>
<p>“This is missing those who have no credentials - what should they make? Someone who is a level 0 and not assistant teacher qualified.”</p>	<p>Change enacted.</p>
<p>Need to define each position title</p>	<p>Change enacted. Will work with CDEC to provide definitions for each position in the final report.</p>

Changes to CBO/School Based Scale Based on feedback

- Collected **actual** data based on K-12 salaries in Colorado
 - Sampled 17 counties at random from each Region group
 - Even sample of district size in sample
 - Used weighted average based off district enrollment
 - **Revised tables based off of new figures**
- Added “No Credential” category for Assistant Teacher
- Consistent increments across positions



Combined CBO/School-Based and FCC Scales to emphasize parity between settings

FCC Model

FCC Salary Scale | Task Force Feedback

Most Task Force Members (10/13 survey respondents) were okay with the salary scale and 3 members had mixed feelings or were unsure.

Specifically:

- “Seems that for owners the annualized floor is too far from director scale.”
- “I like that the salaries are high, but based on last meeting if we do not think those are realistic then I could also support the recommendation from last meeting to align with Infant/Toddler Supervisor ranges instead of Assistant Principal ranges.”
- “I would want to ensure that FCC leaders feel comfortable with this proposal. What is the current average pay?”

Revised Scales

Low Cost County

Position	Credential	Hourly	Annualized Salary	Notes
Large Center Director	Level VI	\$35.00	\$72,800	Parity with Elementary School Principal, Base + 0
	Level V	\$34.00	\$70,720	
	Level IV	\$33.00	\$68,640	
	Level III	\$32.00	\$66,560	Base Level Credential
CBO Small Center Director FCC Owner	Level VI	\$30.00	\$62,400	Parity with Elementary School Assistant Principal, Base + 0
	Level V	\$29.00	\$60,320	
	Level IV	\$28.00	\$58,240	
	Level III	\$27.00	\$56,160	
	Level II	\$26.00	\$54,080	Base Level Credential
Infant Program Supervisor	Level VI	\$25.00	\$52,000	
	Level V	\$24.00	\$49,920	
	Level IV	\$23.00	\$47,840	
	Level III	\$22.00	\$45,760	
	Level II	\$21.00	\$43,680	Base Level Credential
Early Childhood Teacher Toddler Program Staff	Level VI	\$22.00	\$45,760	Parity with K-12 Teacher, Base + 0 20% increase to account for 12 month calendar
	Level V	\$21.00	\$43,680	
	Level IV	\$20.00	\$41,600	
	Level III	\$19.00	\$39,520	
	Level II	\$18.00	\$37,440	Base Level Credential
CBO Assistant Early Childhood Teacher FCC Aide	Level VI	\$21.50	\$44,720	\$1.00 incremental difference to honor increased educational attainment requirements between Levels III & Level VI
	Level V	\$20.50	\$42,640	
	Level IV	\$19.50	\$40,560	
	Level III	\$18.50	\$38,480	
	Level II	\$17.50	\$36,400	
	Level I	\$17.00	\$35,360	Anchored to living wage analysis using 2 adults (both working), 1 child; Base Level Credential
No Credential	\$16.00	\$33,280.00	Anchored to living wage analysis using 1 adult, 0 children	

Changes made:

- Consolidated CBO/School & FCC
- Added “No Credential” as base anchored to living wage analysis using 1 adult, 1 child
- Made pay differentials between Level 1 & II = \$0.50 across the scale
- Made pay differentials between Level III - VI = \$1.00 across the scale

Revised Scales

Position	Credential	Medium Cost County		Notes
		Hourly	Annualized Salary	
Large Center Director	Level VI	\$42.00	\$87,360	Parity with Elementary School Principal, Base + 0
	Level V	\$41.00	\$85,280	
	Level IV	\$40.00	\$83,200	
	Level III	\$39.00	\$81,120	Base Level Credential
CBO Small Center Director FCC Owner	Level VI	\$34.00	\$70,720	Parity with Elementary School Assistant Principal, Base + 0
	Level V	\$33.00	\$68,640	
	Level IV	\$32.00	\$66,560	
	Level III	\$31.00	\$64,480	
	Level II	\$30.00	\$62,400	
Infant Program Supervisor	Level VI	\$29.00	\$60,320	
	Level V	\$28.00	\$58,240	
	Level IV	\$27.00	\$56,160	
	Level III	\$26.00	\$54,080	
	Level II	\$25.00	\$52,000	
Early Childhood Teacher Toddler Program Staff	Level VI	\$24.00	\$49,920	Parity with K-12 Teacher, Base + 0 20% increase to account for 12 month calendar
	Level V	\$23.00	\$47,840	
	Level IV	\$22.00	\$45,760	
	Level III	\$21.00	\$43,680	
	Level II	\$20.00	\$41,600	
CBO Assistant Early Childhood Teacher FCC Aide	Level VI	\$23.50	\$48,880	\$1.00 incremental difference to honor increased educational attainment requirements between Levels III & Level VI
	Level V	\$22.50	\$46,800	
	Level IV	\$21.50	\$44,720	
	Level III	\$20.50	\$42,640	
	Level II	\$19.50	\$40,560	
	Level I	\$19.00	\$39,520	Anchored to living wage analysis using 2 adults (both working), 1 child; Base Level Credential
	No Credential	\$18.00	\$37,440	Anchored to living wage analysis using 1 adult, 0 children

Changes made:

- Consolidated CBO/School & FCC
- Added “No Credential” as base anchored to living wage analysis using 1 adult, 1 child
- Made pay differentials between Level 1 & II = \$0.50 across the scale
- Made pay differentials between Level III - VI = \$1.00 across the scale



Medium Cost County Elementary School Principal salaries are the same as High Cost County Elementary School Principal Salaries

Revised Scales

High Cost County				
Position	Credential	Hourly	Annualized Salary	Notes
Large Center Director	Level VI	\$43.00	\$88,150	Parity with Elementary School Principal, Base + 0
	Level V	\$42.00	\$86,100	
	Level IV	\$41.00	\$84,050	
	Level III	\$40.00	\$82,000	Base Level Credential
CBO Small Center Director FCC Owner	Level VI	\$36.00	\$74,880	Parity with Elementary School Assistant Principal, Base + 0
	Level V	\$35.00	\$72,800	
	Level IV	\$34.00	\$70,720	
	Level III	\$33.00	\$68,640	
Infant Program Supervisor	Level II	\$32.00	\$66,560	Base Level Credential
	Level VI	\$30.00	\$62,400	
	Level V	\$29.00	\$60,320	
	Level IV	\$28.00	\$58,240	
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CBO Assistant Early Childhood Teacher FCC Aide	Level IV	\$24.00	\$49,920	
	Level III	\$23.00	\$47,840	
	Level II	\$22.00	\$45,760	Base Level Credential
	Level VI	\$25.50	\$53,040	
	Level V	\$24.50	\$50,960	
	Level IV	\$23.50	\$48,880	
	Level III	\$22.50	\$46,800	
Level II	\$21.50	\$44,720		
CBO Assistant Early Childhood Teacher FCC Aide	Level I	\$21.00	\$43,680	Anchored to living wage analysis using 2 adults (both working), 1 child; Base Level Credential
	No Credential	\$20.00	\$41,600	Anchored to living wage analysis using 1 adult, 0 children

Changes made:

- Consolidated CBO/School & FCC
- Added “No Credential” as base anchored to living wage analysis using 1 adult, 1 child
- Made pay differentials between Level 1 & II = \$0.50 across the scale
- Made pay differentials between Level III - VI = \$1.00 across the scale



Medium Cost County Elementary School Principal salaries are the same as High Cost County Elementary School Principal Salaries

Other Considerations for Final Report

<i>Comment</i>	<i>Our Work + Additional Analysis</i>
<p>Communication: “Understanding and putting up info on current wage/benefits and what these changes represent in terms of % increase in each category.”</p> <p>“Need to include data on what ECE teachers currently make.”</p>	<p>We will include this in the final report.</p>
<p>Vetting: “Make sure to have this vetted and endorsed by key statewide groups and stakeholders - teachers, councils, etc.”</p>	<p>The two focus groups we held were a first pass at vetting but we recognize there may need to be more “buy-in”. We will include this as a recommendation that for full “buy-in”, more stakeholder engagement with key stakeholders is needed.</p>
<p>Updates: “Need to include how often scale should be updated, cost of living changes regularly.”</p>	<p>We will include this in the final report.</p>
<p>Roadmap: “What are the next steps after this task force ends? I would love a roadmap of where we are going over the next year”</p> <p>“Include recommendations on how to get there - what does an advocacy group need to do to move legislation here?”</p> <p>“Concerned about how this will be funded.”</p> <p>“How much will providers actually need to make to be able to pay this?”</p>	<p>In the final report, we will include funding considerations (i.e., how to estimate how much this would cost, what other states have done to pay for these types of recommendations, etc.).</p>

Overall, I am comfortable with these salary scales and related recommendations being included in the Task Force's final report.

Google Form

- What, if anything, **can you NOT live with** in these salary scale recommendations?
- What other considerations or framing, if any, **need to be included** in the final report?

Point-in-Time Financial Compensation Discussion

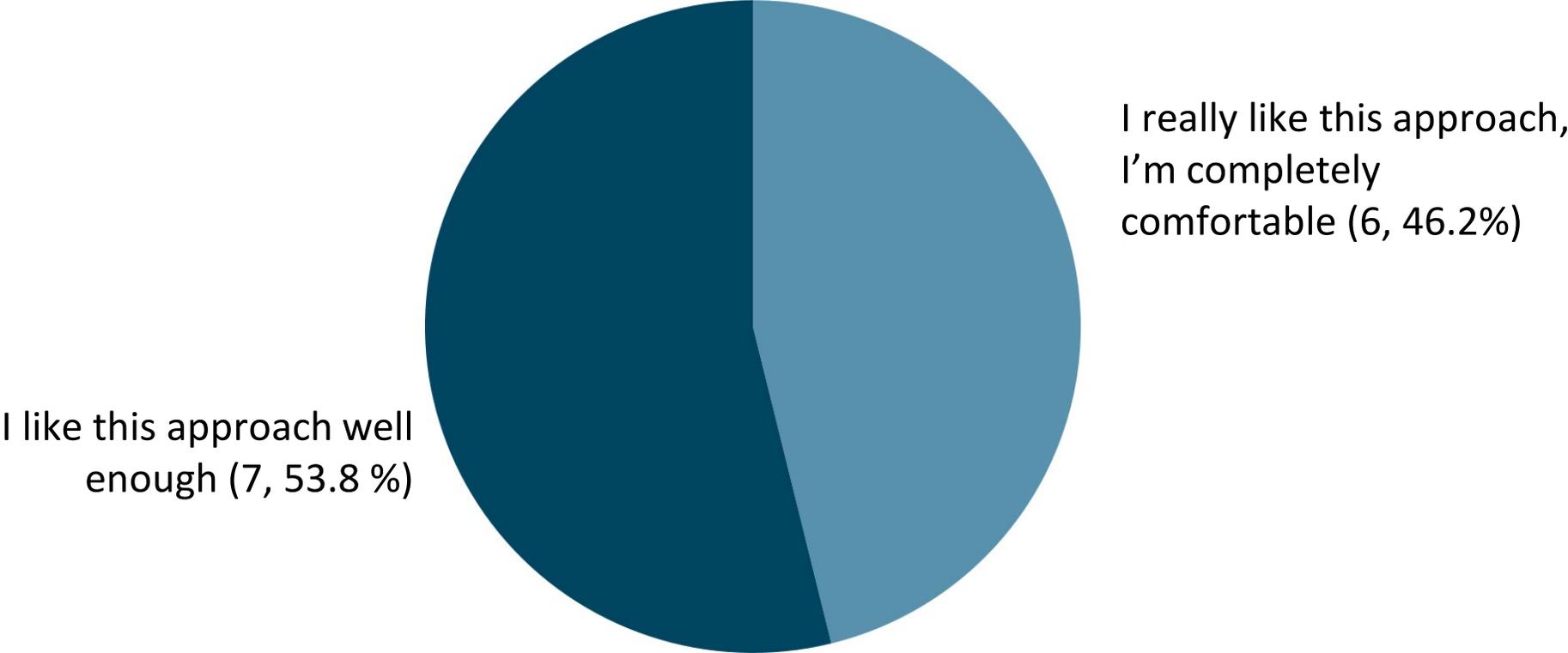
Guiding Principles

- Inadequate compensation across early childhood workforce
- Point-in-time supports \Rightarrow short-term needs
- Best design decisions are based in real-time information

This Task Force and the focus groups highlighted other considerations that we'll want to flag in the final report; we'll discuss those later in this conversation

Survey Results: Point in Time Approach

Are you comfortable recommending stipends as the point-in-time financial strategy in the final report?



Response to Recommendation for Stipend

The facilitation and research team recommends **pursuing stipends** rather than bonuses as a point-in-time compensation strategy because:

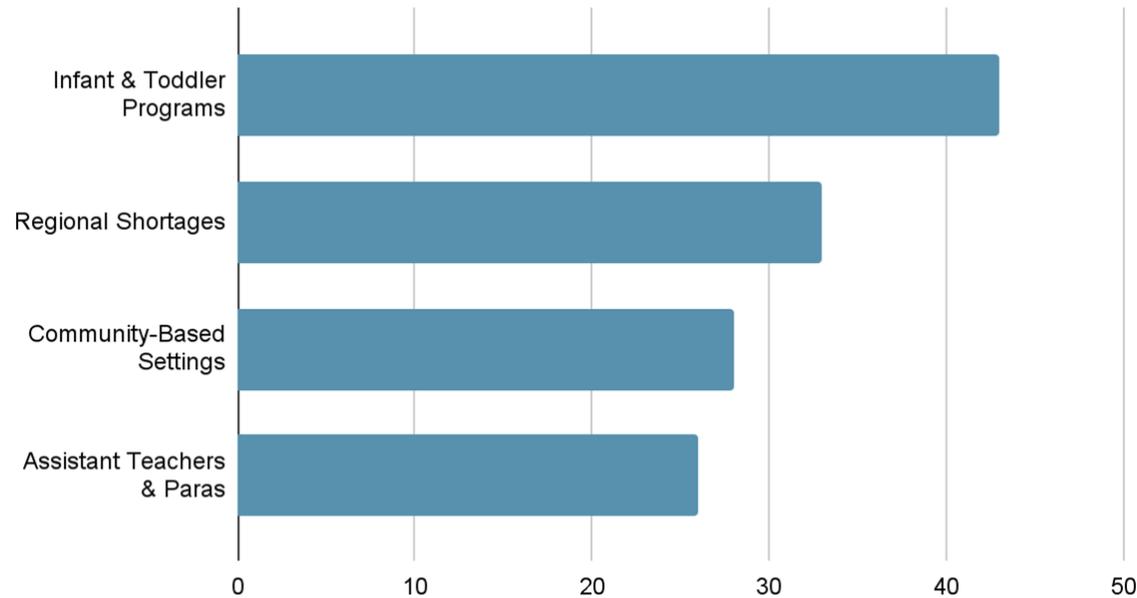
- Recruitment bonuses can devalue the work of long-time staff
- Educators may leave shortly after receiving bonuses
- The recurring nature of stipends promotes retention



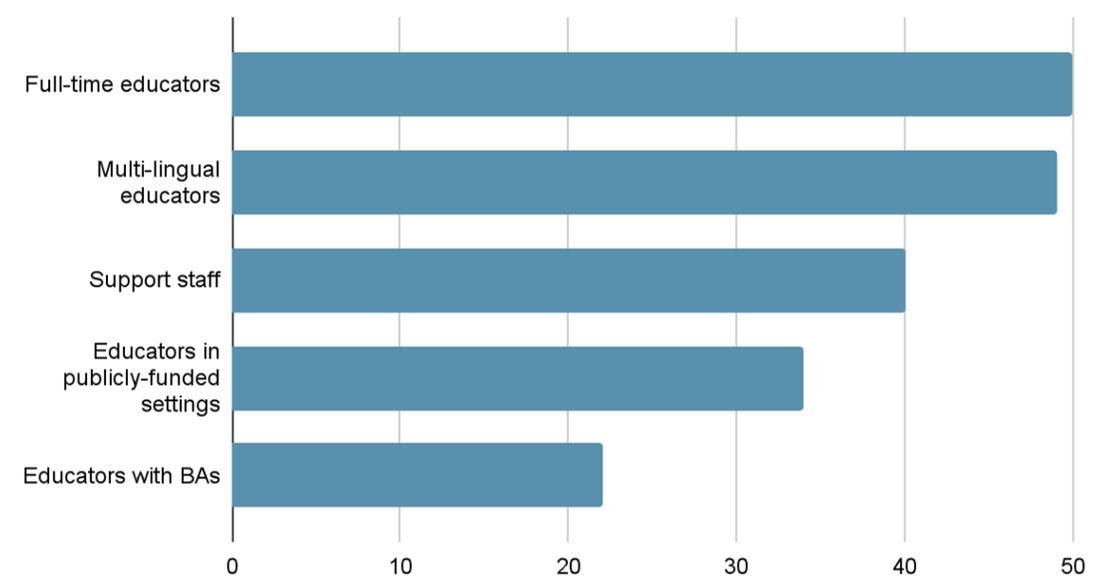
Are you comfortable with recommending a stipend?

Targeted Stipends

In recommending a point-in-time stipend, the state has identified the following characteristics of programs and educators as most critical to prioritize with limited stipend resources. How would you order these characteristics from greatest to least urgent?



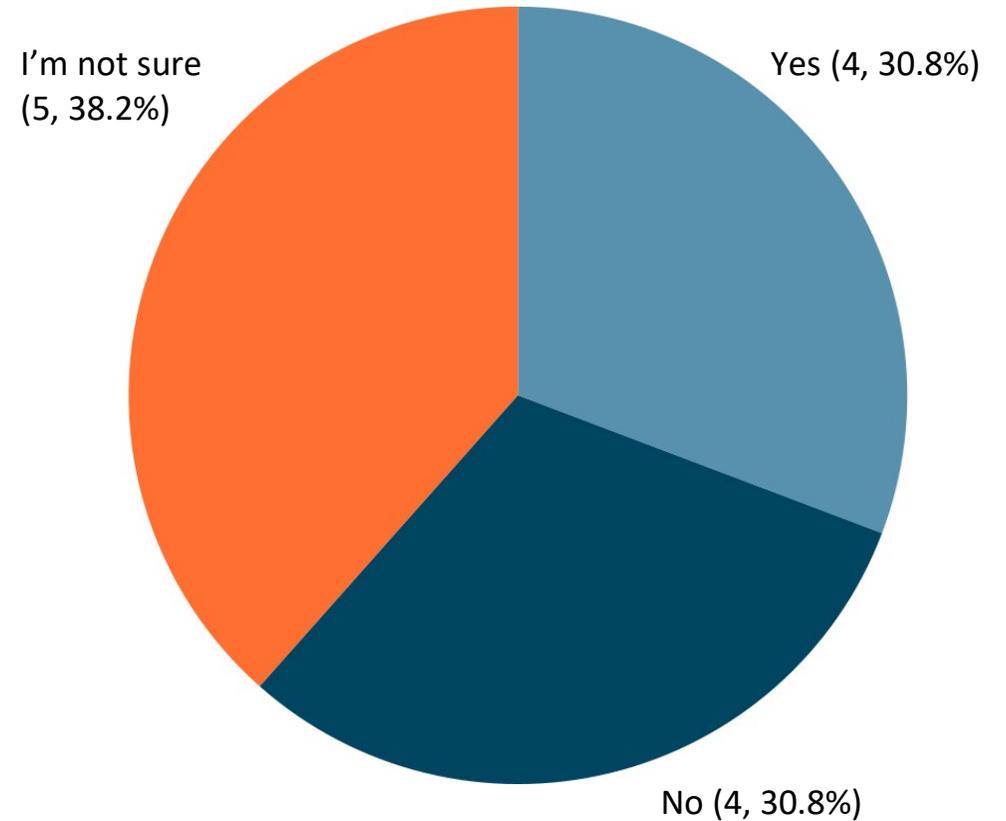
Outside of the state priorities, what characteristics of ECE educators are most critical to prioritize with limited stipend resources. Please rank the following characteristics in terms of requiring greatest to least urgency.



Universal Stipends

Would you support the Task Force recommending universal stipends, which would apply to all ECE educators?

Task Force feedback was mixed/split



Potential Path Forward

Based on these responses, one potential path forward is a two-prong approach: **a universal stipend and a targeted stipend**

This approach **acknowledges and helps relieve** the educator shortages **across the workforce** while simultaneously **targeting resources** in a way that will **address the most acute needs**.

Key Decisions

Ideally, by the end of today's conversation, the Task Force will make several key decisions:

- Is a **two-prong approach** to stipends the right path forward?
- What specific populations would be included in a **targeted** stipend?
- What specific populations would be included in a **universal** stipend?

Target Populations

A targeted stipend would focus resources on:

- Infant toddler educators
- Multilingual educators
- Regional shortages
- Full-time staff

Assuming we frame the recommendations appropriately, do you have any major concerns with including this recommendation for a targeted stipend in the final report? While imperfect, is this design for a targeted stipend something you can live with?

Universal Populations

POLL: If you were to recommend a universal stipend, which roles within the early childhood workforce are considered “universal”? Select all that apply.

Staff type	Employment type	Setting type
<ul style="list-style-type: none">• Instructional staff• Administrative staff• Support staff	<ul style="list-style-type: none">• Full-time• Part-time	<ul style="list-style-type: none">• Staff in centers• Staff in family child care homes• Staff in license-exempt settings• Staff in unlicensed settings• Staff in public schools

Two-Prong Approach

Through a two-prong approach, the Task Force would recommend that Colorado implement a **universal stipend** alongside a **targeted stipend focused on key shortage areas**.

- Does this Task Force want to move forward with this recommendation?
If so, should full-time staff still be included in a targeted stipend or only the universal stipend?

Considerations

Task Force and Focus Group members raised several considerations for stipend implementation. We will incorporate this feedback in the final report.

- “A lot of the teachers that sustain this work have a partner who makes enough, or they live with other family members, etc. It’s not sustainable long-term.”
- “I had one staff there for 20 years, but when she became a single parent, she couldn’t pay her medical bills and went to work somewhere else with better pay and benefits.”
- “Hard to get qualified teachers because you can be unqualified and work somewhere else for better pay.”
- “Really sad to see good teachers leave the classroom to become administrators to get a \$2 bump in pay.”

We will emphasize in the framing that Colorado is in a **moment of crisis across the early childhood system**: Educators are underpaid across program settings and there is high turnover in the field.

Considerations (p2)

Task Force and Focus Group members raised several considerations for stipend implementation. We will incorporate this feedback in the final report.

- “I would be in favor of a statewide scale or factoring in labor need to incentivize location in critical parts of the state”
- “In a final report/rec's, the task force may want to consider naming the need for an incentive system to support ECE teachers to move through the newly created ladder system for career progression.
- “Can we please say as a preamble that there is crisis level need at each element listed here... We need bilingual as much as we need other things. To say that we want to target resources in one area is hard. We need to make it very clear that that is the context.
- "Are there overlays of culture and ethnicity and child care deserts across the counties? These should be included in point in time stipends."

We will include in the framing of the final report that **a targeted stipend, by definition, allocates more resources to one group over another.** This Task Force designed a targeted stipend based on **our understanding of the most acute needs in the state at this moment,** but there are workforce crises across all settings, positions, and regions.

Considerations (p3)

Task Force and Focus Group members raised several considerations for stipend implementation. We will incorporate this feedback in the final report.

- “I think as long as this is a short term solution with a continued commitment and strategies aligned to focus on longer term compensation and benefits solutions I'm comfortable with this.”
- “We would also suggest some language that would make these rec's time-bound in moving from stipend program --> full parity. for example, a Phase I, II, and III for how to get from stipends to the newly created system.”

In the final report, we will highlight the importance of designing and implementing stipends as **short-term, interim actions on the way to longer term, systemic compensation changes** (such as a salary scale) to fully address under-compensation of ECE educators. They must be created in the context of a **coherent portfolio of solutions** to increase compensation, with each action **intentionally and strategically designed to complement the others.**

Considerations (p4)

Task Force and Focus Group members raised several considerations for stipend implementation. We will incorporate this feedback in the final report.

- “I think before we finalize/recommend it would be really helpful to see the translation of this information in two directions... per child to support the scale (what each family in each scenario would pay), as well as some kind of summary articulation by provider type/license type to reflect the practicality of the overall budget/sustainability - especially as we consider the system level picture.”
- “I just have a question on resources. What are the resources available for the larger reform?”
- “Willing to work in childcare deserts- will there be additional pay?”

In the final report, we will note that **additional information is necessary to finalize the design of the stipend**. Specifically, it’s critical to have **real-time data on areas of need**, including workforce shortage areas, compensation, and child care deserts. At the same time, prior to finalizing the stipend, the state would need to do an analysis of the **available resources** before finalizing decisions to **maximize the impact of funds**.

Overall, I am comfortable with these point-in-time and related recommendations being included in the Task Force's final report.

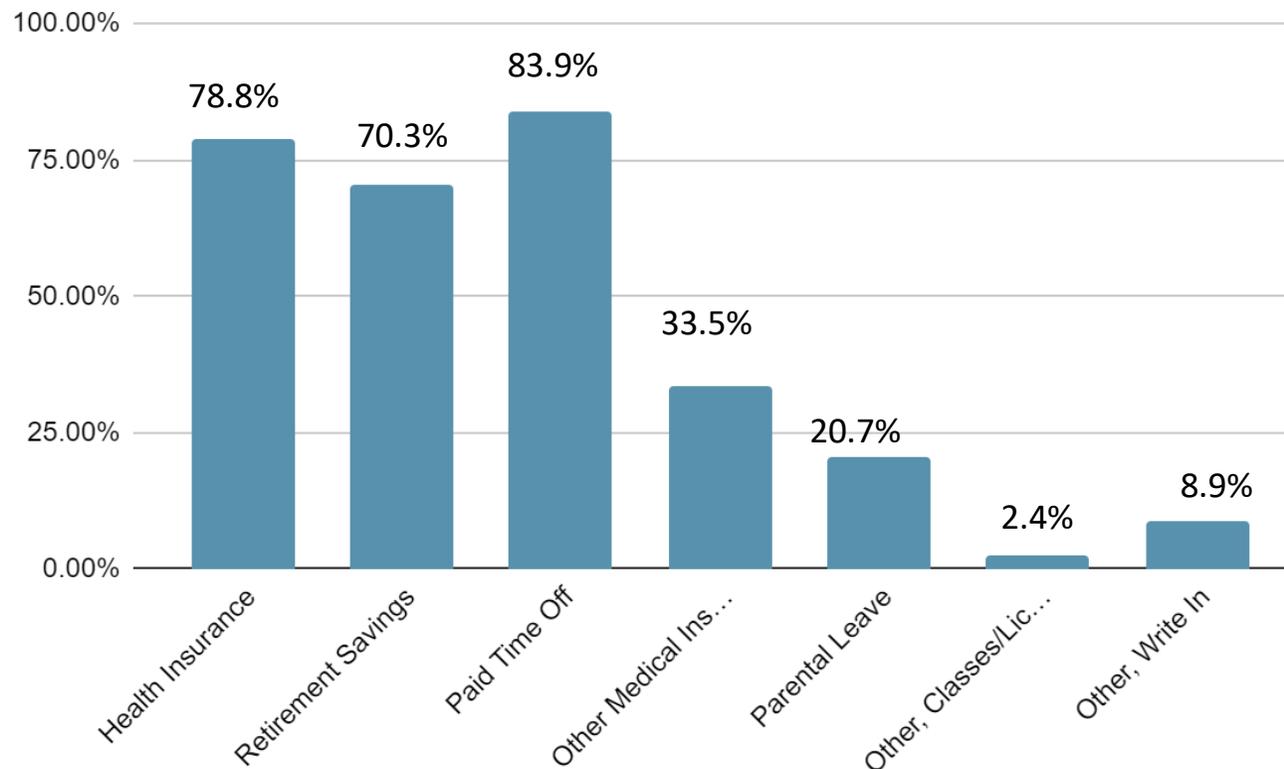
Google Form

- What, if anything, **can you NOT live with** in these point-in-time recommendations?
- What other considerations or framing, if any, **need to be included** in the final report?

Closing & Next Steps

Survey: What benefits are most important to you?

The following benefits are most important to respondents.
They could only choose 3.



Other included:

- higher wages
- bonuses
- COVID relief
- additional resources
- professional development
- ski pass
- housing
- childcare
- wellness program
- appreciate the work we do
- overtime pay
- benefits for hourly workers

Upcoming Meetings

NEXT MEETING:

Monday, December 12th | 1:00-3:00 PM

Tentative Agenda:

- **Finalize point-in-time recommendations**
- **Overview of benefits considerations**
- **Review report outline (sent in advance of meeting)**



COLORADO

Department of Early Childhood

APPENDIX

Goal of Nov. Survey & Focus Group Engagement Efforts

Task Force Survey

- Temperature check on direction of our recommendations
- Solicitation of edits, changes, new ideas to integrate into our recommendations

Focus Group Feedback

- Solicit feedback on the salary scales, particularly regionality, anchor points, and increments



Focus Groups

- Focus Groups held:
 - Tuesday 11/15 1:00-2:30PM
 - Wednesday, 11/16 6:00-7:30PM
- Spanish breakout room available
- ~200 Total Participants

Survey

- Survey open 11/14-11/18
- **13** Responses