



November 10, 2021
9:30 am - 12:30 pm
Google Hangouts: meet.google.com/qzu-oqah-cqp
Or by phone: 347-318-9795, PIN: 735 177 417#

Meeting Materials:
www.earlychildhoodcolorado.org/eclc-meeting-information

AGENDA

Meeting Objectives:

- Approve the October 28, 2021 Meeting Minutes
 - Consider approval of the Department of Early Childhood Transition Plan
 - Learn about the Governor's FY 2022-2023 Budget Proposal
 - Hear updates on Office of Early Childhood Federal Stimulus Funding
 - Provide input on Universal Preschool Recommendations
 - Hear comments from the Early Childhood Community
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9:30-9:35am	Welcome, Introductions and Approve Minutes (Pamela Harris) <ul style="list-style-type: none">• ACTION: Approve the October 28, 2021 Meeting Minutes
9:35-9:40am	Welcome from Anna Jo Haynes, Former ECLC Co-Chair
9:40-10:05am	Department of Early Childhood Transition Plan (ECLC Commissioners) <ul style="list-style-type: none">• ACTION: Approve the Completed Department of Early Childhood Transition Plan
10:05-10:30am	Governor's Office Updates + 2022-2023 Budget Proposal (Allie Kimmel)
10:30-11:05am	Office of Early Childhood Federal Stimulus Funding Updates (Mary Alice Cohen)
11:05-11:15am	Break
11:15-11:30am	Public Comment (Tom Massey)
11:30-12:25pm	Universal Preschool Recommendations Discussion (ECLC Commissioners)
12:25-12:30pm	Co-Chairs' Next Steps, Final Thoughts and Adjourn (Susan Steele)

ECLC 2021 Meeting Schedule

- December 16, 2021
 - January 11, 2022
-

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

The next ECLC Meeting will be held on December 16, 2021 from 9:30 am to 12:30 pm.
For information about future meeting dates, times and locations, visit www.earlychildhoodcolorado.org.



Early Childhood Leadership Commission October 28, 2021 ~ 9:30 am - 12:30 pm

MINUTES

Meeting Objectives:

- Approve the September 23, 2021 Meeting Minutes
- Offer input on the Draft Department of Early Childhood Transition Plan and Feedback
- Learn about Federal Stimulus Funding
- Discuss Universal Preschool Recommendations
- Hear comments from the early childhood community

Attendees: Susan Steele, Tom Massey, Pamela Harris, Adeeb Khan, Angie Paccione, Anne-Marie Braga, Heather Craighow, Happy Haynes, Ida Rhodes, Jake Williams, Jasmin Ramirez, Jeanne McQueeney, Leslie Nichols, Lucinda Burns, Melissa Colman, Rachel Hutson, Ryan Beiser, Sue Renner, Heather O'Hayre, Mary Alice Cohen, Kristina Heyl

Welcome, Introductions & Approve Minutes

Susan Steele called the meeting to order at 9:33 am and asked for a motion to approve the September 23, 2021 meeting minutes. Pamela Harris motioned to approve the minutes as drafted, Tom Massey seconded the motion, and the minutes were approved unanimously.

Draft Department of Early Childhood Transition Plan and Feedback Discussion

A draft of the Department of Early Childhood Transition Plan was released on October 8, and since then several letters and over 150 comments have been received as feedback. On November 1, the completed plan will be passed to the ECLC from the Transition Working Group for consideration and approval. That same day, the Governor will also receive the plan and will release his budget request for the next year. Once received by the ECLC, the plan will also be shared broadly with stakeholders. At that point, the ECLC has two weeks to approve the plan. The Commission will meet again on November 10 to vote on approval. Then, the plan will be shared again with the Governor. The Transition Working Group will present the plan to the Early Childhood and School Readiness Legislative Committee on November 18. Next, the focus will shift to recommendations for universal preschool and the coming legislative session in January. Today, the ECLC is reviewing revisions to the draft plan based on the feedback and will offer additional input.

Stakeholder feedback for the transition plan has included highlighting the need for a strong leader in technology and digital transformation; adding in language about the existing legal process for rulemaking; additions to the Rules and Regulations Advisory Council; including strong references to technology and digital transformation; including recognition of the diverse types of positions within the early childhood field (from bus drivers to teachers to chefs, etc.); concerns about a lack of detail in special education implementation; ensuring the Executive Director has experience in early childhood; noting the need for balance of power in rulemaking; including an emphasis on data privacy; and including training opportunities on trauma-informed care.

Susan, Tom and Pamela walked the group through the plan's recommendations and recent edits and additions. Some of these include minor adjustments to the mission; highlighting the importance of a culturally diverse leadership team; including a strong team to manage the department's technology systems; the development of a special education implementation plan in partnership with the Department of Education; recognizing that historical investments in early childhood are not enough to fully fund the needs of families; ensuring data security; and leveraging technology in innovative ways.

Next, Pamela asked the group to offer reactions and suggestions. There was discussion about creating robust and easy education and career pathways to achieve higher earnings for the workforce; defining or

rephrasing the term “slot-based;” adding the word “efficiencies” to the recommendation on leveraging technology; clearly defining terms related to the workforce; the need for trauma-informed care training more broadly across the early childhood workforce; the need for an analysis of what wages would be considered livable, competitive, and geographically adjusted; adequate funding for services; supports for FFN providers; the importance of the advisory council and the continuing role of the ECLC and other advisory bodies; deeper explanation of the Administrative Procedure Act; and questions around rulemaking authority, IDEA Part B, and mixed delivery. Several commissioners expressed appreciation for the extensive, detailed work reflected in the report and expressed hopes for the universal preschool work ahead.

Federal Stimulus Funding Updates

In the interest of time, Mary Alice Cohen, Director of the Office of Early Childhood (OEC), will be presenting more on federal stimulus funding at the next meeting. She shared a [Question & Answer](#) document on the stimulus funding strategies and the following three stimulus funding summaries:

- Access: [English](#), [Spanish](#)
- Workforce: [English](#), [Spanish](#)
- Family Strengthening: [English](#), [Spanish](#)

The OEC is still working on the strategies for the supplemental discretionary funds. Mary Alice will be able to share more on this at the next ECLC next meeting. The OEC has 3 Request for Proposals (RFP) posted related to 1) employer-based child care for employers interested in lifting up on-site or near-site child care; 2) a vendor to support CIRCLE grants to lift up innovations across the state that tackle the unique child care challenges each community faces around child care; and 3) a vendor to distribute \$250 million in funds directly to providers. Visit the [OEC website](#) for more information.

Public Comment

Rachel Hutson from the Colorado Department of Public Health and Environment provided an [update](#) on the Child Tax Credit. The deadline to file has been extended to November 15, 2021. This [toolkit](#) is available to help people spread the word.

Princess Mack asked if there will be workshops to help people interested in submitting an RFP to the Office of Early Childhood. Mary Alice replied that the OEC has funding for strategies that support organizations with applications as well as for outreach as it is imperative to ensure equitable distribution of funding across the state.

Dr. Angie Paccione from the Colorado Department of Higher Education emphasized her department’s priority to continue to support the early childhood workforce.

Universal Preschool Recommendations Discussion

Tom asked the group to begin to shift focus to the new universal preschool program recommendations. He introduced Nasha Patel with Watershed Advisors. Nasha reminded the group of previous universal preschool conversations from the Preschool Policy Leadership Committee (PPLC) and Preschool Policy Advisory Group (PPAG). These were valuable discussions with stakeholders that led to comprehensive report-outs and should continue to inform the universal preschool planning process.

Bill Jaeger from the Colorado Children’s Campaign described the [PPLC and PPAG](#). These two groups were grounded in decades of dialogue as well as the passing of Proposition EE last fall to fund universal preschool. The two groups convened to discuss what was and was not working around preschool in Colorado and what should be the goals of a universal preschool program. Themes from PPLC and PPAG meetings were ensuring comprehensive whole-child and developmentally appropriate programming and supports; meeting the needs of families by supporting continuity of care; elevating the early childhood workforce, both formal and informal; supporting evidence and practice-based best practices; a user-centered design mindset; quality

assessment; and balancing universality with equity. Several priorities arose including equity; ease of use; mixed delivery; birth to five impacts; quality, whole child, developmentally appropriate; and local level solutions.

Meg Franko of Early Milestones offered an overview of [Universal Preschool Subgroup](#) meetings. The meetings have covered a broad range of topics such as outcomes and goals of a universal preschool program; aligning and integrating the Colorado Preschool Program and the new statewide preschool program; local infrastructure capacity and needs; balancing universal access and targeted needs; ensuring access to full day care; mixed delivery in a universal preschool program; ensuring adequate teachers, staff, and facilities; Human Centered Design study results; and developing an efficient enrollment system for families and providers. Key takeaways from those meetings include ensuring the new program serves all children, families, providers and communities; honoring family choice-; ensuring ease for families and providers to participate in universal preschool; addressing payments for the true cost of high quality programming; maintaining targeted funding within one preschool program for all children; the need for community-specific implementation support; the importance of blending and braiding funds at the state level to remove burdens for providers; having a true mixed delivery system empowering families to choose what is best for them; ensuring that working families have full day access to preschool; ensuring the new universal preschool system is aligned with the K-12 system with easy transitions; and ensuring the new universal preschool program does not negatively impact infants and toddlers.

Next, Nasha walked the group through the legislative requirements for the universal preschool recommendations. The recommendations must address alignment with the Colorado Preschool Program and the new program to create one new, statewide preschool program; alignment with other early childhood programs; a process for calculating funding rates to support quality preschool programs and the process for distributing money; necessary interagency agreements; special education; and reduction of duplicative oversight. The new preschool program must be informed by existing early childhood programs; must support high quality programs that implement developmentally and culturally appropriate, whole-child learning experiences; must be mixed delivery; must ensure alignment with state and federal education requirements; must allow for family choice; must establish standards for program quality; must integrate with existing local early childhood infrastructure to ensure local coordination; and must be subject to program evaluation.

From all of work, several key themes to be considered have surfaced around application, funding, local partnerships, quality and evaluation, and workforce.

Nasha reviewed the timeline for the universal preschool report. The ECLC will continue universal preschool discussions at the next ECLC meeting on November 10. The Transition Advisory Group (TAG) will meet on November 17 and December 1 to continue their conversations. A draft of the universal preschool recommendations will be released tentatively the week of December 6 with a coinciding feedback form. TAG will meet again on December 15 to offer their feedback, and the ECLC will review the draft recommendations at their December 16 meeting. All these meetings will be posted on the [ECLC meetings](#) and [transition](#) webpages.

The group discussed the idea of mixed delivery and family choice in different communities across the state the abbreviated timeline to complete these recommendations, and opportunities for additional stakeholder engagement. The Special Education and Universal Preschool Subgroups will continue to meet, the ECLC will continue to host monthly town halls, the feedback form will remain open on the website, and other engagement opportunities are being considered and will also be provided. Commissioners also discussed the need to highlight all types of jobs associated with the early childhood workforce as well as local capacity building that will need to take place to support the new program. It will also be important to continue our robust communication and outreach strategies as the implementation process for the new department and universal preschool begins.

Governor's Office Updates

Scott Groginsky provided an update from the Governor's Office. He thanked the Commission for taking an active role in the transition process. He emphasized several reasons why this new department is important and has received so much support. He also summarized potential future federal funding for child care and universal preschool. The Governor's budget request will be released on Monday, November 1 and will give more shape to the Department of Early Childhood and the high priorities of the Governor. American Rescue Plan funding discretionary decisions are currently being finalized. Scott pointed the group to the Governor's Wildly Important Goals on the state's [dashboard](#). Additionally, Covid-19 has taken a toll, and it is critical as we move toward a new normal to continue to do what's right for children and families. Governor Polis and his team will continue to be advocates of early childhood in Colorado.

Tom then noted that it was Scott's last day with the Governor's Office; the Commissioners thanked Scott for his work and dedication and wished him best of luck as he leaves Colorado.

Next Steps, Final Thoughts and Adjourn

The ECLC will meet again on November 10 to consider approval of the transition plan. The meeting was adjourned at 12:28 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.

Thank you for joining! We will begin shortly.

ECLC

Early Childhood Leadership Commission

November 10, 2021

9:30 am - 12:30 pm

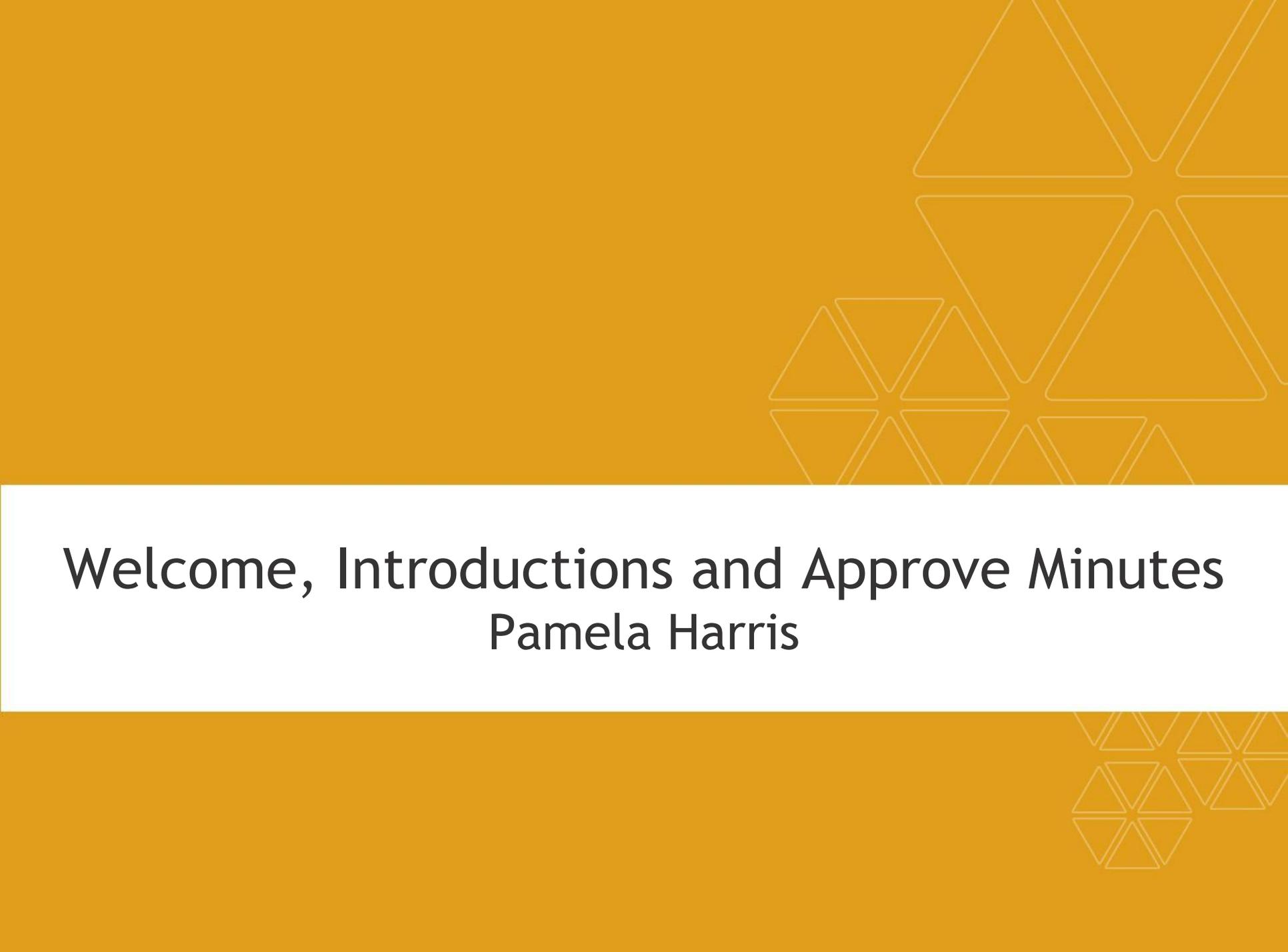
Google Hangouts



- Please remember to mute your computer or phone when not speaking ●
- We will be recording the meeting ●
- All materials can be found at: www.earlychildhoodcolorado.org/eclc-meeting-information ●

Meeting Objectives

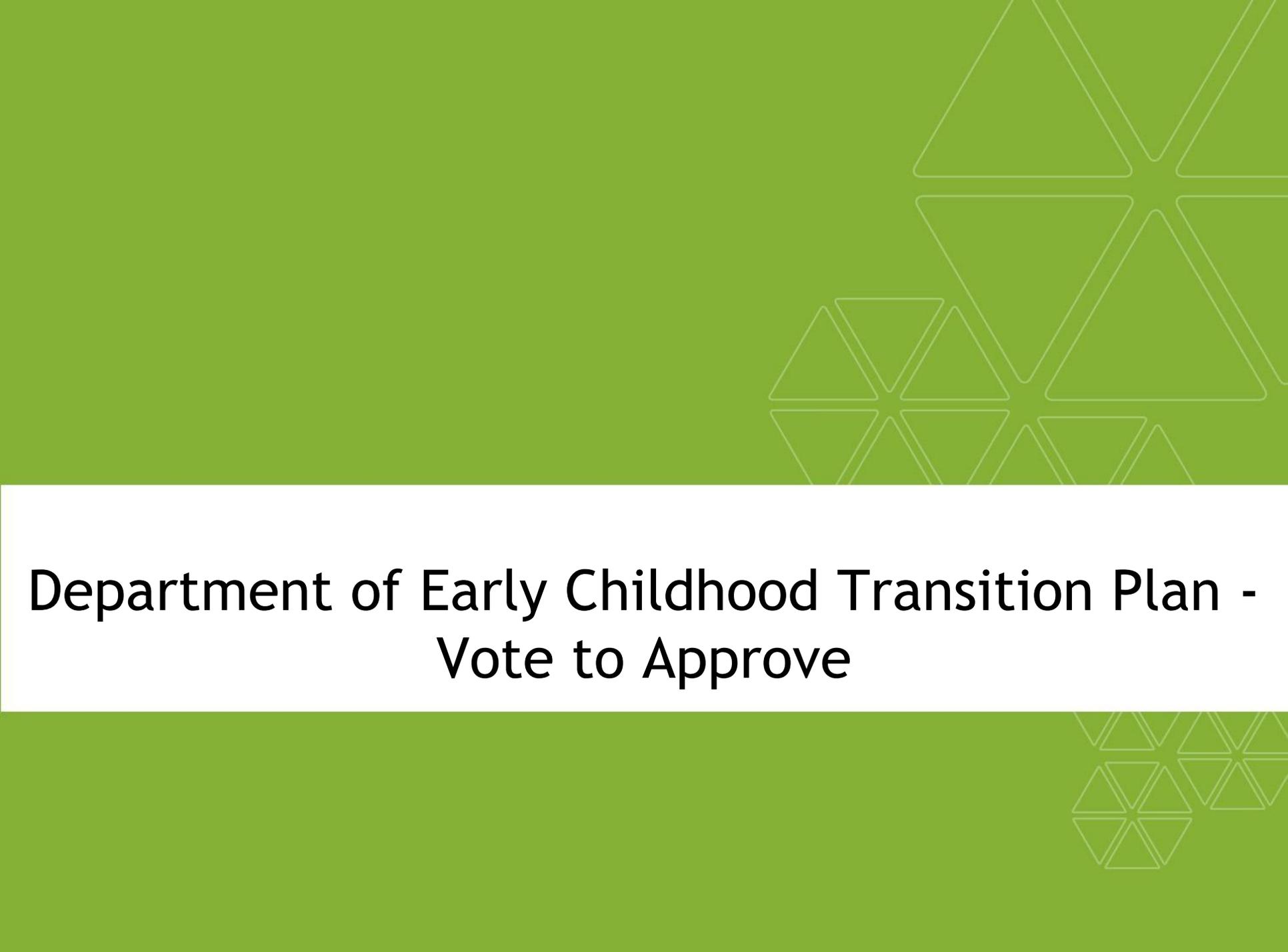
- Approve the October 28, 2021 Meeting Minutes
- Consider approval of the Department of Early Childhood Transition Plan
- Learn about the Governor's FY 2022-2023 Budget Proposal
- Hear updates on Office of Early Childhood Federal Stimulus Funding
- Provide input on Universal Preschool Recommendations
- Hear comments from the Early Childhood Community



Welcome, Introductions and Approve Minutes

Pamela Harris

Welcome from
Anna Jo Haynes
Former ECLC Co-Chair



Department of Early Childhood Transition Plan -
Vote to Approve

- Discussion
- Vote to approve the Completed Department of Early Childhood Transition Plan



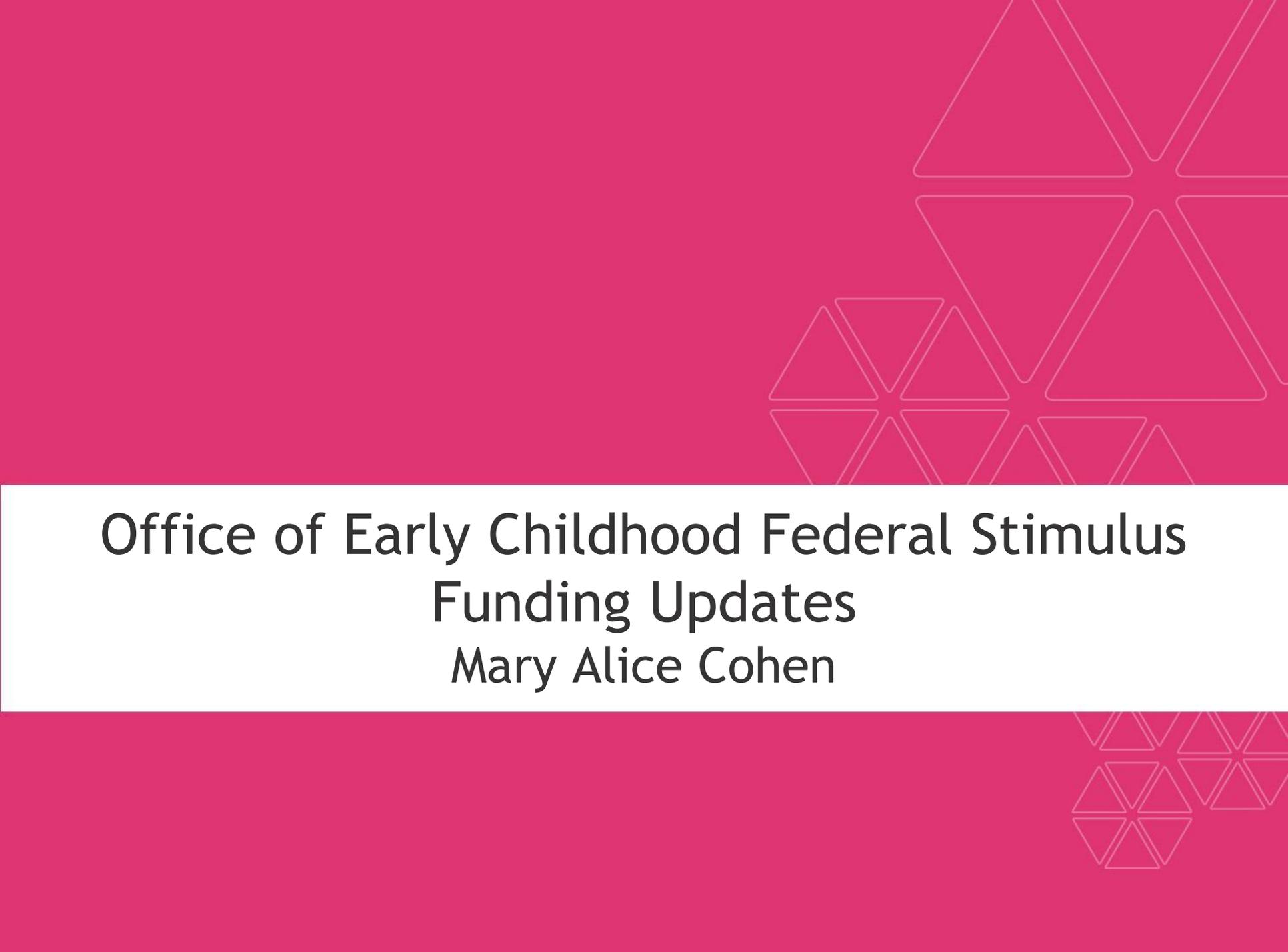
Thank you

for your important role in developing this comprehensive plan and for your continued dedication to Colorado's children and families!



Governor's FY 2022-2023 Budget Proposal

Allie Kimmel



Office of Early Childhood Federal Stimulus
Funding Updates
Mary Alice Cohen

State & Federal Stimulus Funding: Colorado's Early Childhood Strategies

Colorado Office of Early Childhood (OEC)



COLORADO
Office of Early Childhood
Department of Human Services

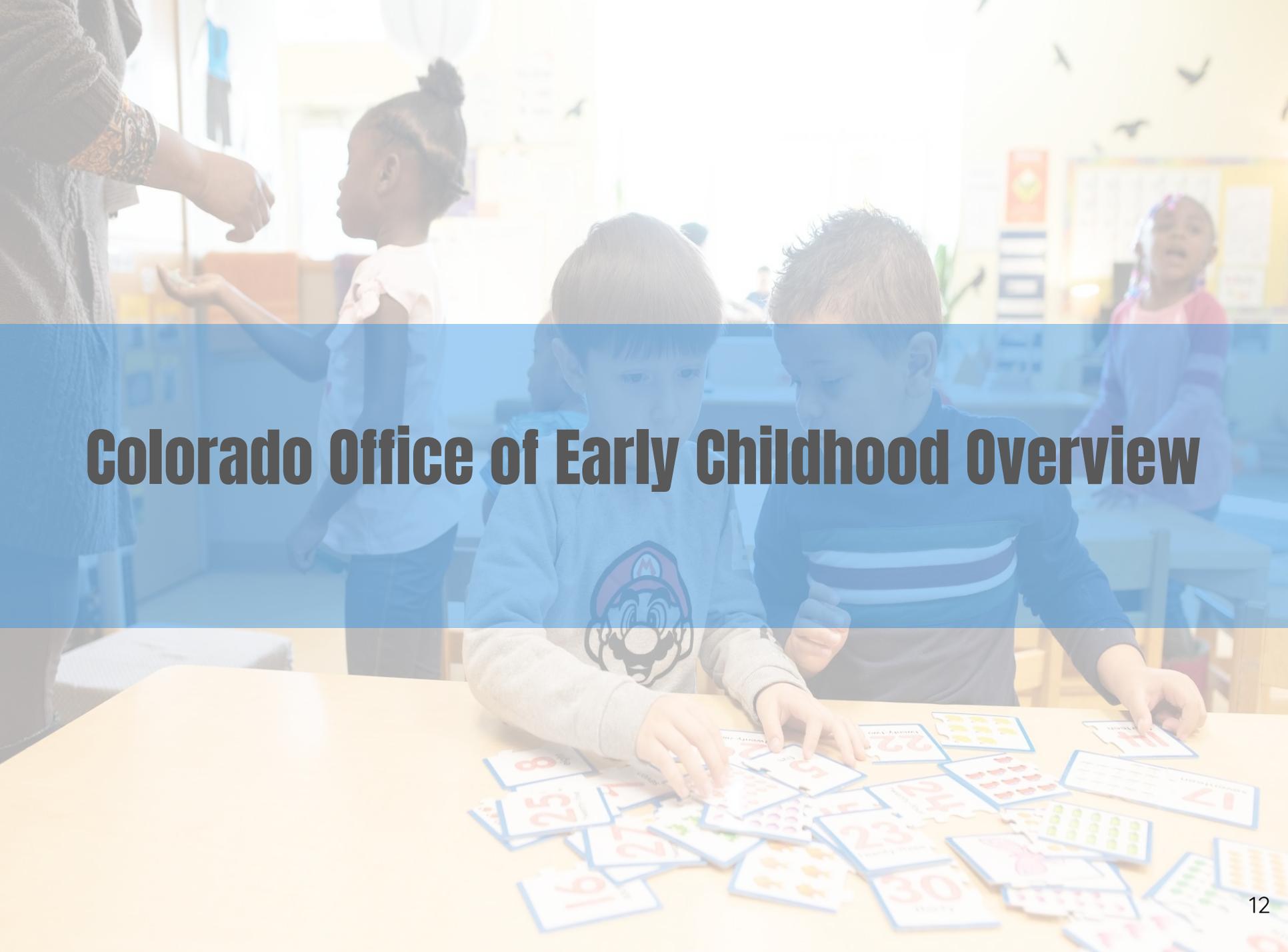
TODAY'S FOCUS



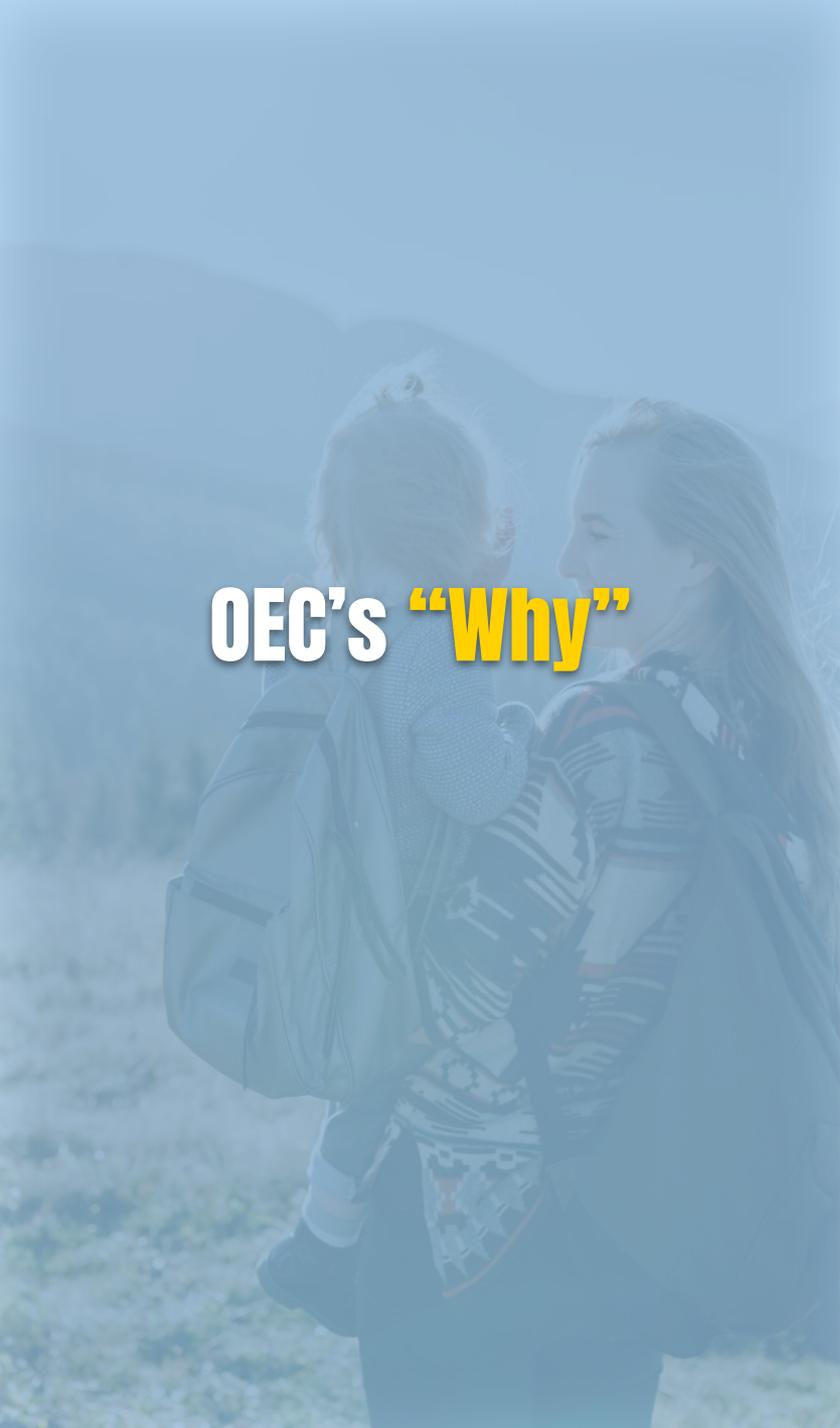
- **New! American Rescue Plan (ARP) Child Care Stabilization Grant - 10% State Reserve:** \$28M for administration and child care supply-building activities.
- **American Rescue Plan (ARP) Child Care Stabilization Grant - 90% Direct Aid:** \$257M directly to child care providers.
- **Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act:** \$119.3M to prevent, prepare for, and respond to coronavirus.
- **State Stimulus:** \$17.6M State General Fund through HB20B-1002 and SB21-236.

Strategies for Later Discussion:

- \$178.5M flexible CCDF Supplemental Discretionary award

A photograph of a classroom scene. In the foreground, two young boys are seated at a light-colored wooden table, focused on playing with various educational cards. The cards feature numbers and ten-frame grids. One boy is wearing a blue sweatshirt with a Mario character graphic. In the background, other children are visible, including a girl in a white shirt and another in a purple shirt. A teacher's arm is partially visible on the left side of the frame. The room is brightly lit with natural light from a window in the background.

Colorado Office of Early Childhood Overview

A woman with long blonde hair is seen from the side, carrying a young child in a grey carrier. They are outdoors, with a blurred background of mountains and a clear sky. The image has a light blue overlay.

OEC's “Why”

Our Mission

We support families and communities so every child in Colorado thrives.

Our Vision

To ensure all children in Colorado are valued, healthy, and thriving, we lead bold and innovative programming, remove barriers, and implement systems change.

OEC Programs

See handout “[Office of Early Childhood Programs](#)” for more information.

The OEC's "How"

The 6 Strategies to ensure all children are valued, healthy, and thriving:

Strategy 1 Access

Ensure all families have equitable and easy access to high quality early childhood services so that all children start school ready to succeed.

Strategy 2 Workforce

Support the early childhood workforce, so that they have the tools to nurture and teach children in their care.

Strategy 3 Family Strengthening

Provide communities and families with the support they need so children have a strong environment in which to thrive.

Strategy 4 Educate

Educate the public and policymakers about the evolving needs of young children and families to ensure effective advocacy and systems change.

Strategy 5 Alignment

Align available public and private funding streams to simplify administration and amplify the impact of early childhood services.

Strategy 6 Culture

Align our work with our mission, vision and values to ensure we implement bold, effective and innovative early childhood programming.

Stimulus Funding Areas of Priority

Strategy 1 Access

Ensure all families have equitable and easy access to high quality early childhood services so that all children start school ready to succeed.

Strategy 2 Workforce

Support the early childhood workforce, so that they have the tools to nurture and teach children in their care.

Strategy 3 Family Strengthening

Provide communities and families with the support they need so children have a strong environment in which to thrive.

Stimulus Funding Overviews



State and Federal Stimulus Strategies Ensure All Families Have Equitable and Easy Access

The Office of Early Childhood seeks to ensure all families have equitable and easy access to high quality early care and education services so that all children start school ready to succeed.

Activity 1: Child Care Stabilization Grants

«» This activity provides more than 4,700 eligible child care providers that were in operation as of March 11, 2021 with recurring operational grant payments with amounts based on licensed capacity and quality level, with additional bonus awards added for providers meeting certain family needs, including providing care for infants and toddlers, offering nontraditional hours, and serving children with special needs, to both reflect the increased costs associated with meeting certain family needs and incentivize other providers to begin offering care in these areas. • These recurring grants will help Colorado maintain licensed child care capacity through a mixed delivery system, ensure early childhood educators remain fully compensated, and provide financial relief to families through reduced or waived tuition or copayments. This activity builds on the \$35 million State General Fund appropriation for sustainability grants that were allocated in House Bill 20B-1002. • Funding Source: ARP • Funding Amount: \$221,694,958 (Note that \$101,516,223 of this total is required to be used by providers to reduce family tuition and is also reflected as a family strengthening activity).

Activity 2: Employer based Child Care Facilities

↑ This program will provide financial assistance to employers to construct, remodel, renovate, or retrofit a child care center to provide licensed child care services on- or near-site to its employees. This program is expected to fund the creation of between 10-25 new child care centers with a maximum award of \$800,000. Eligible employers must provide a financial match of 50% for for-profit employers and 25% match for nonprofit or government employers. • Families in Colorado face a number of challenges accessing child care, including long wait lists, limited locations near work or home, or no local licensed child care options. These issues may worsen with increased demand for care as families return to work, population growth, and the implementation of Universal Preschool. This program will help address these issues and build more child care capacity. • Funding Source: State General Fund • Funding Amount: \$8,800,000

Access



State and Federal Stimulus Strategies Support the Early Care and Education Workforce

The Office of Early Childhood supports the early care and education workforce, to expand the number of educators in the state, and equip them with the tools they need to nurture and teach children in their care.

Activity 1: Sustainability Grants for Workforce Retention

«» This activity will provide early care and education workforce retention grants to any of the nearly 4,700 eligible licensed child care providers to support the retention of more than 24,000 early childhood professionals in Colorado. Eligible child care providers may use their grant for areas including employee benefits, employee compensation, professional development, and hiring additional staff. • COVID-19 has affected the child care industry in Colorado with approximately 10% of child care businesses closing and a 23% decline in the early childhood workforce according to research done by Early Milestones. The child care system was fragile before COVID-19 and is now even more vulnerable to a collapse. This activity will help child care providers sustain their workforce, a vital component to keeping facilities open and operating. • Funding Source: CRRSA & ARP • Funding Amount: \$49,817,600 (\$35,000,000 CRRSA; \$14,817,600 ARP)

Activity 2: Workforce Recruitment & Retention Programs

«» ↑ This activity will create an Early Care and Education (ECE) Recruitment and Retention Grant and Scholarship Program that will provide 1,200 current and potential early childhood professionals with financial assistance to draw from a menu of options, adaptable to local needs, to support their access to education and training in order to help them earn credits, credentials, and degrees, and meet child care licensing requirements to serve as qualified workers or obtain a higher level of qualification. The program will help address the early childhood workforce need in Colorado by providing educators a variety of pathways to the profession. • Colorado, like many states, is facing a shortage of early childhood professionals, and the implementation of universal preschool will only increase demand. This activity will result in an increase in qualified early childhood professionals, alleviating workforce shortages and better preparing the state for universal preschool. • Funding Source: CRRSA & CCDF Base • Funding Amount: \$11,732,524 (\$9,332,524 CRRSA; \$2,400,000 CCDF Base)

Workforce



State and Federal Stimulus Strategies Family Strengthening

The Office of Early Childhood provides communities and families with the support they need so children have a healthy environment in which to thrive.

Activity 1: Reduced Child Care Tuition for Families

«» This activity will dedicate over \$100 million from the child care stabilization grants (see the Access handout) to reduce or eliminate child care tuition payments for families. COVID-19 continues to be economically devastating for child care providers. • As many families across the state lost income, they stopped sending their children to child care, thus reducing the tuition payments child care providers depend on to stay open. This activity will help families to enroll in child care by allowing providers to reduce or eliminate tuition payments. This will support families to return to work, help build back enrollment numbers at child care facilities across Colorado, and result in \$100 million kept in the pockets of families across the state, with families saving an average of \$450 per child over the grant. • Funding Source: ARP • Funding Amount: \$101,516,223

Activity 2: Reducing CCCAP Copayments

↑ This activity will lower the cost of child care for low-income families enrolled in the Colorado Child Care Assistance Program (CCCAP) by lowering the parent fee that families pay out of pocket to a maximum of 10% of gross income. This strategy also invests in a communications strategy to ensure eligible families are aware of CCCAP and its benefits. • Cost of care is a major barrier for many families trying to access licensed, high-quality child care. By reducing the copayment families pay for CCCAP, more families will be able to enroll their children in care, thus being able to work or attend school, with more money left over for food, transportation, housing, and other vital costs. • Funding Source: CRRSA • Funding Amount: \$6,307,914

Family Strengthening

Access Strategies

The Office of Early Childhood seeks to ensure all families have equitable and easy access to high quality early care and education services so that all children start school ready to succeed.

Access Strategies

\$333,164,117 (\$67,894,779 CRRSA; \$235,373,338 ARP; \$12,296,000 ARP State Reserve; \$17,600,000 General Fund)

\$221.7M - Child Care Stabilization Grants (Activity 1)

Provides more than 4,700 eligible child care providers with recurring operational grant payments for nine months with amounts based on licensed capacity and quality level, with additional bonus awards added for providers offering care for infants and toddlers, during nontraditional, and for children with special needs.

\$8.8M - Employer-based Child Care Facilities (Activity 2)

Provides financial assistance to 10-25 employers to construct, remodel, renovate, or retrofit a child care center to provide licensed child care services to its employees.

\$24.8M - CIRCLE Innovation Grants (Activity 3)

Provides grants to child care providers and other community, education or governmental partners for implementing innovative solutions for tough child care challenges worsened by the pandemic.

Access Strategies (continued)

\$333,164,117 (\$67,894,779 CRRSA; \$235,373,338 ARP; \$12,296,000 ARP State Reserve; \$17,600,000 General Fund)

\$3.3M - Quality Improvement Incentive (Activity 4)

Provides one-time bonus incentive payments to an estimated 250 new child care programs and 980 existing child care programs that commit to increasing their quality level through the Colorado Shines Quality Rating and Improvement System (QRIS).

\$2.4M - Licensing Incentive (Activity 5)

Provides a one-time bonus incentive payment of \$5,000 to become a licensed child care provider, or \$500 to become a qualified exempt provider, to an estimated 480 unlicensed providers in Colorado.

\$3.3M - Availability and Outreach of Child Care, Especially for Infants and Toddlers (Activity 6)

Supports Early Childhood Councils' ability to provide outreach to providers and parents and report real-time supply data to improve access to licensed child care.

Access Strategies (continued)

\$333,164,117 (\$67,894,779 CRRSA; \$235,373,338 ARP; \$12,296,000 ARP State Reserve; \$17,600,000 General Fund)

\$3.4M - Family Child Care Home Navigator Program (Activity 7)

Funds Early Childhood Councils to hire dedicated staff to ensure family child care home providers have a local navigator to connect them with support and resources.

\$1.3M - Access to Inclusive Care (Activity 8)

Supports provider access to adaptive materials, technical assistance, and training to meet the needs of children with developmental delays, disabilities, and special needs.

\$14.5M - Emerging & Expanding Grant (Activity 9) **New! ARP State Reserve**

Provides grants to cover expenses related to the expansion of current capacity or opening a new child care program. The ARP State Reserve increases existing funding by \$5.6M. [October Report](#).

\$36.8M - CCCAP Rates & Payments (Activity 10)

Increases the amount of money child care providers are paid to care for children enrolled in a CCCAP-funded program and expands the number of paid absences.

Access Strategies (continued)

\$333,164,117 (\$67,894,779 CRRSA; \$235,373,338 ARP; \$12,296,000 ARP State Reserve; \$17,600,000 General Fund)

\$5.9M - State-level Data System Design (Activity 11) [New! ARP State Reserve](#)

Funds the planning and discovery phase for new state-level data systems to support the Transition Report recommendations and integrate local-level data into state systems.

\$0.2M - Business Trainings (Activity 12) [New! ARP State Reserve](#)

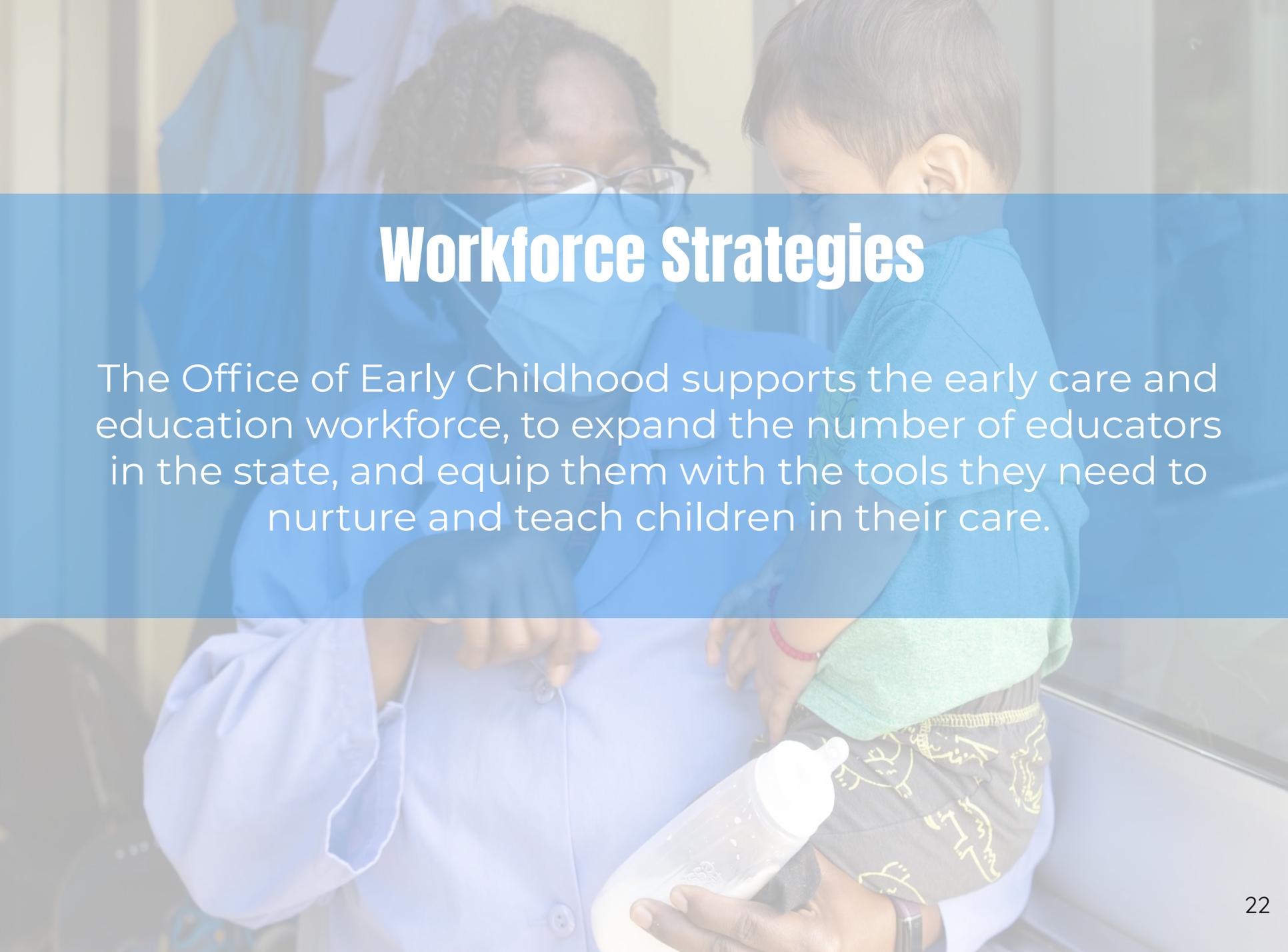
Increases the number of providers served through business trainings and wrap-around business support, with a focus on Emerging & Expanding grant recipients.

\$0.6M - Supply Building Strategic Planning (Activity 13) [New! ARP State Reserve](#)

Funds a strategic plan to improve data available on early childhood workforce and supply and demand for infant and toddler and non-traditional hour child care.

\$15K - Shared Services Alliance Planning Cohort (Activity 14) [New! ARP State Reserve](#)

Funds Colorado's participation in a shared services organization cohort to explore how to start a state-wide shared services alliance for family child care homes.

A woman wearing a blue lab coat, glasses, and a blue face mask is holding a young child. The child is wearing a blue long-sleeved shirt and patterned shorts. The woman is holding a clear plastic baby bottle with a white cap. The background is slightly blurred, showing what appears to be a clinical or educational setting.

Workforce Strategies

The Office of Early Childhood supports the early care and education workforce, to expand the number of educators in the state, and equip them with the tools they need to nurture and teach children in their care.

Workforce Strategies

\$74,379,923 (\$47,401,394 CRRSA; \$17,667,600 ARP; \$3,910,929 ARP State Reserve; \$5,400,000 CCDF Base)

\$49.8M - Sustainability Grants for Workforce Retention (Activity 1)

Funds provider grants to support the retention of Colorado's early childhood professionals, including for employee benefits, employee compensation, professional development, and hiring additional staff, through the pandemic recovery.

\$11.7M - Workforce Recruitment & Retention Scholarship Programs (Activity 2)

Provides professionals with a menu of options for financial assistance to support their access to the education and training needed to enter the early childhood workforce.

\$3M - CCCAP Teacher Salary Increase (Activity 3)

Increases compensation by about \$1,000-\$1,200 annually for 2,400 early childhood workers employed by high-quality programs (Levels 3-5) that enroll children participating in the Colorado Child Care Assistance Program (CCCAP) and opt into the Teacher Salary Increase grant program.

Workforce Strategies (continued)

\$74,379,923 (\$47,401,394 CRRSA; \$17,667,600 ARP; \$3,910,929 ARP State Reserve; \$5,400,000 CCDF Base)

\$2.6M - Free ECE 101 and 103 Courses (Activity 4)

Provides 1,000 - 1,500 individuals the minimum coursework to become an early childhood educator, Early Childhood Education (ECE) 101 and 103, for free for two years.

\$2.6M - Apprenticeship Program (Activity 5)

Provides an alternative career pathway for individuals into the early childhood workforce through paid work experience to complement free ECE 101 and 103.

\$0.4M - Teacher Peer Mentorship (Activity 6)

Creates a new pilot program to connect new and existing child care professionals for wrap-around support and professional development opportunities.

Workforce Strategies (continued)

\$74,379,923 (\$47,401,394 CRRSA; \$17,667,600 ARP; \$3,910,929 ARP State Reserve; \$5,400,000 CCDF Base)

\$0.3M - Free Online Director Training (Activity 7)

Develops a free Director Training Sequence for the State's approximately 1,600 child care center directors, available in both English and Spanish.

\$2M - TEACH Scholarships (Activity 8) **New! ARP State Reserve**

Provides funding to eliminate the waitlist and expand access to evidence-based TEACH scholarships to recruit and retain the early childhood educator workforce.

\$1.3M - CDA Support Specialists (Activity 9) **New! ARP State Reserve**

Funds CDA Support Specialists to recruit early childhood workforce from under-represented communities.

\$0.6M - Online Equity Courses and Translations (Activity 10) **New! ARP State Reserve**

Creates new equity-focused online courses, including strategies to reduce suspensions and expulsions of young children, and translates existing courses.



Family Strengthening Strategies

The Office of Early Childhood provides communities and families with the support they need so children have a healthy environment in which to thrive.

Family Strengthening Strategies

\$123,138,017 (\$4,361,232 CRRSA; \$118,776,785 ARP. \$101.5M ARP included in Access Activity 1)

\$101.5M - Reduced Child Care Tuition for Families (Activity 1)

Of the Child Care Stabilization Grants (Access Activity 1), over \$100 million will be dedicated to reduce or eliminate child care tuition payments for families.

\$6.3M - Reducing CCCAP Co-payments (Parent Fees) (Activity 2)

Lowers the child care co-payment for low-income families enrolled in the Colorado Child Care Assistance Program (CCCAP) to a maximum of 10% of gross income.

\$4.9M - Early Childhood Mental Health Consultants (Activity 3)

Funds eight additional Early Childhood Mental Health Consultants to support early childhood professionals' ability to promote children's health social-emotional development and mental health.

Family Strengthening Strategies (continued)

\$123,138,017 (\$4,361,232 CRRSA; \$118,776,785 ARP. \$101.5M ARP included in Access Activity 1)

\$6.4M - Health and Mental Health Grants (Activity 4)

Grants to providers for trainings, mental health counseling, health screenings for children, family health education, and access to child care health consultants.

\$1.9M - Health and Mental Health Programs (Activity 5)

Funds evidence-based health and mental health programs, including Incredible Years, Pyramid, and Conscious Discipline, that providers may opt-in to participate.

\$3M - Indoor Air Quality Improvement Grants (Activity 6)

Funds for child care providers to update or replace heating, ventilation, and air conditioning (HVAC) systems to provide clean, filtered air for children in care.

Family Strengthening Strategies (continued)

\$123,138,017 (\$4,361,232 CRRSA; \$118,776,785 ARP. \$101.5M ARP included in Access Activity 1)

\$0.8M - Maternal Infant Early Childhood Home Visiting (Activity 7)

Provides direct assistance to families and expands the access to home visiting services to strengthen families and prepare children for school.

\$0.3M - Promoting Safe and Stable Families (Activity 8)

Provides direct services to families, including funding for organizations to implement fatherhood support networks and provide respite care services for parents.

\$4.2M - Community Based Child Abuse Prevention (Activity 9)

Provide direct services to families, including funding to expand home visiting programs and parent support programs, to prevent child abuse.



THANK YOU.
Questions?



COLORADO
Department of Human Services



Break





Public Comment

Tom Massey

Public Comment

- Each speaker may take up to three (3) minutes to make his or her comments. This time constraint may be modified by the ECLC Co-Chairs.
- Any opinions, advice, statements, services, offers, or other information or content expressed or made available by stakeholders or members of the public during public comment does not constitute or imply its endorsement, recommendation, or favoring by the ECLC.



Universal Preschool Recommendations Discussion

**Universal Preschool
Recommendations: TAG Charge**

Legislative Requirements

The TWG is charged to provide recommendations for the universal preschool program and ensure they are aligned with the DEC Transition Report. These recommendations must address:

- Alignment with CPP to create one state-wide preschool program
- Alignment with other EC programs to create a streamlined experience
- Process for calculating funding rates and how the rates are designed to support quality preschool programs and the process for distributing money
- Necessary interagency agreements to define the roles and responsibilities of DEC
- Special education: alignment with federal requirements, identification, & accountability in a mixed delivery environment
- Reduction of duplicative oversight

TAG Charge on Universal Preschool

TAG will continue to convene to discuss ideas and recommendations for the new statewide, voluntary preschool program to offer the TWG. These ideas and recommendations will take into consideration the ideas and feedback from subgroups, listening sessions, town halls, and any other engagement.

Themes to be considered:

Application

Funding flow

Local
partnerships

Alignment with
other programs

Eligibility and
prioritization for
funding

Mixed delivery

Quality and
Evaluation

Workforce

Special Education
service delivery

Universal Preschool Program - Stakeholder Feedback

Stakeholder Feedback: Application

- There should be a single application that is streamlined and easy to use for families and providers.
- There should be a one-stop eligibility form. Parents can apply for the program, list hours/days, and then eligibility and program placement are determined
 - Families should be able to access to all child care subsidies in one application
 - Families should be able to understand all their options, and availability of those options.
- There should be navigators or local support in each community who can assist families in filling out the application and spread awareness within the community.
 - The application process should also be accessible in multiple languages, with multilingual community navigators on hand to support families if needed
- Denver Indian Family Resource Center recently surveyed 100 clients who have applied for SNAP, WIC or CCAP. Found CCAP had the hardest application and lowest success. This was due to confusion on eligibility, long approval process and lack of spots available. The easiest programs were Medicaid and SNAP, so the new application should mirror these applications where possible.
- A desire stop treating CPP enrollment and application as independent from the larger birth to five system

Stakeholder Feedback: Funding Flow

- The burden of blending and braiding falls on providers and families because of the way that funding is currently distributed.
- State or local level should handle the coordination of funding so that it does not fall on families or providers.
- An intermediary organization charged with facilitating the necessary collaboration across systems/levels should be created.
- Funding should follow the child. Many children move from program to program for a variety of reasons
- Funding should flow to a local intermediary which understands the local context can ensure that money is distributed equitable.
 - If school districts manage money and distribute it to community partners, it can create power imbalances and result in a system that is not truly “mixed delivery”.
- Funding for the child needs to be blended and braided with other funding streams to support full days where needed.
- Strive to match the NIEER per-child funding average of \$12,500 annually.

Stakeholder Feedback: Local Partnerships

- An intermediary organization charged with facilitating the necessary collaboration across systems/levels should be created.
 - There should be a local intermediary (i.e., Councils, school districts, counties, special districts, or others) that serves in a coordinating role under a contract with DEC.
- Communities need implementation support tailored to the individual community and need help with accountability and cooperation across relevant entities.
 - There needs to be room for local communities to establish local structures that work for their community. One size will not fit all.
- Local examples of success should be elevated and scaled.
- Local representation should be diverse and take into consideration the perspective of districts and community based providers.
- Ensure new system doesn't lose access to local funds that school districts access.

Stakeholder Feedback: Alignment with other Programs

- The new preschool program should be mindful of its impact on infant and toddler care.
- There needs to be a greater degree of collaboration of between local entities, particularly the school system and community based providers.
- Each community should have a local plan that all programs are aligned with.
- Quality measures and standards should be consistent across programs.
- Consider opportunities for mixed aged classroom (3s&4s)
- There should be a greater focus on whole child and whole family care, with health and mental health being considered in all decisions.
- No funding stream is capable of providing all that children need and that blending and braiding of funds is necessary and should include non education specific funds to support the whole-child, private-pay, public and private funding.

Stakeholder Feedback: Eligibility and Prioritization of Funding

- Need to ensure that at risk children are receiving targeted support while balancing the growth needed for universality
 - Discuss targeted universalism because many families will require much more than 10 hours of care
 - UPK should be available to all children before kindergarten and those with more risk factors for school failure should have extended services for full, day, extended hours and full year services.
- Providing additional hours for working parents who need it is imperative to the economic sustainability in Colorado.
- Prioritization of additional funding should be determined by family need.
 - Differing opinions on whether to use the current CPP criteria. Some said it was outdated and not comprehensive and others said it was effective and should be maintained. Many agreed risk factors need to be reviewed and updated.
 - Others recommended that prioritization criteria should be determined at the local level
- Implement a Cost of Care Model and ensure the CCCAP rate and UPK rate reflect the true cost of running a classroom, including maintenance.

Stakeholder Feedback: Mixed Delivery

- Local communities should be required to develop a vision for mixed delivery (that meets state standards) and that can nimbly move funding to programs where actual enrollment exceeds anticipated enrollment.
- There should be a local partner who represents both the school district and community providers who can facilitate the distribution of slots in a community and considers families' choices.
 - Concerns were expressed that the current structure perpetuated power imbalances among providers in the community.
- There should be greater accountability under the new preschool program to ensure that mixed delivery and regulations are actually being carried out in each local community.

Mixed Delivery & Special Education

- Special education services should be provided in a mixed delivery setting to allow for family choice.
 - School districts are concerned about SPED services being offered in mixed delivery because they are liable for compliance under IDEA Part B
 - Community based sites feel that local school systems have monopolized preschool SPED and that they are unable to serve students.

Stakeholder Feedback: Quality and Evaluation

- There was strong agreement that classrooms should be rated with a high quality system.
 - Some stated that that CO Shines, the existing QRIS, should be maintained because it is effective.
 - Others stated that Shines should be modified because it currently does not measure true quality.
- Whether it is CO Shines or another system, stakeholders expressed the QRIS should:
 - Rate providers more frequently
 - Be consistent across the state
 - Include the quality of teacher–child interactions
 - Not be burdensome for provider
 - Include metrics for social emotional learning, physical, and mental health
 - Use an environmental rating tool
- There should be continuous evaluation of the extent to which the state’s approach is advancing mixed delivery, parental choice, and access to quality.
- Require ongoing, in–classroom coaching and ensure professional development is individualized and focused on teacher–child interactions, quality of instruction, and student outcomes Early Childhood Mental Health Consultation
- Developmentally appropriate, observation–based assessments must be consistently utilized to determine each child's strengths, interests, and instructional approaches to support continued growth.
- Program quality should influence funding, as well as aspects like the ability of the program to charge fees over and above the state funding.

Stakeholder Feedback: Workforce

- Pathways and credentials
 - Pathways should allow more movement and make it easy for the workforce to earn degrees with cumulative PD and college coursework.
 - The program should include an escalator to quality, so that teachers/providers can gain the necessary trainings and supports to meet the high standards
 - There should be a set of key competencies for the workforce rather than credentials.
 - Provide incentives to enter the field and scholarships for required college level coursework.
- Professional development
 - PD should be able to be stacked to create credits for continuing education and to help teachers move up, rather than PD just for the sake of PD.
 - Required trainings should be available on-demand and are made either affordable or free through PDIS.
 - Implement a high quality professional development/certification track. Higher preschool workforce that meet the standards (not require them to reach these standards while also working full time).
 - Require at least 15 hours of teacher training per year, individualized PD plan, and regular, in-person coaching
- Compensation
 - Workforce should be well compensated both in wages and benefits.
 - Compensation (beyond a livable minimum wage) should be aligned with experience and incentivizing childcare and workforce positions in childcare deserts
 - Keeping funding streams flexible enough to allow employers to offer incentives, bonuses, supports and other perks -- in addition to competitive pay.
 - Require a regionally-based recommended compensation target (for short term, consider setting a \$15 or \$20/hour minimum) for all providers and identify additional resources to incentivize providers to meet those targets.

Stakeholder Feedback: Special Education

- There should be a family consultant/concierge/service coordinator providing bridge to resources outside of the school district, health insurance navigation, parent training/education, financial services, support groups, communities of practice
- More supports should be offered for the challenging transitions from Part C to Part B, from home-based to school-based services.
- Families should have more options for education for their children with special needs.

Goals for UPK from Special Education Subgroup:

We believe that meaningful parent input should be included throughout this process.

We strive to unite as an EC community.

The needs of children and families and the professionals who serve them are at the center of our discussions and recommendations.

We value a strengths-based, high expectations approach for children.

We value all perspectives and work to understand across lines of difference.

We support linkages for service delivery across settings.

We endorse inclusive/least restrictive classrooms as appropriate to support the individual student's needs.

We focus on children receiving individualized support and programs.

We understand that funding be taken into consideration and that additional funding for children with special needs is needed to support mixed delivery.

We support the administration of special education services in mixed delivery settings - with the standard of care approval by the Educational Unit (Administration) locally.

Report Aims

The feedback received ranges from general principles to very specific recommendations. The legislation requires that this report provide DEC with guidance and direction to ensure a successful launch of the universal preschool program.

To meet the legislative charge, the report must address the following questions about the basic structure of the new preschool program:

- How should funding flow to families and providers?
- How should families enroll in the preschool program?
- How should eligibility and prioritization for additional hours of care work?

The report must also support DEC and its stakeholders to successfully establish UPK, which includes addressing the remaining implementation themes from the legislation.

To meet this charge, the report should:

- Name values, priorities, and guidance for UPK implementation
- Determine important questions and workstreams for DEC in UPK implementation
- Outline processes and deadlines for DEC to arrive at critical answers, (e.g., additional topic-specific stakeholder processes, collaborating with other departments, updating the ECLC and the legislature, etc.)

Recommendation #1: Application

One Single Unified Application

HB21-1304 calls for the development of a common program application process, that is easily accessible to families and streamlines enrollment and eligibility.

In feedback across engagements, there was consensus on the following points:

- Families should **complete a simple, unified application for all funding sources** that would be blended, braided, or stacked with universal preschool dollars.
- The application should **collect only as much information as necessary** to determine eligibility
- There should be technology that **verifies eligibility for additional hours of care** by checking against other programs families may already be eligible for or utilizing
- The state must set requirements to ensure **equitable access** to the application process (ex: translated to multiple languages)
- DEC should work towards **including additional early childhood programs and services** in the unified application over time

Discussing Funding Flow

Preparing for Next Recommendation: Funding Flow

A key consideration for this report is how funding will flow to ensure access for the new statewide universal preschool program.

This recommendation is an important decision point that has implications for the remaining points of conversation for the report.

Colorado has an opportunity to set up infrastructure that would be ready to receive any additional funding that comes into the system in addition to the current Prop EE funding landscape.

Funding for Universal Preschool

With Prop EE, every child will be eligible for 10 hours of preschool funded through **Universal Preschool**. Colorado can leverage additional funds to increase the hours offered to each child, including:

State funding	Local funding	Mixed governance of funding
<p>Universal preschool (Prop EE funding)</p> <p>Targeted universal preschool funds</p> <p>Colorado Preschool Program (CPP)</p> <p>Early Childhood At-risk Enhancement (ECARE)</p>	<p>Additional school funds, including Title I, Title V, local funds (e.g., Colorado Preschool Program match funds)</p> <p>Head Start (federal to local grantees)</p> <p>Tax funds, including mill levies</p> <p>Philanthropic funds</p> <p>Tuition</p>	<p>Child Care Development Fund (Child Care Assistance Program)</p> <p>Individuals with Disabilities Education Act Part B</p> <p>Temporary Assistance for Needy Families (TANF)</p>

Funding Flow Options



Tuition Assistance



Funding allocations direct to providers



Leverage existing school system infrastructure



Local coordinating organization or agency
(competitively determined)

Option 1



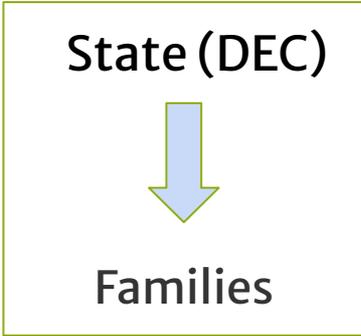
Tuition assistance

Model:

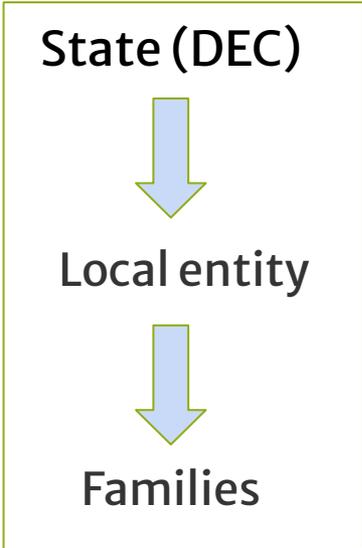
- Families apply individually to each provider of choice
- Once accepted, families can apply their tuition assistance amount towards the cost of early care and education services that participate (either as a check to family or to provider)

Considerations:

- Most decentralized option
- Family is in the driver seat, though not all families may find an enrollment option
- Provides least guardrails and stability for the system
- Limits the ability to increase quality across the system
- Complicated experience for providers and families who must navigate application and enrollment experiences individually, on top of the already complex EC system



OR





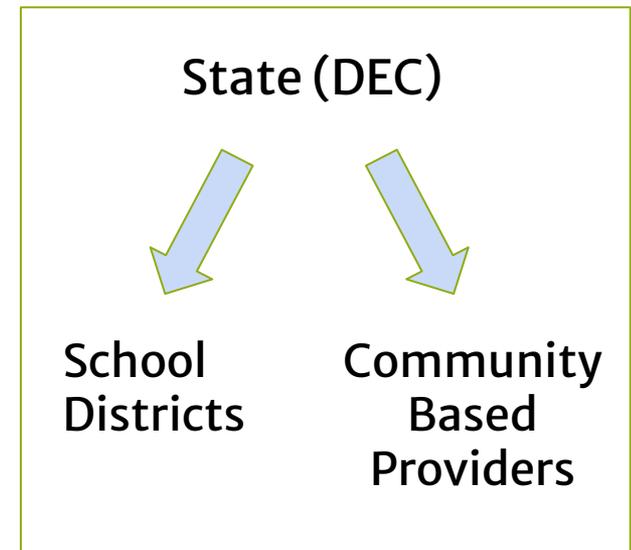
Funding allocations direct to providers

Model:

- State funds individual providers for slots directly
- Families apply individually to each provider of choice

Consideration:

- Helps providers to plan budgets based on allocated slots
- Provides opportunity for streamlining funding distribution of state administered funds
- Would require significant staff/operational capacity to run a statewide program centrally, and manage quality and distribution directly, including approving thousands of individual payments
- While some local providers have a streamlined process and blend/braid funding for families, many providers and families would have to navigate application and enrollment experiences individually, on top of the already complex EC system
- Requires state to solve for all local nuances, including any distribution inequities, lack of capacity, etc



Option 3



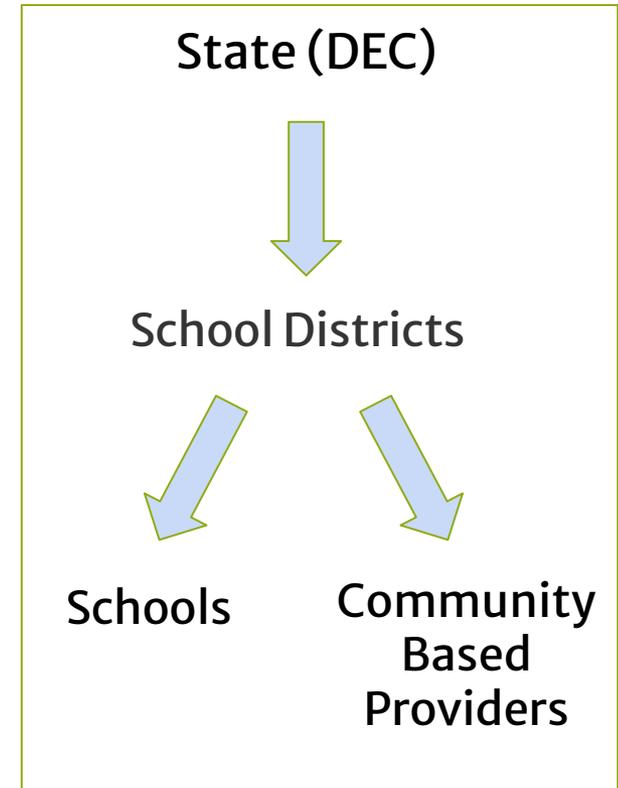
Leverage existing school system infrastructure

Model:

- School district distributes funding to community-based programs and all schools
- Families apply individually to each provider of choice, or apply to the school system and are matched to a spot

Consideration:

- Already have program and structure where parents and the public can weigh in on decision making (e.g., school board processes)
- Potential for consistency in a community (e.g., curriculum, PD, data sharing, family engagement)
- A school district monopoly or determination process would likely result in exacerbated decrease of licensed child care providers, spots for children ages birth to three, and before/after care options making mixed delivery harder to attain
- Would likely inflate the costs of infant and toddler care services (e.g., Washington, DC)



Option 4



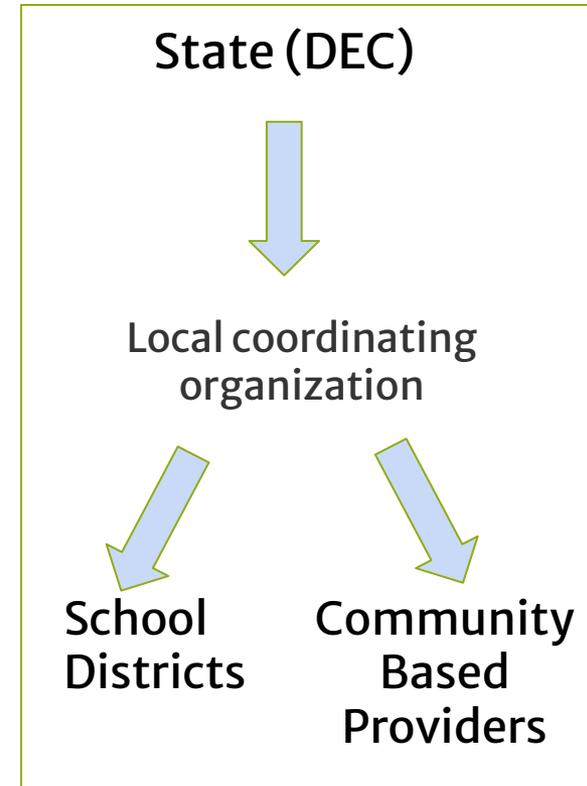
Local coordinating organization or agency (competitively determined)

Model:

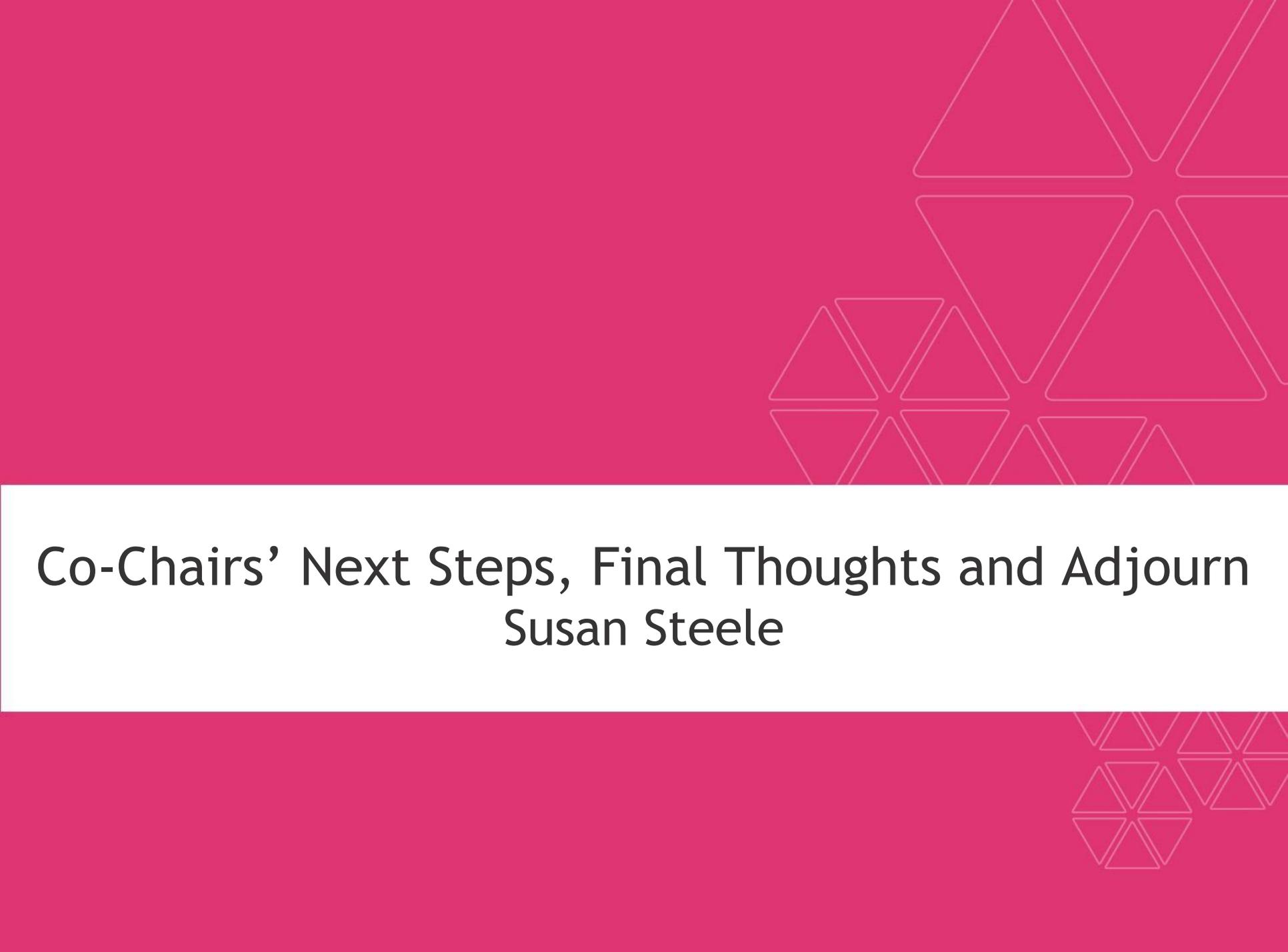
- Local coordinating organization convenes providers to build a local EC plan and to request funds for serving all children
- State flows funds to local coordinating organization
- Families apply through a locally-coordinated process
- Local coordinating organization uses family choice to ensure every child has a spot, flexibly allocating funds to providers to match parent demand
- Catchment areas can vary in size and complexity to accommodate local context

Consideration:

- Adds additional process for coordination
- Local lead responsible for ensuring adequate capacity and streamlined processes that meet family needs
- Encourages collaboration and equity among providers
- Maintains local control and adaptability
- Varying community readiness would require that DEC provide oversight but also capacity-building support to meet communities where they are
- Could be any public or nonprofit organization



Discussion



Co-Chairs' Next Steps, Final Thoughts and Adjourn

Susan Steele

Upcoming Meeting Dates

December 16, 2021

9:30 am - 12:30 pm

January 11, 2022

9:30 am - 12:30 pm

ECLC

Early Childhood Leadership Commission

Next Meeting:

December 16, 2021

9:30 am - 12:30 pm



Thank you!



GOVERNOR
JARED POLIS

Governor's Budget Requests Early Childhood

November 2021

The “Why”

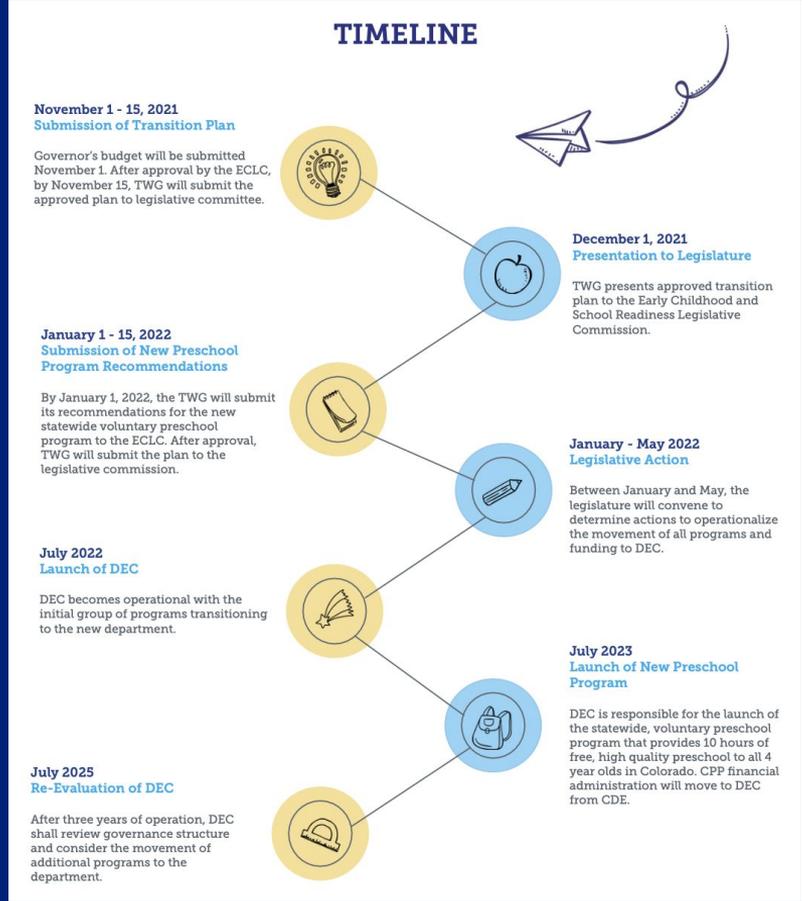
- We know early ages matter for our children (90% of brain development occurs before age five), for families (allowing them to go to work/school and provide for their families), and for our state.
- As we expand preschool through the voter-approved Prop EE, we must insist on improvements throughout the entire system, birth to five.
- Often, the system is too hard to navigate and too expensive for too many families. In addition, we have provider and staffing shortages that make it difficult to expand access.
- A unified, elevated system will prevent siloes, create urgency and focus, and help to solve these challenges - especially as the federal government considers significant new resources for early childhood.
- These critical years deserve more attention and greater urgency. The DEC will focus - every day - on an aligned, accessible, easy-to-navigate, affordable, quality system for families and providers.

The New Department of Early Childhood

- HB21-1304 created a new Department of Early Childhood to coordinate a unified early childhood system and ensure the equitable distribution of resources and programming, including the new universal, voluntary preschool program.
- The new Department of Early Childhood will be the last state agency under the Constitution's current cap, and will help young children, families and early childhood professionals thrive.
- This budget represents the culmination of these efforts to create a new Department of Early Childhood that ensures the delivery of a comprehensive, community-informed, data-driven, 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

Where We Stand in the Process

- Over 115 meetings with over 300 individuals, including 11 stops in a statewide listening tour and over 156 comments on the Transition Plan
- The Governor’s budget presents a framework for DEC that is aligned with the Transition Working Group’s recommendations.
- Upcoming next steps:
 - Presentation to Early Childhood and School Readiness Legislative Commission
 - Universal Preschool Program recommendations



Overview of TWG Recommendations

The draft transition report covers the following topics:

- Vision, Mission, Values, and Guiding Principles
- Governance
- Structure of DEC
- Programs and Services to Transition to DEC Beginning July 2022
- Fiscal Structures and Funding Transition to DEC Beginning July 2022
- Re-evaluation of Transition by July 2025
- Ongoing Alignment and Collaboration with Other State Agencies
- Blending and Braiding Funding
- Technology and Data Systems
- Early Childhood Workforce

Vision, Mission, and Values of the New DEC

Vision

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

Mission

The Colorado Department of Early Childhood ensures the delivery of a comprehensive, community-informed, data-driven, 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.

Values

- We value equity across the early childhood system and are committed to utilizing an equity-focused lens to drive priorities and decision making.
- We believe formal and informal care environments can provide high-quality, developmentally appropriate care and learning.
- We respect and appreciate the diversity and strengths of all of our communities in Colorado.
- We believe accessibility to early childhood services considers affordability, cultural responsiveness, and parent choice.
- We value an innovative and expansive approach to our early childhood system.
- We value a whole-family approach.

Program Recommendations

The TWG Recommends DEC administer the following programs beginning in July 2022:

- All programs currently located in the Colorado Department of Human Services Office of Early Childhood (OEC)
- All services administered by the Early Childhood Workforce Development team
- Colorado Preschool Program (CPP)/Early Childhood At-Risk Enhancement (ECARE), which will be unified with the new statewide universal, voluntary preschool program by the start of the 2023-2024 school year.
 - CPP funding and programming will remain steady in 22-23 to ensure continuity for districts.

Governor's Budget Requests (Overview)

The FY 2022-23 budget provides an increase of \$44 million for early childhood programs

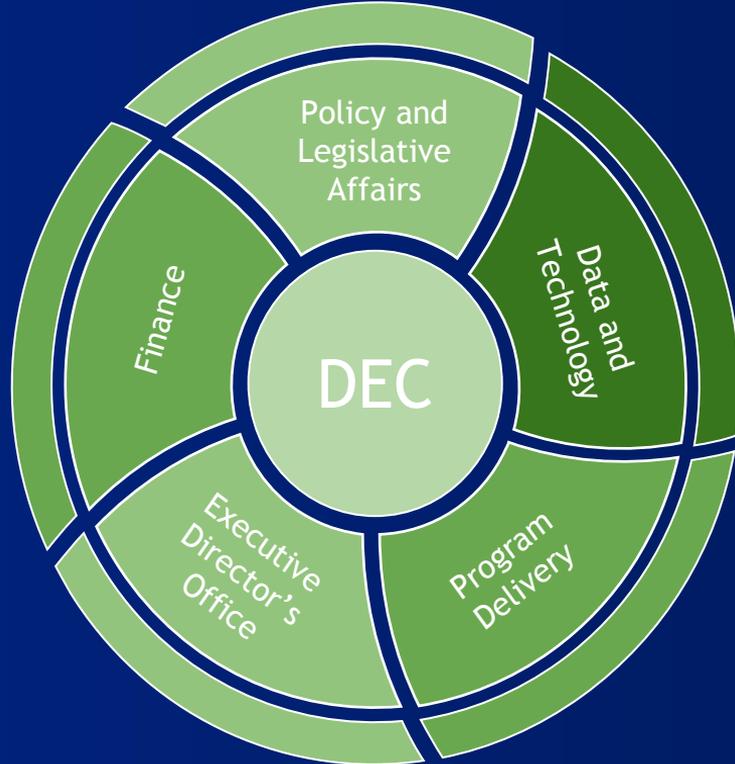
It includes the following recommendations:

- DEC R-01 Regulating Illegal Care and Promoting Safe Child Care (\$345k)
- DEC R-02 Early Intervention Early Start Program (\$1M)
- DEC R-03 Refinance of the Child Care Assistance Program (~\$1.8M)
- OEDIT R-02 Establishing Public-Private Partnership Office (\$30M)
- DEC DEC-Admin (\$13M)
- DEC Transfer of Programs (January 22 submission) (\$0)
- CC-IT DEC System (Dec. submission) (\$3.5M)

DEC Administration

Provides over \$13 million in new resources for key administrative functions at the new Department, including all positions and functions recommended in the TWG report.

Staff include: an executive director, finance expert, program and delivery, a policy and legislative liaison, Data Analytics staff



DEC Administration

- The total budget will be several hundred million dollars. On top of that, the Governor's Budget provides an additional \$44 million across multiple agencies to ensure that children and families receive a level of service that has never before been seen in the State.
- After transferring existing staff and adding new staff, the new agency is expected to be more than 200 people, making it about the same size as DOLA or the Department of Agriculture.
- Given the complexity of creating a new department and the level of change that is recommended in the Transition Plan, standing up DEC and having full operational capacity will require a thoughtful, phased, multi-year transition.
- This first year will build a strong foundation of key staff members to stand up the new department, which will then be in a position to identify the long term staffing needs in a manner that is both financially sustainable and aligned to the day-to-day needs of the department.
- Capital requests will be included in the December 10th capital submission with the possibility for additional budget supplementals in January

Promoting Safe Child Care

- Creates a unit, separate from child care licensing, focused on supporting family, friend and neighbor (FFN) providers and enforcing the regulations of licensure
- Provides support to FFN providers and empower parents to choose care that is right for their families
- Identifies and stops providers caring for too many children, putting their safety at risk
- Funds an education campaign to inform families about the benefits of safe child care
- \$345,980 budget request

Early Intervention Early Start Program

- Creates new care navigation and service provision program for children with delays not eligible for Early Intervention, and children at risk for developmental delay
- Addresses specific needs of each child and their family; may be an introduction to an existing service such as home visiting or a support group
- Targeted public-private partnerships will be leveraged to create the new program over the next three year
- Aims to serve between 2,000-4,000 children a year to prepare them for preschool
- \$1.0 million State General Fund request and \$5 million in private contributions

Child Care Centers Within State Facilities

- \$30 million in one time funds for the renovation of state facilities to provide child care for students and state workers
- Will increase child care and preschool capacity across the state
- Renovations may occur on state institutions of higher education, including community and technical colleges
- State departments may also renovate existing facilities to provide onsite child care for employees as well as the surrounding community
- Supports the ongoing need to build child care capacity while investing in the workforce

What's Next?

- Operational plan outlining the details of the rollout of the new Department
- Upcoming budget requests related to universal preschool and technology
- The TWG is charged to provide recommendations for the universal preschool program and ensure they are aligned with the DEC Transition Report by January 1. Recommendations must include:
 - Alignment with CPP to create one state-wide preschool program
 - Alignment with other EC programs to create a streamlined experience
 - Process for calculating funding rates and how the rates are designed to support quality preschool programs and the process for distributing money
 - Special education: alignment with federal requirements, identification, & accountability in a mixed delivery environment

How to Get (or Stay) Involved

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:

Opportunities to provide input

- Special Education Service Delivery Subgroup
- Universal Preschool Implementation Subgroup
- Feedback Form

Updates

- Monthly Transition Plan Newsletter
- Monthly Town Halls
- Transition Website