



September 23, 2021

1:00 pm - 4:00 pm

Google Hangouts

Join with Google Meet: meet.google.com/qzu-oqah-cqp

Or by phone: 347-318-9795, PIN: 735 177 417#

Meeting materials: <http://www.earlychildhoodcolorado.org/eclc-meeting-information>

AGENDA

Meeting Objectives:

- Approve the August 26, 2021 Meeting Minutes
- Learn about Developing Solutions with Parents and Providers through Human Centered Design
- Discuss Department of Early Childhood Transition Plan and Universal Preschool Recommendations
- Hear comments from the early childhood community

1:00-1:05pm	Welcome and Approve Minutes (Tom Massey) <ul style="list-style-type: none">• ACTION: Approve the August 26, 2021 Meeting Minutes
1:05-1:15pm	Commissioner Introductions (Tom Massey)
1:15-2:00pm	Developing Solutions with Parents and Providers through Human Centered Design (Hailey Dunnington, Senior Consultant - Slalom; Steffanie Clothier, Director of School Readiness - Gary Community Ventures; Nicole Riehl, President and CEO - Executives Partnering to Invest in Children)
2:00-2:15pm	Public Comment (Pamela Harris)
2:15-2:25pm	Break
2:25-3:55pm	Department of Early Childhood Transition Plan and Universal Preschool Recommendations (Co-Chairs)
3:55-4:00pm	Co-Chairs' Next Steps, Final Thoughts and Adjourn (Susan Steele)

ECLC 2021 Meeting Schedule:

- October 28, 2021
- November 10, 2021*
- December 16, 2021
- January 11, 2022*

***Please note, ECLC meetings have been added for November 10 and January 11**

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 October 28, 2021 from 9:30 am to 12:30 pm,
virtual meeting only.

For information about future meeting dates, times and locations, visit www.earlychildhoodcolorado.org.



Early Childhood Leadership Commission August 26, 2021 ~ 9:30 am - 12:30 pm

MINUTES

Meeting Objectives:

- Approve the June 24, 2021 Meeting Minutes
- Welcome New Commissioners
- Evaluate and Consider Early Childhood Council of Larimer County Waiver Updates
- Discuss Department of Early Childhood Transition Plan and the Universal Preschool Recommendations Next Steps
- Consider ECLC Subcommittee Structure, Updates to Charters and ECLC Bylaws
- Approve the Early Childhood Workforce Development Subcommittee Higher Education Co-Chair Nominee
- Review recent findings on Engaging Colorado's Family, Friend and Neighbor Child Care Providers in Early Childhood Systems
- Hear from the Early Childhood Community during Public Comment

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

Welcome, Introductions & Approve Minutes

Susan Steele called the meeting to order at 9:30 am. Sue Renner motioned to approve the June 24, 2021 meeting minutes as drafted, Ida Rhodes seconded the motion, and the minutes were approved unanimously.

Welcome New Commissioners

Susan welcomed back Commissioner Jeanne McQueeney and asked the five new commissioners to introduce themselves. New members include Heather O'Hayre, Director of Larimer County Department of Human Services; Jake Williams, Executive Director of Healthier Colorado; Jasmin Ramirez, Parent Representative and School Board Member with the Roaring Fork School District; Dr. Leslie Nichols, Superintendent of the Gunnison Watershed School District; and Lucinda Burns, Executive Director of Early Childhood Options. Each new commissioner discussed the perspectives they bring and what they look forward to most.

Business Meeting - Early Childhood Council of Larimer County Waiver Updates

Susan discussed the Commission's legislative authority to review and approve waivers on behalf of early childhood councils. The ECLC provides waivers for rules or regulations that might hinder a council's ability to meet their goals or implement new projects. The Early Childhood Council of Larimer County currently has a Provisional Early Childhood Teacher (P-ECT) waiver in place to bring in additional teachers. They are requesting an amendment to help bring in additional support for classrooms. Christina Taylor, CEO of the Early Childhood Council of Larimer County, shared that the amendment would increase the amount of P-ECTs from a max of two to up to four P-ECTs per program depending on program size and capacity. A max of 50% of classrooms per age group would be allowed to have P-ECTs of any kind. The current waiver has been a wonderful option for centers with extreme teacher shortages. It is almost impossible to hire and retain early childhood teachers right now, and this waiver and amendment are crucial to allowing centers to remain open. The group discussed how programs are made aware of the waiver option and how the council ensures equitable promotion and access to the waiver. Heather Craiglow, a co-chair of the ECLC Waiver Review Subcommittee, explained that the state licensing team and the subcommittee both reviewed the amendment and agreed to recommend it for approval. Heather Craiglow motioned to approve the waiver amendment. Heather O'Hayre seconded the motion, and the waiver amendment was approved unanimously.

Department of Early Childhood Transition Plan and Universal Preschool Recommendations

Susan reviewed the Commission's role in developing a transition plan for the new Department of Early Childhood and creating recommendations for the new universal preschool program. The discussion began with a review of [House Bill 21-1304](#). The new department must provide high-quality, voluntary, affordable early childhood opportunities; coordinate the availability of early childhood services to meet the needs of families; establish state and community partnerships to provide mixed delivery of services; prioritize family and community input; maximize efficient use of resources to reduce the administrative burden on providers; prioritize equitable delivery of supports; and unify and streamline programs for parents and providers. Universal preschool will become available in 2023. The legislation calls for aligned funding to create a single, state-level preschool program in alignment with other relevant early childhood programs to achieve a streamlined preschool experience.

Next, the group reviewed a timeline of the transition planning process. The ECLC will receive the plan for the new department on November 1 and must approve the final plan by November 15, 2021, at which time it will be sent to legislative committees. The ECLC will receive universal preschool recommendations on January 1 and must approve the recommendations by January 15, 2022. The new Department of Early Childhood will launch on July 1, 2022. The new universal preschool program will launch in July 2023.

Susan explained the flow of the process, beginning with [Transition Advisory Subgroups](#). Subgroup meetings are open to the public for stakeholders to offer their insights and experiences to inform the creation of the new department and universal preschool. The Special Education Subgroup has seated members and directly informs the Transition Advisory Group and the Transition Working Group. Information from Subgroup meetings is given to the [Transition Advisory Group](#) (TAG), which is comprised of approximately 60 seated members from across the early childhood sector. The TAG is responsible for developing recommendations to inform the Transition Working Group (TWG). The TWG, made up of leadership from the Governor's office, select state departments, and the ECLC co-chairs, is responsible for developing the plan and recommendations with the assistance of the Watershed Advisors consultants. The plan will then be sent to the ECLC for final approval before moving on to the Governor and Legislature. The group reviewed the Transition Advisory Group, Transition Working Group, and ECLC duties. The plan must include the governance structure, mission and vision, fiscal structure, alignment and combining of funding, a transition timeline, technology requirements, and data system strategies.

Next, Susan shared the many [stakeholder engagement opportunities](#) provided to the public to ensure everyone who wants to share their perspective can. The ECLC is hosting interactive, user-focused listening sessions for program providers, parents and families, and members of the early childhood workforce. The ECLC is also hosting monthly informational town halls to provide the public with updates about the transition planning process and next steps. A transition [newsletter](#) is sent to stakeholders each month with transition updates. There is a [stakeholder feedback form](#) available on the ECLC website and people are encouraged to submit their input using this form. [Stakeholder feedback responses](#) are posted on the ECLC website and shared with the Transition Advisory Group, Transition Working Group, and the ECLC. Members of the team will also be traveling the state in October to share a draft of the plan and collect feedback. Pamela explained that as part of each TAG and Town Hall meeting, a parent or program provider is invited to speak about their experience navigating the current early childhood system and to share their suggestions for how we can continue to build and improve early childhood systems as we move forward. The ECLC Guiding Principles are centered around children and families and include innovation, equity, mixed delivery and more.

Then, members reviewed select pre reading materials shared with the commissioners prior to the meeting, including a [list of programs and their descriptions housed within the Office of Early Childhood](#) in the Department of Human Services. The entire Office of Early Childhood is being considered for movement to the new department. They also explored the possibility of moving the [Early Childhood Workforce Development Team currently in the Department of Education](#); the [Colorado Preschool Program](#) (CPP); [Women, Infants and Children](#) (WIC); and the [Child and Adult Care Food Program](#) (CACFP).

There was discussion around what opportunities commissioners would have to weigh in on the final plan. The ECLC will move to monthly meetings to ensure members are well-informed as decisions for the transition are being made. Then, they will have two weeks, from November 1 to November 15 to vote on final approval.

Pamela also walked the group through notes from Transition Advisory Subgroup meetings thus far and from program provider and family listening sessions. The discussions have been rich and will greatly help to inform the transition process.

Susan opened the group up to discussion on program movement to the new department. She shared recent considerations of the Transition Advisory Group including the need for strong interagency collaboration, concerns over funding and supports, the importance of family choice, equity, and the need to include all 3 aspects of the *Early Childhood Colorado Framework*. The group reviewed the programs that might be affected by the new department as well as the departments where each program currently sits, including programs in the Department of Education, Department of Human Services, and the Department of Public Health and Environment. The preliminary recommendation is to move the Colorado Preschool Program, all of the Office of Early Childhood, and the Early Childhood Workforce Development Team. Preschool Special Education is still being discussed by the Special Education Subgroup. In order to streamline and unify services, rules and regulations for programs may need to be amended. For all programs that move, the intent is for the new department to acquire authority of their funding sources.

The group discussed why certain programs will move immediately and why some may be phased in over the next three years, such as WIC. Members suggested including some programs, like WIC and CACFP in the recommendation for movement, even if that happens at a later time, to ensure planning for those programs begins soon after the new department opens. Phasing programs over will be important to ensure a smooth transition with minimal disruptions. They also discussed the importance of creating strong relationships with programs that likely will not move, such as Child Welfare Prevention, and minimizing the amount of disruption or unintended consequences as much as possible. Some programs serve populations beyond 0-5 years of age. It is important to consider any gaps that may be created for those populations if a program moves to the new department.

A question was asked about how to implement universal preschool in the new department if early childhood special education remains with the Department of Education (CDE). State Education Agencies and Local Education Agencies have the full responsibility of implementing the Individuals with Disabilities Education Act (IDEA). CDE is used to working with local education agencies and local providers as necessary to support students with disabilities where they are served. It is important to make sure those services are administered seamlessly with the new universal preschool program.

The group also discussed the need to consider local and regional contexts and the programs reaching those areas. The new department will need to be responsive to local communities and various cultures throughout the state. The *Early Childhood Colorado Framework* should be considered throughout the transition process. There will need to be a good system to continually evaluate progress and make thoughtful changes when necessary to continue to enhance coordination and collaboration between departments.

Public Comment

Eileen Auer Bennett, Executive Director of Assuring Better Child Health and Development spoke on behalf of the Colorado Early Childhood Screen and Referral Policy Council. The Council submitted a letter recommending universal developmental screening and referral be included in the universal preschool program. In Colorado, less than 50% of children eligible for developmental screening are accessing those services. Screening and referral are critical to ensure young children receive early intervention.

Kristie Kauerz noted the importance of better aligning the credentialing process with the teacher licensure process. Additionally, she highlighted higher education as an important partner in early childhood work, noting that in addition to degree attainment, higher education partners are also focused on increasing

affordability and accessibility of degrees and working with communities to ensure teachers and providers can build towards degrees through credit for prior learning and prior experience.

Mike Keglovits shared on ColleagueInvest's [First Step Program](#). Families with a child born or adopted starting January 1, 2020 are eligible to open a ColleagueInvest account and receive a free \$100.00 towards college. Any family who signs up for the First Step Program is automatically eligible for the [Matching Grant Program](#). The application period for the Matching Grant Program begins October 5 and runs through December 31. Families that are not in the First Step Program but that meet income requirements and have a child under the age of 9 can also apply. Contact Mike at mkeglovits@colleagueinvest.org to learn more.

Nicole Riehl, President and CEO of Executives Partnering to Invest in Children (EPIC), discussed the idea that although a department may have authority over a funding stream, there may be opportunities to partner with other agencies to disperse funds in a manner that works best for providers and communities.

Additionally, EPIC, in partnership with the Office of Early Childhood, will start recruiting for a new Employer-Based Child Care Design Lab as part of the new Employer-Based Child Care Facility Grant Program. The program will help employers develop a plan to create on-sight or near-sight child care for their organizations.

Finally, she shared the CO Community Revitalization Grant is available now and includes opportunities for child care projects. Anyone interested can visit the website at <https://oedit.colorado.gov/colorado-community-revitalization-grant>

ECLC Subcommittee Structure, Charter Updates and ECLC Bylaws

Each year, subcommittee structure and charters are reviewed and reauthorized. Each subcommittee's members had the opportunity to review their charter and provide comments and suggestions for updates. ECLC members reviewed the Commission's bylaws, and no edits were suggested at this time. Pamela asked for a motion to approve the ECLC bylaws and subcommittee charters. Happy Haynes motioned to approve the documents as drafted. Melissa Colman seconded the motion, and the motion passed unanimously.

Early Childhood Workforce Development Subcommittee Co-Chair

Diana Schaack, Ph.D, Assistant Professor at the University of Colorado Denver, was nominated to serve as the fourth Early Childhood Workforce Development (ECWD) Subcommittee co-chair as a representative of higher education. Diana brings expertise in early childhood education policy, early childhood workforce, teacher-child attachment relationships, and family child care. Diana was instrumental in creating the Early Childhood Workforce Survey in 2016 which led to the creation of the Workforce 2020 Plan. She is a nationally recognized early childhood workforce researcher. Diana stated she is honored to be nominated and represent higher education in this work. Heather Craiglow motioned to approve Diana as the new co-chair. Susan Steele seconded the motion, and Diana's nomination was approved unanimously.

Governor's Office Updates

Scott Groginsky from the Governor's Office thanked the Commission for leading and organizing the plans for the new Department of Early Childhood and universal preschool and for engaging the community in those discussions. He congratulated the newly appointed and reappointed commissioners and acknowledged their extensive backgrounds and valuable expertise. He thanked the outgoing members for their impactful contributions. Scott discussed Colorado's opportunity to become a national leader in state early childhood delivery. Colorado will be one of only a handful of states with an early childhood department and universal preschool for all four-year-olds. The Governor is excited about the progress in this field and thankful to those who are devoting their time to these initiatives. The Transition Advisory Group and Subgroups have had powerful, in-depth discussions to inform the transition plan. Scott asked that these groups and the ECLC continue to explore how the Department of Education and the new Department of Early Childhood can develop innovative coordination strategies for preschool special education. Soon, discussions will turn to implementation of universal preschool including support for low income and at-risk children, effective

preschool special education, and ensuring quality care and education for children birth through three. Other important upcoming issues include preschool funding allocation and distribution, quality standards, eligible providers, and data interoperability. The Governor's Office is reviewing state agency spending requests for FY 2023. The budget package will be released in two months. Budget requests are being considered in conjunction with federal stimulus from both the Coronavirus Relief and Rescue Supplemental Appropriations Act (CRRSAA) and the American Recovery Plan Act (ARPA). In closing, Scott reiterated Governor Polis' appreciation. There were a few follow up questions on federal stimulus funding.

Engaging Colorado's Family, Friend and Neighbor Child Care Providers in Early Childhood Systems

Katie Poston, Project Manager at Early Milestones Colorado, shared information about Family, Friend and Neighbor (FFN) child care providers in Colorado. In January 2021, with funding from the Colorado Health Foundation, Early Milestones began a project to elevate the voices and lived experiences of FFN providers. They conducted 20 interviews with FFN providers and 20 interviews with professionals who support FFN providers across the state. FFN care is child care provided by family members, friends, or neighbors, typically within home settings. This type of care offers families more flexibility, convenience, cultural and language preference, and affordability.

FFN providers described difficulty locating information and resources. Many were not aware of their local early childhood council, and none were aware of the state's Professional Development Information System (PDIS). Now that documentation status is no longer a barrier for obtaining a child care license, there will likely be an increase of culturally and linguistically diverse individuals seeking a license to provide child care. It will be important to provide support to these new providers and ensure all documents and information is available in multiple languages. Recommendations include creating a position in the Office of Early Childhood to serve as a liaison for FFN support organizations; reducing financial barriers for FFN providers to complete trainings; raising awareness of supports such as PDIS, Councils, EQIT trainings and others; and providing those supports in more languages.

Many providers experience discrimination which negatively impacts their well-being and desire to engage in early childhood systems. Recommendations include ongoing diversity, equity and inclusion training for professionals in non-profits and government agencies; creating career pathways for people of color and multilingual individuals; creating additional training modules in PDIS to describe lived experiences of historically excluded and marginalized groups; and ensuring FFN providers have access to low or no-cost health care.

FFNs indicated they strongly consider a family's financial situation when setting their rates, although many FFNs expressed financial challenges. Most were not aware of the qualified exempt process to accept CCCAP. Recommendations include extending Child and Adult Care Food Program eligibility to FFN providers; developing partnerships with organizations to provide fresh, healthy food; evaluating the costs of providing care in homes; increasing CCCAP reimbursement rates for qualified exempt providers; studying FFN providers' experiences; and removing barriers to participating in the CCCAP qualified exempt program.

Colorado faces challenges to recruit and retain the workforce necessary to implement universal preschool. Many FFN providers have existing credentials, education and training, and may be interested in becoming early childhood teachers with career navigation support and some additional coursework. Early Milestones' report will be released in the coming week with a more comprehensive webinar scheduled for September.

Next Steps, Final Thoughts and Adjourn

Additional ECLC meetings have been scheduled for September 23, November 10, and January 11. The meeting was adjourned at 12:30 pm.


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This document provides an overview of all OEC programs, including ages served and funding streams. OEC has approximately 200 staff and 250 vendors that support this work. This is a living document and OEC staff will continue to update with links to rules and legislation.


A handshake symbol in the first column means that we need to convene a workgroup with counties, agency staff, and other stakeholders to create a transition plan to ensure seamless delivery of services, including MOUs and interagency agreements. These workgroups will address plans for the Background Investigation Unit, Early Childhood Workforce and Professional Development, Colorado Child Care Assistance Program (CCCAP), Family Support and Child Maltreatment Prevention Programs, and Finance and Contracts.

Program	Description	Funding Stream(s)	Required to Move Program to new Dept (state legislation; EO; rule change; fed. approval; etc)
Division of Early Learning Licensing and Administration (DELLA)			
Child Care Licensing	Child Care Licensing ensures child care programs, including preschools, child care centers, and family child care homes, as well as children’s resident camps and school-age programs, meet health and safety standards and the developmental needs of children in care. This division’s responsible for inspecting, licensing, and monitoring child care facilities throughout the State. The licensing program is responsible for the enforcement of applicable federal and State rules and regulations for child care facilities. The Division provides technical assistance to child care providers and establishes educational and experience	GF, Cash Funds from child care licensing fees, CCDF federal funds	Legislation; rule change

	<p>requirements for child care providers in all facilities. The licensing program is federally required to conduct annual licensing inspections for all facilities.</p> <p>Ages Served: Mostly 0-5, with some older children served at camps and before/after school programs</p>			
<p>Background Investigation Unit</p> 	<p>The Background Investigation Unit processes Colorado child abuse and neglect check requests and reviews the results of required state and federal criminal background checks for individuals working with children or in unsupervised contact with children.</p> <p>Ages Served: n/a</p>	Cash Funds from background check fees	Legislation	
Division of Early Learning Access and Quality (DELAQ)				
<p>Colorado Shines Quality Rating and Improvement System (QRIS)</p>	<p>Colorado Shines is the statewide quality rating and improvement system for Colorado’s licensed early care and learning programs. Colorado Shines rates early learning programs and connects families with quality child care and preschool programs. It measures quality based on how a program supports its children, families, and professionals.</p> <p>Quality Improvement. The federal government currently requires that 9 percent of expenditures for the Child Care and Development Fund (CCDF) be used to improve the quality of child care. The 9 percent calculation is based on total CCDF expenditures, including state expenditures required to match a portion of the federal CCDF grant and expenditures of county transfers of Temporary Assistance for Needy Families funds to CCDF. Funding for quality activities supports Colorado’s Early</p>	GF and CCDF federal funds	Legislation	

	<p>Childhood Councils (ECCs) and the School-Readiness Quality Improvement Program pursuant to Section 26-6.5-106, C.R.S. (2021).</p> <p>Targeted Funds. Beginning in FFY 2016-17, federal law required 3 percent of the total CCDF expenditures to be targeted for infant/toddler care to provide specialized training, technical assistance, or expansion of the supply of child care programs serving infants and toddlers. This funding includes, but is not limited to, the Infant and Toddler Quality and Availability (ITQA) program, codified in Section 26-6.7-101 through 105, C.R.S. (2021).</p> <p>Ages served: birth to age 8</p>			
<p>Early Childhood Workforce and Professional Development</p> 	<p>The Colorado Shines Professional Development Information System (PDIS) is a web-based system providing free and easy access to professional development courses and credentialing to the early childhood workforce. This system tracks training and education, provides high-quality online professional development, and helps individuals select a professional development path according to their competency level, professional development goals, job or role, and geographic location.</p> <p>Continuation of Child Care Quality Initiatives was funded through a budget request in FY 2016-17, which authorized federal Child Care and Development Fund (CCDF) spending authority to support the ongoing sustainability of child care quality initiatives. These initiatives include the Quality Rating and Improvement System (QRIS), Colorado Shines, which the Department launched in 2014. Colorado Shines is embedded in the state child care licensing regulatory system, requiring the assignment of a quality rating level for all licensed child care programs enrolling children prior to kindergarten to inform parents about the quality of early learning programs and drive improvements to the quality of those programs. The initiatives also include the Colorado Shines</p>	<p>CCDF federal funds</p>		

	<p>Professional Development Information System (PDIS), which is the statewide workforce registry and learning management system supporting professional development for Colorado’s early childhood workforce.</p> <p>Effective December 2021, all staff in licensed programs are required to be registered in the PDIS. Additionally, required annual training is offered to all child care professionals for free through the learning management system in English and Spanish, ensuring access to required health and safety training as well as ongoing professional development for all professionals in the state.</p> <p>The funds support the costs of the FTE and resources for the ongoing oversight and development of the Colorado Shines framework, including coaching, rating administration, inter-rater reliability for assessor staff, ongoing training, and professional development opportunities for early childhood educators, and operating and maintenance costs for the technology systems (Colorado Shines Technology System and PDIS).</p> <p>Ages served: birth to age 8</p>			
Expanding Quality in Infant and Toddler Care (EQ) Initiative	<p>The Expanding Quality in Infant and Toddler Care (EQ) Initiative is a relationship-based professional development initiative designed to improve the quality of and access to the responsive, nurturing relationships that define quality in infant and toddler child care. This initiative delivers strengths-based and evidence-informed training and coaching through a distributed and annually certified Infant Toddler Specialist Network. Through professional development, the EQ Initiative increases infant-toddler early care educators’ responsive caregiving skills, reflective capacity, knowledge about infant and toddler development, and knowledge</p>	100% funded by the CCDF infant toddler 3% set aside (does NOT use all of the current set aside)		

	<p>about good practice in infant and toddler child care. EQ serves 80 coaches across the state and serve 1000 educators per year.</p> <p>Ages served: Birth to age 3</p>			
<p>Colorado Child Care Assistance Program (CCCAP)</p> 	<p>The Colorado Child Care Assistance Program (CCCAP) provides subsidized child care benefits to low-income families that are working, searching for work, in school or training, or homeless. Families enrolled in the Colorado Works Program (TANF) can also access CCCAP. In 2020, CCCAP supported 16,196 families with 26,026 families.</p> <p>The Colorado Child Care Assistance Program is codified at 26-2-801 et seq., C.R.S. (2021). The Colorado Child Care Assistance Program (CCCAP) provides financial assistance to low-income families who are working, searching for employment, pursuing training or higher education, or are enrolled in the Colorado Works Program and need child care services to support their efforts toward self-sufficiency. The Division of Early Care and Learning is the lead agency for CCCAP, as established in S.B. 97-120 in 26-2-801 through 809, C.R.S. (2021). The Department supervises CCCAP services administered by county departments of human or social services.</p> <p>The State allocates CCCAP monies to counties annually based on an allocation formula. Funding for the program consists of General Fund, local funds, and federal funding from the Child Care and Development Fund, and a small amount of Title XX funds. CCCAP monies are used for both county administration of the program and to reimburse child care providers for child care services provided for CCCAP children. Overall, CCCAP expenditures are tied to the number of families receiving care, the amount of care provided, and the provider reimbursement rates.</p> <p>The Colorado Child Care Assistance Program Rate Setting Study</p>	<p>GF, Cash Funds from county share, federal funds from CCDF and Title XX</p>	<p>Legislation</p>	

	<p>was created by H.B. 14-1317 and is funded by federal funds from the Child Care and Development Fund (CCDF) grant. This rate-setting study is used to help establish reimbursement rates for child care providers within Colorado's Child Care Assistance Program (CCCAP) that provide equal access to children and families. In Colorado, the State sets provider rates for each county and each child care market. Per S.B. 21-217, the State will complete the rate-setting study once every three years.</p> <p>During the FY 2017-18 budget cycle, JBC Staff initiated a transfer of \$1,200,000 from the Colorado Child Care Assistance Program (CCCAP) line item to a new line item, Child Care Assistance Program Support. Codified in Section 26-2-801 et. seq., C.R.S. (2021), this program is funded by the Child Care and Development Fund (CCDF) grant for costs associated with software licenses and contracted maintenance and support for the Child Care Automated Tracking System (CHATS).</p> <p>Ages Served: Infant up to age 13</p>			
Stimulus Funding	<p>CHILD CARE SUSTAINABILITY GRANT PROGRAM</p> <p>The Child Care Sustainability Grant Program was established by H.B. 20b-1002 and revised by S.B. 21-236. The program is codified at Section 26-6-802, C.R.S. (2021). For FY 2021-22, this line item is funded by federal funds from the Child Care and Development Fund (CCDF) grant for costs associated with issuing sustainability grants to eligible child care providers. Line item funding supports grant payments to providers, contractual costs related to the distribution of funds, and state staff charged with managing the grant program, associated contracts, and budgets.</p> <p>EMERGING AND EXPANDING CHILD CARE GRANT PROGRAM</p> <p>The Emerging and Expanding Child Care Grant Program was</p>			

	<p>established by H.B. 20b-1002 and revised by S.B. 21-236. The program is codified at Section 26-6-803, C.R.S. (2021). For FY 2020-21 and FY 2021-22, this line item is funded by General Fund to expand access and availability of licensed child care throughout the state. Grants may be used for costs associated with expanding an open and operating child care center or family child care home or to assist an eligible entity with the start-up of a new child care center or family child care home. Funding also supports local Early Childhood Councils (ECCs) and community education and outreach.</p> <p>EMPLOYER-BASED CHILD CARE FACILITY GRANT PROGRAM</p> <p>The Employer-Based Child Care Facility Grant Program was established by S.B. 21-236. Funded by General Fund for FY 2020-21 and FY 2021-22, the program is codified at Section 26-6-804, C.R.S. (2021) to provide eligible entities with money to construct, remodel, renovate, or retrofit a child care center on the site or near to the site of the eligible entity's property to provide licensed child care services. Line item funding also supports contractual costs related to the distribution of funds, and state staff charged with managing the grant program, associated contracts, and budgets.</p> <p>EARLY CARE AND EDUCATION RECRUITMENT AND RETENTION GRANT PROGRAM</p> <p>The Early Care and Education Recruitment and Retention Grant Program was established by S.B. 21-236. Funded by the Child Care and Development Fund (CCDF) grant for FY 2021-22, the program is codified at Section 26-6-805, C.R.S. (2021) to increase the number of qualified early childhood educators in the State and retain the early childhood educator workforce. Line item funding supports contracts with eligible entities to implement the various scholarship and grant programs, as well as the state staff charged with managing the grant program, associated contracts, and</p>			
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	<p>budgets.</p> <p>CHILD CARE TEACHER SALARY GRANT PROGRAM</p> <p>The Child Care Teacher Salary Grant Program was established by S.B. 21-236. Funded by the Child Care and Development Fund (CCDF) grant for FY 2021-22, the program is codified at Section 26-6-806, C.R.S. (2021) with the purpose of allowing eligible entities to apply for a grant to increase the salaries of its early childhood educators. Line item funding also supports contractual costs related to the distribution of funds, and state staff charged with managing the grant program, associated contracts, and budgets.</p> <p>COMMUNITY INNOVATION AND RESILIENCE FOR CARE AND LEARNING EQUITY GRANT PROGRAM</p> <p>The Community Innovation and Resilience for Care and Learning Equity (CIRCLE) Grant Program was established by S.B. 21-236. Funded by the Child Care and Development Fund (CCDF) grant for FY 2021-22 and FY 2022-23, the program is codified at Section 26-6-807, C.R.S. (2021) with the purpose of systemic challenges for early care and learning providers that have worsened as a result of the economic, social, and health impacts of the COVID-19 public health emergency and to promote innovation to improve outcomes for children and families. Line item funding also supports contractual costs related to the distribution of funds, and state staff charged with managing the grant program, associated contracts, and budgets.</p> <p>Ages served: birth to age 8</p>			
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<p>Early Childhood Councils (ECCs)</p>	<p>The Early Childhood Council system covers 63 of 64 Colorado counties and is charged with building the foundations of a locally based early childhood system so that more high quality services are available to more children and families. Funding in this line item is from federal Child Care Development Fund grant funding that is distributed to Early Childhood Councils through a grant process on a three-year cycle by the Department. Funding is also used by the Department for staff to administer the grant process, and to provide program oversight, contract and budget management, and technical assistance and support to the Councils.</p> <p>The passage of H.B. 07-1062, codified at 26-6.5-101 et. seq., C.R.S. (2021), renamed, improved, and expanded the Consolidated Child Care Pilot program. Effective FY 2008-09, this line item was renamed to “Early Childhood Councils” to match the program name.</p> <p>Ages Served: Families with young children</p>	<p>GF and CCDF federal funds</p>		
<p>Division of Community and Family Support</p>				
<p>Early Intervention</p>	<p>The Early Intervention program provides services for at-risk children from birth to their third birthdays. EI services assist young children with atypical physical, cognitive, communication, adaptive and social or emotional development. The goal of early intervention is to enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings, in their homes, with their families, in child care, preschool or school programs and in the community.</p> <p>The Early Intervention Services program is codified at 27-10.5-701 through 710, C.R.S. (2021) and the Individuals with Disabilities Education Act (2004), 34 C.F.R. Section 303.101 (a)(1). Early Intervention services provide services and supports to children</p>	<p>GF, Cash Funds from Early Intervention Trust, and federal funds from IDEA Part C grant</p>	<p>Coordination with the federal Office of Special Education Programs (OSEP); Governor’s Executive Order to move the program from CDHS; legislation; rule change</p>	

	<p>from birth through age two and their families who are determined eligible based on a developmental delay or disability. These services and supports enhance child development in the areas of adaptive skills, cognitive skills, communication, motor development including vision and hearing, and social and emotional development. The Early Intervention program also includes early identification, screening, and assessment services, and procedural safeguards. The program is funded by a combination of General Fund, local funds, Medicaid, the Early Intervention Services Trust (EIST), and federal funding from Part C of the Individuals with Disabilities Education Act (IDEA).</p> <p>In 2019-20, EI served 8,439 children and 7,265 children in FY 2020-2021</p> <p>Line item funding supports contracts with community agencies to provide service coordination and direct services to eligible children and families, and other costs necessary to implement the Early Intervention program, including public awareness, training, information technology, and the state staff responsible for oversight and implementation of the program.</p> <p>EARLY INTERVENTION EVALUATIONS</p> <p>The Early Intervention Evaluations line was created during the FY 2018-19 figure setting process with an appropriation of General Fund and federal funding from Part C of the Individuals with Disabilities Education Act (IDEA). The funding assists the State with the administration and completion of Early Intervention Evaluations for children from birth through age two. With the passage of S.B. 21-275, the full authority for conducting all Early Intervention evaluations was transferred from the Colorado Department of Education (CDE) to the Colorado Department of Human Services (CDHS) to align with CDHS' responsibility as the state lead agency for purposes of federal Part C funding and law.</p>			
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	<p>Line item funding supports costs associated with conducting evaluations and implementing the evaluation program, including public awareness, training, information technology, and the state staff responsible for oversight and implementation of the program.</p> <p>Ages served: birth to age 3</p>			
Head Start Collaboration Office (HSCO)	<p>Head Start Collaboration Offices facilitate partnerships between Head Start agencies and other state entities that provide services to benefit low-income children and their families.</p> <p>HSCO provides a structure and a process for the Office of Head Start (OHS) to work and partner with state agencies and local entities. Together, these partners work to leverage their common interests around young children and their families to formulate, implement, and improve state and local policy and practices.</p>	Federal funds from Head Start Collaboration Grant (Collab Director only), Head Start Sites receive funding directly from Feds		
Early Childhood Mental Health	<p>The Early Childhood Mental Health (ECMH) Specialists program provides ECMH consultation in early care and learning settings for children ages 0-6. The consultation builds the knowledge and skills of early care and learning providers, parents, and caregivers about the importance of relationships and interactions in the support of children’s social-emotional and developmental needs.</p> <p>The Early Childhood Mental Health Consultation program is codified at 26-6.5-401 through 407, C.R.S. (2021). The purpose of the Early Childhood Mental Health Consultation (ECMHC) program is to increase the availability of mental health consultation services to young children, birth through age five, and provide coaching and training to families and early care and learning environments that will help adults support children’s</p>	GF and federal CCDF funds		

	<p>social-emotional development and to identify early in a child’s life any concerns that could lead to greater challenges in the future. Benefits of the ECMHC program include fewer incidents of challenging behaviors, reduced stress for parents, increased resiliency for children, stronger relationships between children and parents, and improved school readiness meaning that children are ready for school, families are ready to support their children’s learning, and early care and learning programs are ready for children.</p> <p>In FY 2015-16, the Department submitted a supplemental budget request to use CCDF to implement new federal program requirements. Specifically, the funding addresses the requirement to provide enhanced resources to address the social and emotional needs of young children in Colorado that will reduce suspensions and expulsions. The Legislature approved the request, and the State was able to expand the number of FTE community-based ECMH Consultants. The line supports costs associated with state staff responsible for administering the program, and managing the associated contracts and budgets.</p>			
<p>Incredible Years</p>	<p>Incredible Years encompasses three programs that work to reduce risk factors and increase protective factors by leveraging positive parent-child and teacher-child relationships to promote preschool-aged children’s social-emotional skills and prevent behavior issues that can lead to expulsion and suspension from early childhood programs.</p> <p>Incredible Years is an evidence-based, two-generation program that fosters social and emotional well-being in young children and works to prevent behavior issues that could lead to suspension or expulsion from preschool. The program consists of three components: classroom management support for teachers, a curriculum delivered in Pre-K and kindergarten classrooms, and a</p>	<p>Marijuana cash funds</p>		

	<p>parenting program. The program is funded through Marijuana Tax Cash Funds. Funding also supports the cost of state staff responsible for oversight and administration of the federal grant program.</p> <p>Ages served: Families with children 3-5 years old</p>			
Home Visiting Programs	<p>Home Visiting programs include Nurse Family Partnership, Safe Care, HealthySteps, Home Instruction for the Parents of Preschool Youngsters, Child First, Family Connects, and Parents as Teachers. These programs, while each unique, all provide services to families in their homes. These programs are supported in part by the Federal formula funding for home visiting.</p> <p>NURSE HOME VISITOR PROGRAM (NHVP) The program is funded by the Nurse Home Visitor Program (NHVP) Fund created in 26-6.4-107 (2) (b), C.R.S. (2021), federal funding from the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) grant, and Medicaid reimbursements. The program receives an annual distribution of funding from the Tobacco Master Settlement Agreement, which is deposited into the NHVP fund. 95% of the funding must go to contracts with community agencies to implement the direct services, and the remaining 5% supports the cost of oversight and implementation of the program.</p> <p>This program is based on the proven national Nurse Family Partnership program (NFP), which has more than 40 years' worth of clinical trials demonstrating long-term outcomes such as reduced childhood injuries. Compared with a similar reference group of low-income women nationally, NFP participants had 18 percent fewer preterm births, 21 percent more mothers were breastfeeding, and 19 percent more infants were immunized at six months. The state program provides funding for home visiting nurse services to low-income (up to 200 percent of the Federal</p>	<p>NHVP (NFP): Cash funds from Tobacco MSA & federal funds from MIECHV SafeCare: GF Healthy Steps: GF HIPPY: Federal funds from MIECHV Parents as Teachers: Federal funds from MIECHV Child First: Federal funds from MIECHV Family Connects: Federal funds from CBCAP</p>		

	<p>Poverty Level), first-time mothers during their pregnancies, and through their children's second birthday. This is a voluntary program designed to provide trained visiting nurses to help educate mothers on the importance of nutrition, healthy decision-making, and to assist and educate mothers in providing general infant care to improve outcomes for their children. Each year the program sees over 4,000 first-time mothers with services in all 64 Colorado counties through its 22 sites across the state.</p> <p>Ages served: first time mothers with children birth to age 2</p> <p>SAFECARE COLORADO SafeCare Colorado is a voluntary in-home prevention service for parents to assist them with the challenges of parenting and inter-family relationships. Services offered include child behavior management, planned activities training, home safety training, and child health care skills, all designed to stabilize families and prevent child maltreatment. Program resources include home visits, family coaches, and access to other services that may be of need to a family, including but not limited to food assistance, work assistance, and child care assistance. SafeCare is used in other communities across the country and has demonstrated strong success in eliminating child maltreatment. Funding is used to support sites across the State that provide services under the SafeCare Colorado model. The program commenced in FY 2013-14 with the establishment of 6 sites, followed by 3 more. Currently, there are 13 sites and one tribe that provide SafeCare services in 39 counties. Evaluation activities are administered by the Colorado State University School of Social Work.</p> <p>Ages served: Families with children five and under</p> <p>HEALTHY STEPS HealthySteps is a voluntary, evidence-based two-generation program that is delivered through the pediatric care system to</p>			
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	<p>provide parent support and education, developmental screening, instruction in safe sleep practices, family protective and risk factor screening, and connections to needed services.</p> <p>Ages served: Families with young children</p> <p><i>HOME INSTRUCTION FOR THE PARENTS OF PRESCHOOL YOUNGSTERS (HIPPY)</i> HIPPY is a free, voluntary school readiness program that helps you prepare your 3- to 5-year-old children for success.</p> <p>HIPPY is a peer-delivered program where trained home visitors provide weekly home visits, working with you one-on-one. The program also provides monthly group meetings, where you and your children can socialize and meet other families in your community, and a resource network to connect your family with resources that meet your specific needs.</p> <p>Families typically enroll in HIPPY for at least one school year. Many families continue enrollment for two or three school years.</p> <p>Ages served: families with children aged 3-5</p> <p><i>PARENTS AS TEACHERS (PAT)</i> PAT is a free, voluntary parent education and family support program serving families like yours, from pregnancy until your child enters kindergarten.</p> <p>PAT pairs trained Parent Educators with families to ensure school readiness and healthy child development. PAT delivers services once or twice per month in the home or a place of the caregiver's choosing. Families typically enroll in PAT for at least one year. Many families continue enrollment for multiple years and some families are enrolled from pregnancy until kindergarten entry.</p>			
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	<p>Ages served: pregnancy to kindergarten entry</p> <p><i>CHILD FIRST</i> Child First is an evidence-based, two generation, home-based mental health intervention that serves young children and their families most impacted by systemic and structural inequities.</p> <p>Goals of Child First:</p> <ol style="list-style-type: none"> (1) Promote child and parent emotional health, (2) Promote child development and learning, (3) Enhance parent and child executive capacity, and (4) Prevent child abuse and neglect. <p>The initial implementation of this intensive model started in the Spring of 2021 in four sites covering 13 counties: Adams, Arapahoe, Adams, El Paso, Broomfield, Jefferson, Boulder, Alamosa, Saguache, Costilla, Mineral, Conejos, and Rio Grande. Invest in Kids serves as the state model intermediary supporting this effort.</p> <p>Ages served: Families during pregnancy and with children five and under.</p> <p><i>FAMILY CONNECTS</i> The Family Connects model is an evidence-based approach to supporting all newborns and their families. By reaching all families in a community, Family Connects improves health outcomes at the population level. Every family needs support after bringing home a baby. The needs are different in each family - from help with feeding and safe sleep to getting information about child care and parenting groups. Family Connects links parents to the individual community resources they need. Initial implementation of this program is under way in Denver, Jefferson, and Boulder counties.</p>			
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	<p>Randomized controlled trials of Family Connects published in Pediatrics, the American Journal of Public Health, and JAMA Network Open have shown positive effects for families in a number of key areas. Of particular note, the program has demonstrated reductions in maternal behavioral health experiences (postpartum anxiety and depressions), emergency department visits, child welfare involvement while also demonstrating increased parental responsiveness, positive parenting behaviors, and community connections. This program is transformational in the Colorado Home Visiting Continuum because it's universal and voluntary--which normalizes that all families could use some extra support around the birth of a child and ensures that program participation isn't stigmatized. It is not just another home visiting program because it is designed to complement the existing service array (not compete) by building the bridge to community linkages with other services. For families with lower acuity needs (who might not otherwise interact with a formal support other than healthcare), Family Connects may be able to address the family's needs as part of their 1-3 home visits. For families with more complex needs, Family Connects can offer community linkages (like with NFP, Parents as Teachers, Child First, etc.) and/or urgent intervention to ensure the family has what they need for their well-being.</p> <p>Family Connects International reports that the model promotes equity through universal outreach and connection to resources and decreases racial disparities in the child welfare system. The COVID-19 pandemic highlights existing health and social inequities, a tattered social support network that could not respond to meet rising needs, and a perpetually underfunded and understaffed public health system. The Family Connects model provides infrastructure that supports a population reach for all families with newborns within a community. Such an approach can build in other universal touchpoints for families with young children to create a coordinated system of care throughout the lifespan.</p>		
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	Ages served: Families with a newborn			
Family Support and Child Maltreatment Prevention Programs	<p><i>FAMILY RESOURCE CENTERS (FRC)</i></p> <p>Family Resource Centers provide family support services to vulnerable families with children of all ages, including building protective factors to keep families strong, coordinated case management, resource referrals, and system navigation with the ultimate objective of increasing that family’s well-being and economic stability.</p> <p>The Family Support Services line item was created through legislative action in FY 2015-16 to support and make grants to Family Resource Centers (FRCs) to create stronger Colorado families by providing support to vulnerable families. By visiting an FRC, families participate in voluntary comprehensive coordinated case management services to navigate the pathways to economic, educational, social, and health success for all generations, thus moving families from crisis to self-reliance. For many families, FRCs are the gateway to accessing the early childhood system, including home visitation programs and early intervention supports. These brick-and-mortar Centers provide a single point of entry for families to receive comprehensive, integrated services in their community. FRCs provide families with a broad range of supports, which may include early child care and education, adult education, wellness programming, Medicaid enrollment, connections to local food banks and housing supports, utility assistance, and other services. Established in 1993, the FRC system is one of the longest-standing family supports in the state. The family resource center network, through the Family Resource Center Association, has grown to 33 FRCs across Colorado, and together they served more than 13,000 families in 2018-19, although residents in 16 counties still do not have access to a center. FRCs are supported by a mix of local, state, and federal</p>	<p><i>FRC:</i> GF from Family Support Services line plus many other sources of funding</p> <p><i>CCR:</i> GF</p> <p><i>CFP:</i> Federal funds from FIRE grant</p> <p><i>PSSF:</i> Federal PSSF funds</p> <p><i>CAPTF:</i> State cash funds and future Federal funds from reimbursement on Title IV-E claiming</p> <p><i>CBCAP:</i> Federal CBCAP funds</p>		


	<p>funding; foundations; faith-based organizations; individual donations; special events; earned income; and program fees. This line item is funded with General Fund and supports costs of state staff charged with managing the program, contracts with program sites, and other contractual costs necessary for the implementation and evaluation of the program.</p> <p>Ages served: all families</p> <p><i>COLORADO COMMUNITY RESPONSE (CCR)</i> CCR is a voluntary prevention program serving families who have been screened out from child welfare as the allegations did not meet the statutory definition of abuse or neglect. The program serves priority populations that include families with children under the age of five, expecting parents, caregivers, and families facing multiple challenges that increase the risk for child neglect occurring. Sites can choose to serve other families if capacity allows.</p> <p>The Colorado Community Response Program draws on public, private, and community supports to keep children safe by increasing a family’s protective capacities to prevent child neglect among low-income families. The Colorado Community Response Program is a voluntary program serving families that have been reported to a county child protective agency for alleged child abuse or neglect but are screened out without an offer of services. The family receives needed referrals, financial literacy coaching, and access to flex funding in order to increase economic self-reliance. The program is organizationally located and managed by the Office of Early Childhood. Similar to SafeCare Colorado, funding for the Colorado Community Response Program established sites across Colorado that were selected through a competitive application process. As of FY 2019-20, CCR services are being delivered at 24 sites in 34 counties. A randomized control trial study of the promising practice is being completed by</p>			
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	<p>the Colorado Evaluation and Action Lab at the University of Denver.</p> <p>Ages served: families with children under 18</p> <p><i>COLORADO FATHERHOOD PROGRAM (CFP)</i> CFP does additional specialized outreach to priority populations that include male caregivers who are receiving government aid, living in rural areas, non-custodial and custodial single fathers, veterans, fathers without a high school diploma, unemployed fathers, and fathers re-entering after incarceration. There are three pillars of focus: healthy relationships, responsible parenting, and economic stability. Federal grant supports seven local sites (most family resource centers) that offer a suite of services to fathers engaged in the program.</p> <p>Ages served: Fathers over the age of 18 years old that have children aged 24 years or under.</p> <p><i>PROMOTING SAFE AND STABLE FAMILIES (PSSF)</i> The purpose of the Promoting Safe and Stable Families program is to enable States to develop and establish, or expand, and to operate a continuum of coordinated community-based family support services, family preservation services, time-limited family reunification services, and adoption promotion and support services. These Federal formula funds are awarded to counties to support community-based services to families based on their needs, regardless of their status with child welfare so families can be helped as early as possible. There are ten funding priorities, which include many of the other family support programs already listed: Intensive family case management, family engagement Meetings, Incredible Years Program, parenting education classes, fatherhood programs, respite care, Colorado Community Response</p>			
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	<p>(CCR), supports for families post-adoption or permanency, parent peer support programs, and kinship navigation.</p> <p>Promoting Safe and Stable Families was originally authorized in 1993 under Subpart 2 of Title IV-B of the federal Social Security Act, and was established in name by the 1997 federal Adoption and Safe Families Act. The program is codified at Section 26-5-101 et. seq., C.R.S. (2021). The line supports costs associated with state staff responsible for administering the program, and managing the associated contracts and budgets.</p> <p>The Promoting Safe and Stable Families (PSSF) program provides funding and technical assistance to selected counties in Colorado to create, enhance, and coordinate four service areas including family support programs to increase family well-being, family preservation services for families with children at risk of maltreatment or those with disabilities, reunification services for families with children in out-of-home placement, and adoption promotion and support services.</p> <p>PSSF is funded by a formula grant and requires a 25 percent non-federal match to draw down the federal funds. The General Fund appropriation provides the match for the portion of the funds that are used to support state-level staff and data collection activities, and the cash funds represent the in-kind and non-federal funds that the local counties provide as a match for the funds they receive.</p> <p>Ages served: Families with children under 18</p> <p><i>COLORADO CHILD ABUSE PREVENTION TRUST FUND (CAPTF)</i></p> <p>The Fund focuses on efforts to strengthen families before the first occurrence of child maltreatment. It is currently supporting child sexual abuse prevention training to advance child sexual abuse</p>			
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	<p>prevention across the state through training, technical assistance, coalition building, and public awareness. Starting in 2022 the Trust Fund is statutorily designated to pool reimbursement from federal Title IV-E funds for Family First Prevention Services. These funds will be granted to increase capacity across the state to offer family support services listed on the family First Clearinghouse. The Governor’s Colorado Child Abuse Prevention Trust Fund Board will advise the program on the best use for the pooled funds.</p> <p>Funds derived from the Colorado Child Abuse Prevention Trust Fund created in 19-3.5-106(1), C.R.S. (2021) are allocated with advisement from the Governor-appointed seventeen-member Colorado Child Abuse Prevention Trust Fund Board to local organizations to prevent the abuse and neglect of Colorado's children. Line item funding also supports the costs of state staff responsible for oversight and administration of the trust fund.</p> <p>Cash funds from divorce docket fees will be expended toward primary child abuse prevention strategies with two priorities identified in the statute: child sexual abuse prevention and the prevention of drug-exposed newborns. H.B. 18-1064 added a requirement to utilize additional state funds for a training program to prevent child sexual abuse. Due to the COVID-19 pandemic, General Fund for this purpose was removed starting in FY 2020-21 though the mandate to provide the training remains in statute.</p> <p>H.B. 21-1248 added a new sub-account to the Trust Fund starting FY 2021-22 that will receive and pool federal Title IV-E claiming reimbursement for state investment in prevention services named on the Family First Prevention Services Act Clearinghouse. The Colorado Child Abuse Prevention Trust Fund Board will establish priorities to build capacity for more prevention services across the state that will guide the Department in releasing solicitations to</p>		
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	<p>local organizations implementing programs on the same Clearinghouse.</p> <p>FEDERAL COMMUNITY BASED CHILD ABUSE PREVENTION (CBCAP)</p> <p>The Federal formula funding for community based child abuse prevention, from Part II of the Child Abuse Prevention and Treatment Act, supports strategies to keep families strong from the start so they don't ever need to touch the child welfare system. The program funds counties to create local child abuse prevention plans and awards five year grants to some of these communities to implement parts of their action plans. The program also supports: the Colorado Partnership for Thriving Families collaboration, parent leadership and other OEC parent voice efforts, expansion of Circle of Fathers, implementation of Family Connects in Colorado, the biennial Strengthening Colorado Families and Communities conference and professional development, data system maintenance and enhancements, public awareness efforts, and statewide efforts to change community norms around social connections for families.</p> <p>Ages served: Professionals and families with children under 18</p>			
Operations				
<p>Finance and Contracts</p> 	<p>The Division of Operations includes the OEC's contract and finance teams.</p>			

<p>Directors Office</p> 	<p>The Director's Office includes teams that support cross-office work in the OEC: communications, strategy, IT, and policy, as well as the Preschool Development Grant, the Early Childhood Leadership Commission and the OEC Family Voice Council.</p>	<p>Federal funds from Preschool Development Grant</p>		



= Convene workgroup to create transition plan with key counties and other key stakeholders



PROVIDERS

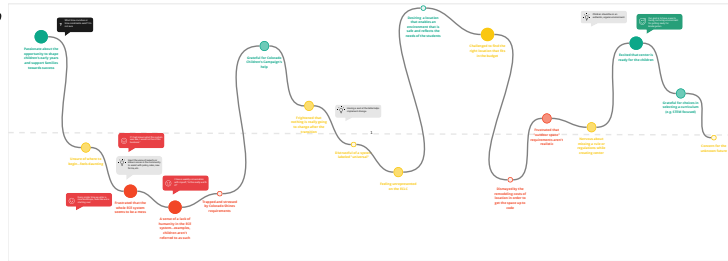
LEGEND

- Provider Size**
- Large Provider: Multiple locations, high capital investment
 - Small Provider: Single location, low capital investment
- Emotional Journey Dots**
- Red: Frustration
 - Yellow: Uncertainty
 - Green: Satisfaction
- Resources**
- Person icon: Financial, human, social, physical, and digital resources
 - Computer icon: New tech, technology, and digital services

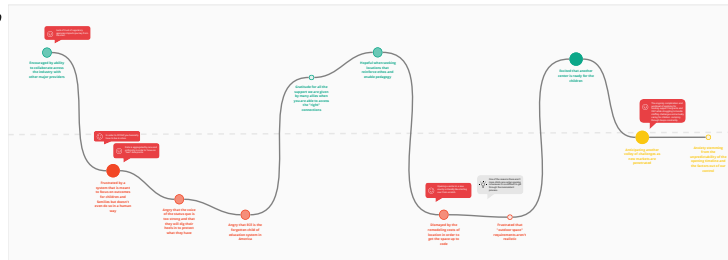
JOURNEY STAGE STEP

ESTABLISH

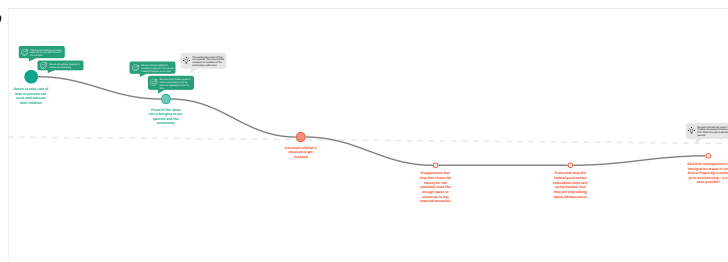
EMOTIONS (SMALL SCALE)



EMOTIONS (LARGE SCALE)



EMOTIONS (FRN)



RESOURCES/INTERACTIONS

- Business advice
 - Franchising agent
 - Part-time staff
 - Real estate agent
 - Construction company
 - Parent
 - Potential employees
 - Experienced board members
 - Local CBSE agent
 - Investors & representatives
 - Other recent licensed programs
 - Licensing specialists
 - Local government
 - Local child health councils
 - Accreditation
 - Leasehold
 - Lease
 - Permit
- Child care supply and demand data sets
- 6 mos. - 1 year (average amount of time each month spent on opening a center)

THEMES

COMPREHENDING INFORMATION REQUIRES DETERMINATION, LOTS OF TIME, ABILITY TO MULTITASK ON A COMPUTER (NOT TO MENTION MULTITASKING/JUGGLING EXTERNAL INFLUENCES), AND GENERAL HIGHER LEVEL OF TECHNICAL ACUITY

LACK OF ATTENTION TO LOCALIZATION CREATES A SENSE OF "OTHERNESS"

POTENTIAL SMALL-SCALE PROVIDERS WHO ARE PASSIONATE ABOUT CHILD CARE DON'T OPEN NEW CENTERS DUE TO LACK OF WORKFORCE, NOT ENOUGH RESOURCES TO COVER OVERHEAD INCLUDING LIABILITY INSURANCE

PAIN POINTS + GAIN POINTS

Small Provider	Large Provider
<ul style="list-style-type: none"> Highly competitive market Highly competitive market Highly competitive market Highly competitive market Highly competitive market Highly competitive market 	<ul style="list-style-type: none"> Highly competitive market Highly competitive market Highly competitive market Highly competitive market Highly competitive market Highly competitive market
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PROVIDER WORKSHOP SOLUTION IDEAS

Solution Idea	Description
Targeted marketing	Develop targeted marketing strategies for small-scale providers.
Local partnerships	Establish partnerships with local government and community organizations.
Financial support	Provide financial support and grants to small-scale providers.
Professional development	Offer professional development and training opportunities.
Regulatory assistance	Provide assistance with regulatory requirements and licensing.
Workforce development	Develop programs to attract and retain staff.
Insurance coverage	Explore options for affordable liability insurance.
Community outreach	Engage in community outreach to raise awareness.
Quality improvement	Implement quality improvement initiatives.
Resource sharing	Facilitate resource sharing among providers.
Advocacy efforts	Engage in advocacy efforts to support the industry.



PROVIDERS

LEGEND

Provider Size

Large Provider: 1000-2000 children, 100-200 staff, 1000-2000 sq ft, 1000-2000 hours/week

Small Provider: 100-200 children, 10-20 staff, 100-200 sq ft, 100-200 hours/week

Emotional Journey Dots

Red: Frustration, Green: Satisfaction, Yellow: Disappointment, Blue: Excitement, Purple: Surprise

Resources

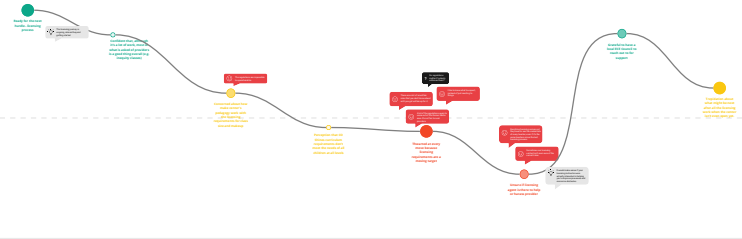
Person icon: People, Organizations, Schools, Parents, and Family

Computer icon: Websites, Technology, and Online Content

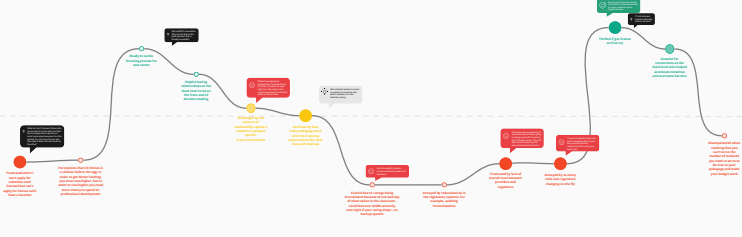
JOURNEY STAGE STEP

LICENSING

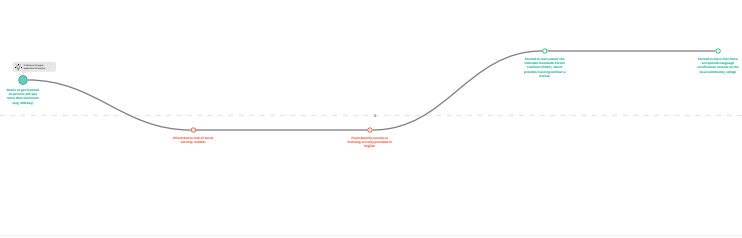
EMOTION (SMALL SCALE)



EMOTION (LARGE SCALE)



EMOTION (PPRA)



RESOURCES/INTERACTIONS

Resources:

- Various associations
- Parents in PPK
- Childcare.gov
- Contacts at the state
- Parents
- State of OH
- OSPI - Office of Early Childhood
- Childcare licensing

Interactions:

- Early Childhood Council
- Licensing representative
- OS, OSPI
- Childcare
- Other providers
- Other agency contacts

Information Sites:

- Early Childhood Council

30 Hours: Average amount of time each month spent on licensing tasks.

THEMES

- MATERIALS, POLICIES, REQUIREMENTS, LAWS/BILLS, DOCUMENTATION LINKS ARE NOT ALWAYS OBVIOUS AND SEEM BIASED TO ENGLISH SPEAKERS/READERS**
- PASSIVE IGNORANCE OF RULES AND REGULATIONS BREEDS CONFUSION FOR THOSE THAT CREATE THEM**
- PROCESSES ARE SILENT AND REDUNDANT BECAUSE STAKEHOLDERS DON'T TRUST OTHERS WITH THEIR DATA**
- POLICY AND PROCESS DECISIONS AREN'T COLLABORATIVE WITH FRONT-LINE WORKERS**

PAIN POINTS + GAIN POINTS

Small Providers	Large Providers
<ul style="list-style-type: none"> Complex and confusing application process Long wait times for license High cost of licensing fees Lack of clear communication from licensing agency Confusing and inconsistent requirements Lack of support for non-English speakers Complex and confusing documentation requirements Long wait times for license High cost of licensing fees Lack of clear communication from licensing agency Confusing and inconsistent requirements Lack of support for non-English speakers Complex and confusing documentation requirements 	<ul style="list-style-type: none"> Complex and confusing application process Long wait times for license High cost of licensing fees Lack of clear communication from licensing agency Confusing and inconsistent requirements Lack of support for non-English speakers Complex and confusing documentation requirements Long wait times for license High cost of licensing fees Lack of clear communication from licensing agency Confusing and inconsistent requirements Lack of support for non-English speakers Complex and confusing documentation requirements

PROVIDER MINDSET SOLUTION IDEAS

<ul style="list-style-type: none"> Develop a clear and simple application process Reduce wait times for license Lower cost of licensing fees Improve communication from licensing agency Provide clear and consistent requirements Provide support for non-English speakers Provide clear and simple documentation requirements Reduce wait times for license Lower cost of licensing fees Improve communication from licensing agency Provide clear and consistent requirements Provide support for non-English speakers Provide clear and simple documentation requirements 	<ul style="list-style-type: none"> Develop a clear and simple application process Reduce wait times for license Lower cost of licensing fees Improve communication from licensing agency Provide clear and consistent requirements Provide support for non-English speakers Provide clear and simple documentation requirements Reduce wait times for license Lower cost of licensing fees Improve communication from licensing agency Provide clear and consistent requirements Provide support for non-English speakers Provide clear and simple documentation requirements
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PROVIDERS

LEGEND

Provider Size

Large Provider: Multiple locations, multi-state presence

Small Provider: Typically one location, local presence

Emotional Journey Dots

Red: Frustration, Disappointment, Anger

Yellow: Uncertainty, Confusion, Concern

Green: Satisfaction, Relief, Hope

Resources

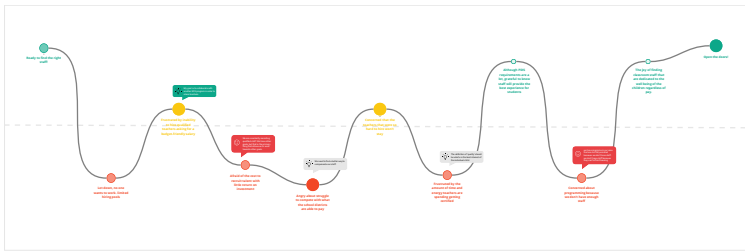
Person icon: Personnel, Staff, Training

Computer icon: Technology, Learning, and Working Practices

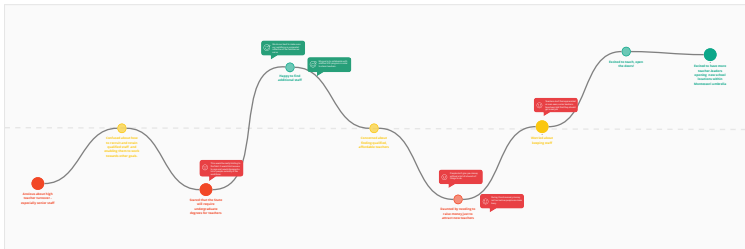
JOURNEY STAGE STEPS

RECRUITING TEACHERS

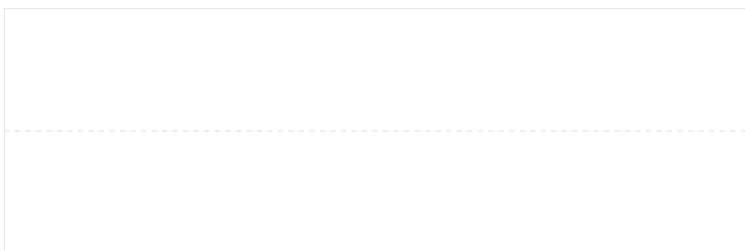
EMOTION (SMALL SCALE)



EMOTION (LARGE SCALE)



EMOTION (FFW)



RESOURCES/INTERACTIONS



THEMES

PROVIDERS CAN'T COMPETE WITH THE PAY AND PACE OF PUBLIC SCHOOLS.

REQUIRING DEGREES FOR TEACHERS DISREGARDS THE EXISTING WORKFORCE AND LIMITS ENTRY OF NEW TEACHERS.

TEACHERS FEEL DISRESPECTED AND OVERWORKED... SO THEY QUIT.

A LACK OF AVAILABLE TEACHERS IS AN ACUTE, CRITICAL THREAT TO ECE.

PAIN POINTS + GAIN POINTS

	Small Providers	Large Providers
Pain Points	<ul style="list-style-type: none"> Difficulty recruiting and retaining qualified teachers High turnover rates Limited resources for recruitment and training Geographical isolation Competition from public schools High cost of recruitment Long time-to-fill for positions Low teacher satisfaction High teacher attrition Lack of ongoing support and training Limited marketing budget Low brand awareness Geographical isolation Competition from public schools High cost of recruitment Long time-to-fill for positions Low teacher satisfaction High teacher attrition Lack of ongoing support and training Limited marketing budget Low brand awareness 	<ul style="list-style-type: none"> High cost of recruitment Long time-to-fill for positions Low teacher satisfaction High teacher attrition Lack of ongoing support and training Limited marketing budget Low brand awareness Geographical isolation Competition from public schools High cost of recruitment Long time-to-fill for positions Low teacher satisfaction High teacher attrition Lack of ongoing support and training Limited marketing budget Low brand awareness
Gain Points	<ul style="list-style-type: none"> Specialized recruitment strategies Targeted marketing Strong relationships with community leaders High-quality recruitment process Comprehensive onboarding and training Ongoing support and mentorship Competitive compensation Flexible work arrangements Strong brand identity Geographical diversity Partnerships with public schools High-quality recruitment process Comprehensive onboarding and training Ongoing support and mentorship Competitive compensation Flexible work arrangements Strong brand identity Geographical diversity Partnerships with public schools 	<ul style="list-style-type: none"> Specialized recruitment strategies Targeted marketing Strong relationships with community leaders High-quality recruitment process Comprehensive onboarding and training Ongoing support and mentorship Competitive compensation Flexible work arrangements Strong brand identity Geographical diversity Partnerships with public schools High-quality recruitment process Comprehensive onboarding and training Ongoing support and mentorship Competitive compensation Flexible work arrangements Strong brand identity Geographical diversity Partnerships with public schools

PROVIDER WORKSHOP SOLUTION IDEAS

1. Develop targeted recruitment strategies for each provider type.

2. Create a shared pool of qualified teachers for providers to draw from.

3. Implement a standardized onboarding and training process for all providers.

4. Establish a mentorship program for new teachers.

5. Offer competitive compensation and flexible work arrangements.

6. Build a strong brand identity for providers.

7. Partner with public schools to recruit and train teachers.

8. Provide ongoing support and mentorship for teachers.

9. Offer professional development opportunities.

10. Create a supportive community for providers and teachers.



PROVIDERS

LEGEND

Provider Size

Large Provider: 100+ employees, 100+ classrooms, 100+ teachers

Small Provider: 10-100 employees, 10-100 classrooms, 10-100 teachers

Emotional Journey Dots

High: Red, Medium: Yellow, Low: Green

Resources

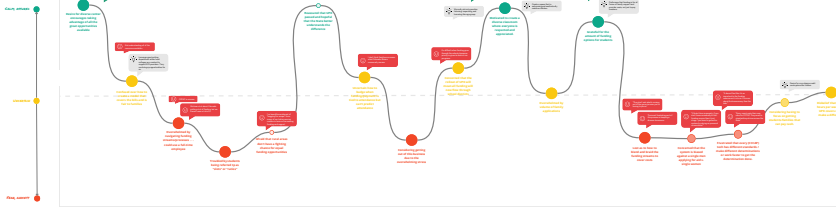
Human Resources: Person icon

Technology Resources: Computer icon

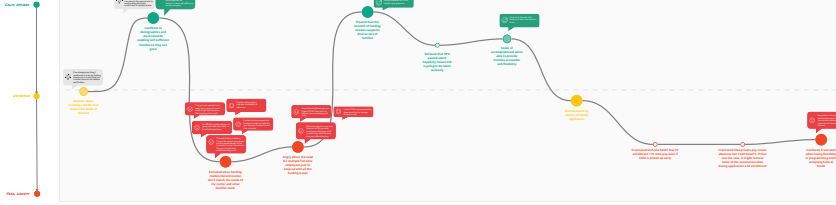
JOURNEY STAGE STEP

FUNDING/ENROLLMENT

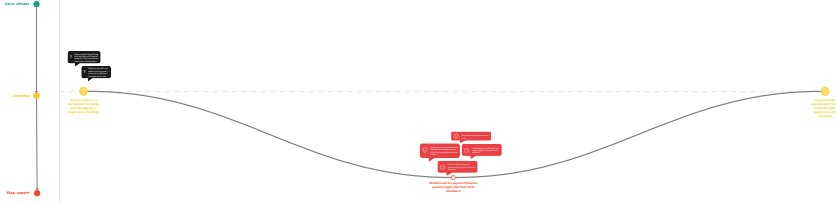
EMPLOYMENT (SMALL SCALE)



EMPLOYMENT (LARGE SCALE)



EMPLOYMENT (FRM)



RESOURCES/INTERACTIONS



THEMES

- PROVIDERS ARE FULLY FOCUSED ON CREATING CLASSROOMS THAT DRIVE OUTCOMES FOR FAMILIES
- DEPARTMENTAL REPRESENTATIVES AREN'T CLEAR ON DEFINED PROCESSES, RULES, OR REGULATIONS
- SYSTEMS ARE NOT ARCHITECTED TO BE INTEROPERABLE IN A MANNER THAT ENABLES SECURE SHARING OF MUTUALLY NECESSARY DATA
- CHILDREN ARE OFTEN REFERRED TO AS SLOTS OR RATIOS
- BLENDING AND BRANDING NEEDS A MORE UNIVERSAL, SCALABLE SOLUTION

PAIN POINTS + GAIN POINTS

Small Provider	Large Provider
<ul style="list-style-type: none"> Complexity of navigating multiple systems Fragmented data across different systems High cost of technology solutions Limited staff resources High staff turnover Complex regulatory requirements Fragmented data across different systems High cost of technology solutions Limited staff resources High staff turnover Complex regulatory requirements 	<ul style="list-style-type: none"> Complexity of navigating multiple systems Fragmented data across different systems High cost of technology solutions Limited staff resources High staff turnover Complex regulatory requirements Fragmented data across different systems High cost of technology solutions Limited staff resources High staff turnover Complex regulatory requirements

PROVIDER MINDSPACE SOLUTION IDEAS

<ul style="list-style-type: none"> Streamline enrollment and funding processes Implement a unified data system Reduce technology costs Invest in staff training and development Improve staff retention Simplify regulatory requirements Implement a unified data system Reduce technology costs Invest in staff training and development Improve staff retention Simplify regulatory requirements 	<ul style="list-style-type: none"> Streamline enrollment and funding processes Implement a unified data system Reduce technology costs Invest in staff training and development Improve staff retention Simplify regulatory requirements Implement a unified data system Reduce technology costs Invest in staff training and development Improve staff retention Simplify regulatory requirements
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PROVIDERS

LEGEND

Provider Size
Large Provider: Activities, resources, and data are more complex and extensive.
Small Provider: Activities, resources, and data are simpler and less extensive.

Emotional Journey Dots



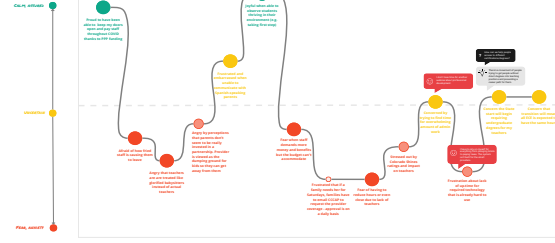
Resources



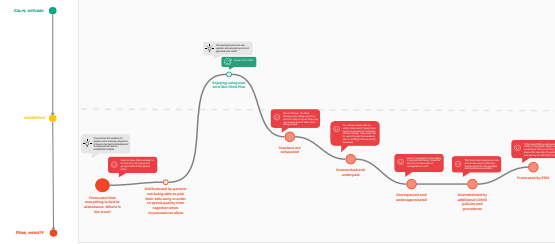
JOURNEY STAGE STEPS

DAY TO DAY OPERATIONS + PAYMENT

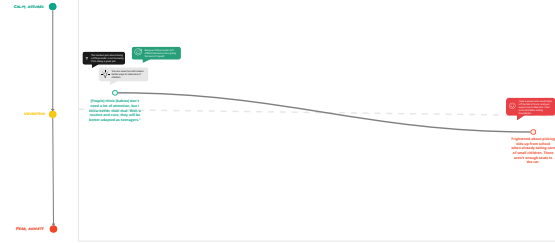
EMOTIONS (SMALL SCALE)



EMOTIONS (LARGE SCALE)



EMOTIONS (FFIU)



RESOURCES/INTERACTIONS

THEMES

THEME 1: THERE IS NO EFFECTIVE GOVERNANCE OF SYSTEMS WHICH PREVENTS A SLA FOR SYSTEM UP-TIME

THEME 2: THERE IS NO SINGLE SOURCE OF TRUTH FOR A FAMILY OR PROVIDER ENABLING A 360 VIEW OF THEIR EXPERIENCES

THEME 3: CHANGES ARE COMMUNICATED INCONSISTENTLY AND NOT IN AN EMPOWERING MANNER

PAIN POINTS + GAIN POINTS

Small Provider		Large Provider	
Loss of programmatic autonomy and control	Complexity of systems and data integration	CCAP eligibility and enrollment process	Complexity of systems and data integration
Complexity of systems and data integration	Loss of programmatic autonomy and control	Complexity of systems and data integration	Loss of programmatic autonomy and control

PROVIDER WORKSHOP SOLUTION IDEAS

Collaboration with FCC and Centers: Establish a working group to address common challenges and share best practices.	Collective Data for FFIU: Develop a shared data platform to streamline data collection and reporting.	Establish a Shared Service Function: Create a shared service function for providers to handle common tasks like enrollment and reporting.	Address the process challenges on the enrollment side: Streamline the enrollment process and provide clear guidance to providers.	Continuing education (not just a webinar): Offer hands-on training and support for providers to stay updated on system changes.	Enhance FFIU to the extent possible: Improve the FFIU system to better support providers and their needs.	Require active participation in the process by regional Data Centers: Engage regional data centers to ensure they are actively involved in the process.
Develop a shared data platform: Create a shared data platform to streamline data collection and reporting.	Develop a shared service function: Create a shared service function for providers to handle common tasks like enrollment and reporting.	Streamline the enrollment process: Simplify the enrollment process and provide clear guidance to providers.	Offer hands-on training and support: Provide hands-on training and support for providers to stay updated on system changes.	Improve the FFIU system: Enhance the FFIU system to better support providers and their needs.	Engage regional data centers: Involve regional data centers in the process to ensure they are actively involved.	Engage regional data centers: Involve regional data centers in the process to ensure they are actively involved.
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September 30, 2021

Developing Solutions with Parents and Providers through Human Centered Design

Provider Shareout Session

Steffanie Clothier, Gary Community Ventures

Hailey Dunnington, Slalom

ECE Design Project

Using Human Centered Design to redesign Colorado's Early Childhood Education system

Project vision

To transform the fragmented Early Childhood Education (ECE) system, including childcare and preschool programming, into a unified system. To do so, we will put parents and providers at the core of the needs assessment and think boldly about future state design opportunities that can inform ongoing transition planning and early childhood department planning. We seek to engage members of the community, drive equity across the ECE system, and ensure that both parents and providers feel valued and heard throughout the project.

Expected Project Outcomes

Informed transition planning

- Learnings from parents and providers will support the transition planning led by the Governor's office, Early Childhood Leadership Commission and executive departments that serve families and children
- Inputs will inform transition plans for new departments and consolidated preschool program

Engaged families and providers

- Gathering feedback and inputs from families and providers—who have often lacked a strong voice in the design of ECE programs—can drive engagement and program satisfaction
- Input from providers and families will ensure that program and process designs meet the needs of all types of children and providers and drive accessibility and equity

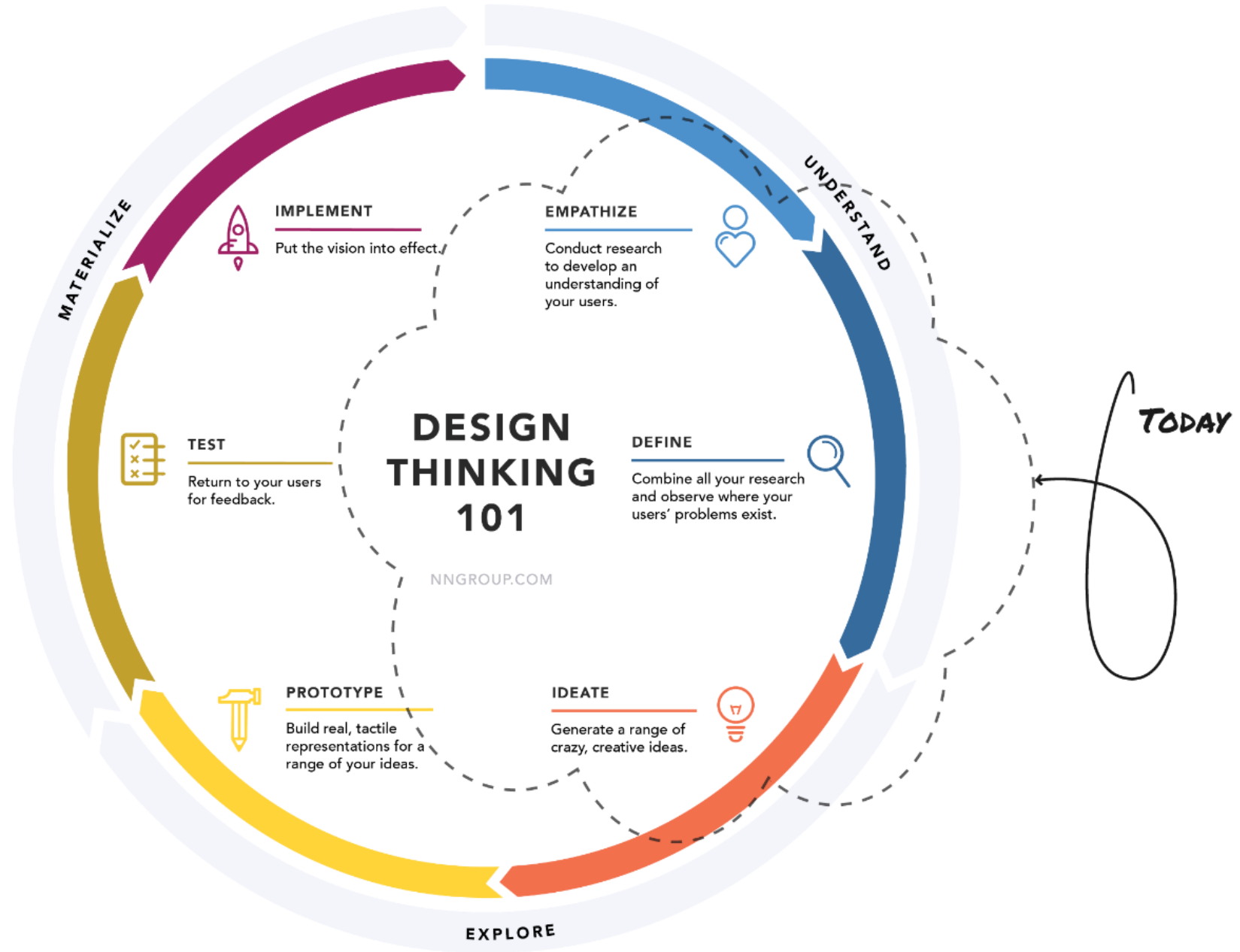
Streamlined process design recommendations

- Real feedback from families and providers will shape how programs, processes, and systems are redesigned and shaped including:
 - The application process
 - Eligibility / redetermination
 - Payment systems
 - Regulatory approaches
 - Infrastructure
 - Program equity and accessibility

Our approach

OUR APPROACH

Leverage a human-centered design approach, we will collaborate with stakeholders across Colorado to inform the transition planning process.



OUR APPROACH

Research focus areas

01

Explore the difference in journeys across three parent types:

- No financial assistance required
- Supplemental assistance required (e.g., CCCAP, CPP, etc.)
- Assistance required but struggle to access funding (e.g., undocumented parents, parents just over income thresholds, can't meet eligibility requirements)

02

Understand how at-risk populations navigate the ECE landscape

- Identify the challenges in finding funding support resources, the application process, the flow of information from providers, navigating language/cultural barriers, etc.
- Define what resources are offered to at-risk families and when
- Define the amount of care parents need and what matters to them

03

Define the resource toll on providers to serve at-risk populations

- Understand the journey behind how providers of different sizes navigate the complexities of different governing bodies and funding sources
- Quantify the time and resource strain that providers feel

04

Explore redundancies that impact programming

- Uncover where and how duplicative regulations yields piecemeal programming (increasing provider strain)
- Define the needs associated with a consolidated or new payment system and understand opportunities to reduce duplicative regulations and processes

What we learned

How we gathered information



Provider Interviews

- Conducted 13 preliminary interviews with parents across the state
- Parents interviewed included those that rely on subsidized care, those who struggle to access financial assistance, and private pay families



Provider Workshops

- Hosted 5 workshops with parents across the state, with over 40 participants total
- Selected participants from both rural and metro areas to understand how geography and care accessibility affects the family experience

RESEARCH FINDINGS

Provider themes

01

Workforce scarcity

The inability to recruit and retain qualified teachers is the #1 threat to early childhood education

04

Exclusive vs. inclusive

Access to information and support seems reserved for those who know how to navigate the system and have the "right" connections

02

Measurement mismatch

We are too focused on the wrong performance indicators of the right goal - driving positive, equitable outcomes for children and families

05

Data scarcity

A lack of trust between stakeholders, especially in reporting and the data management, is a major cause of the duplicate processes

03

Funding process = shame

The request for, and determination of funding, is an inauthentic process that can create barriers to access and prevent true family choice

WORKSHOP FINDINGS

Provider workshops

Workshop #1

Details

August 28
14 participants

Key Learnings

- Desire for a streamlined place to see regulations and complete requirements
- There is a general lack of trust of regulatory agencies impacts the provider journey from the start
- Need for flexible licensing coaching in addition to inspections; standardize licensing specialists' approach to requirements
- Want a roadmap for providers to get from point A to point B
- Licensing needs to be more of an ongoing partnership

Quotes

"The regulations are impossible to operationalize."

"Sometimes our licensing contact isn't even sure of the current rules."

"There are a lot of unwritten rules that you don't know about until you get written up for it."

"I've heard the sentiment of "begging for scraps" from many of our Latinx-serving centers in terms of accessing funding and support."

Provider workshops

Workshop #2

Details

Sept 16
17 participants

Key Learnings

- Belief that FT enrollment = FT time pay even if child is picked up early
- Preference that funding is for all forms of family support and provider costs, not just to pay teachers
- Perceptions that CO Shines is a chicken before the egg; in order to get better funding, you must rate higher, but in order to rate higher you need more money to spend on professional development
- Frustration that the financial support seems biased against single male parents
- Perception that CO Shines curriculum requirements don't meet the needs of all children at all levels

Quotes

“We have taken people who are passionate about child care and turned them into glorified administrative assistants.”

“Colorado Shines tells me I need art on the walls, but then the fire department says the art must come down because it's a fire hazard. So, I put it up for one and then take it down the next week for the other.”

“Every county sets their own rules for CCCAP. They need to standardize policies across the State”

“It feels like a monopoly; if you don't know somebody in that funding source then it just drags - you have to game the system by relying on personal connections.”

Provider workshops

Workshop #3

Details

Roaring Fork FFN HCD Workshop
 September 15
 7 participants

Key Learnings

- Afraid of consequences to immigration status in the future if opening a center prior to citizenship - is it even possible?
- Certain that they don't have the money for the overhead costs like enough space or resources to buy required materials
- Excited to learn that there are Spanish-language certification courses at the local community college
- Desire to get licensed so parents will pay more than minimum (avg. \$20/day)
- Insecure when parents ask if they have the right paperwork and insurance
- Frustrated that the Federal government talks about child care and preschool, but they are only talking about infrastructure
- Excited to learn about the Colorado Statewide Parent Coalition (PASO), which provides in-home training w/o a license

Quotes

"We have [our] model copied in other communities, and we want our legislators to know that."

"I had a parent who would drop off her kid at 5 a.m. and just expect me to take him. I feel uncomfortable setting boundaries."

"Parent refuse to pay me because they say I'm not a real business."

"Where is my self-love when I can't get paid? I put my love, patience and quality into this."

"We want to break the cycle of families not seeing the value of ECE. That's the way to educate parents."

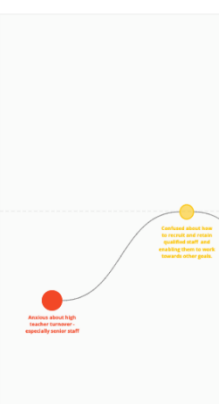
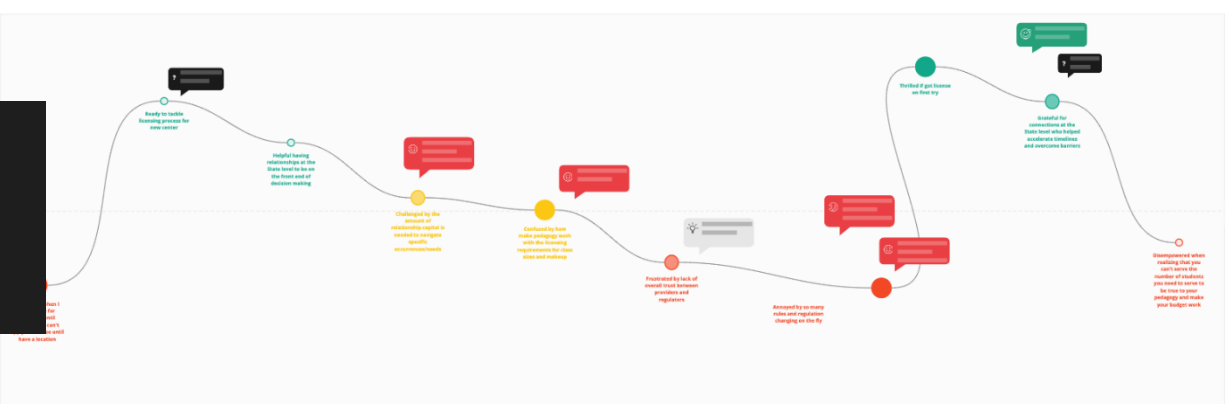
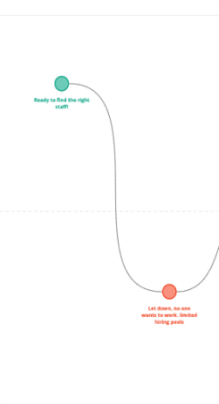
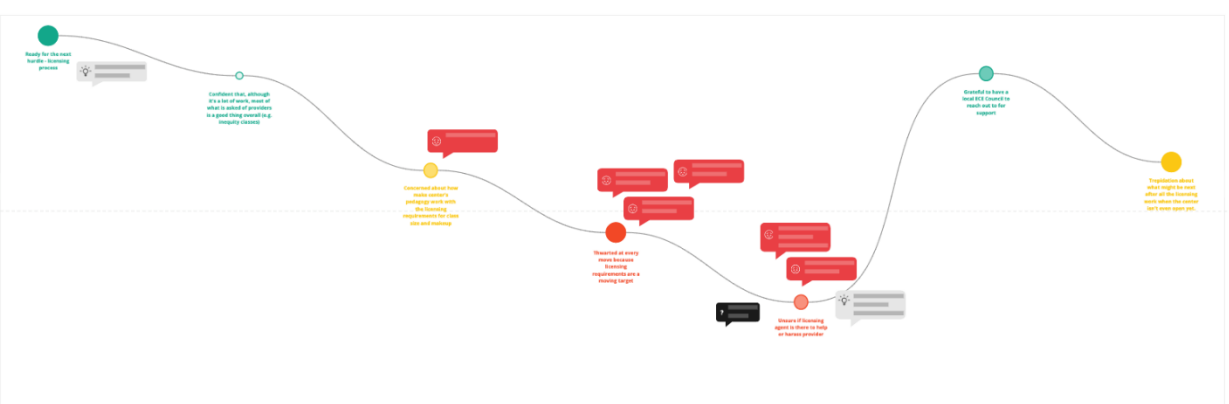
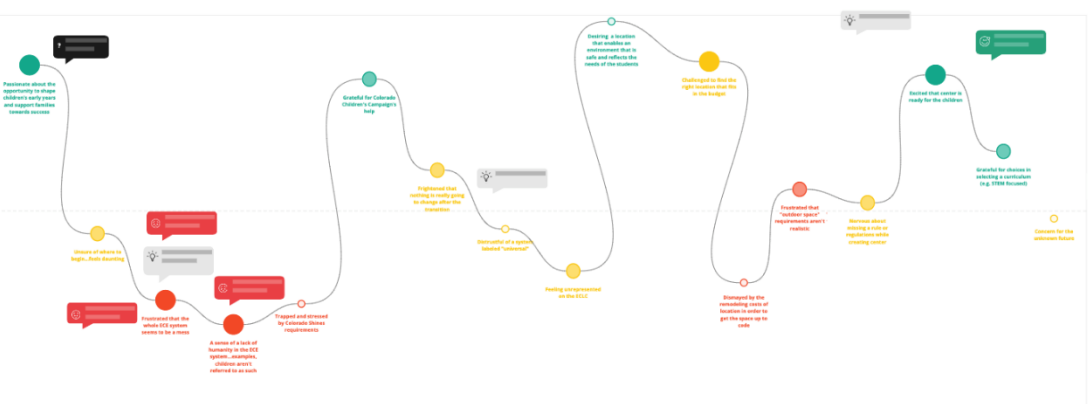
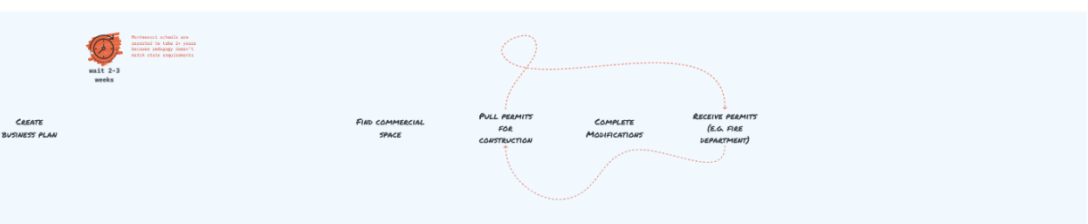
"Women will be empowered to leave their children in a safe place so they can work."

"[People] think [babies] don't need a lot of attention, but I know better than that. With a routine and care, they will be better adapted as teenagers."

"There is something profoundly clear for us - we want the best for our kids."

"I pay more to take care of these kids than the parents pay me. What they pay might cover two diapers."

Early childhood education in Colorado is a human experience that currently happens to its stakeholders instead of with them.



Provider Journey Map

- Business advisor
- Teaching staff
- Pro-bono law firm
- Teaching staff
- Real estate agent
- Construction company
- Lenders
- Fire department
- Parents
- Potential employers sponsors
- Experienced board members
- Local COBA agency
- Owner's representatives
- Other current licensed programs
- Licensing specialists
- Architect/interior design firms
- Accountants
- Early childhood councils
- Lawyers
- Peers

Child care supply and demand data sets

- Various associations
- Contacts at EPIC
- Students
- Teaching staff
- Contacts at the State
- Funding Partners
- Elia at OPE
- Early Childhood Councils
- Licensing representative
- Co. Shines
- Colleagues
- COHS - Office of Early Childhood
- Clayton Early Learning
- Other providers
- Other agency contacts

Colorado Shines
Early Childhood Council

COMPREHENDING INFORMATION REQUIRES DETERMINATION, LOTS OF TIME, ABILITY TO

LACK OF ATTENTION TO

MATERIALS, POLICIES, REQUIREMENTS, LAWS/BILLS,

PASSIVE IGNORANCE OF RULES AND REGULATIONS

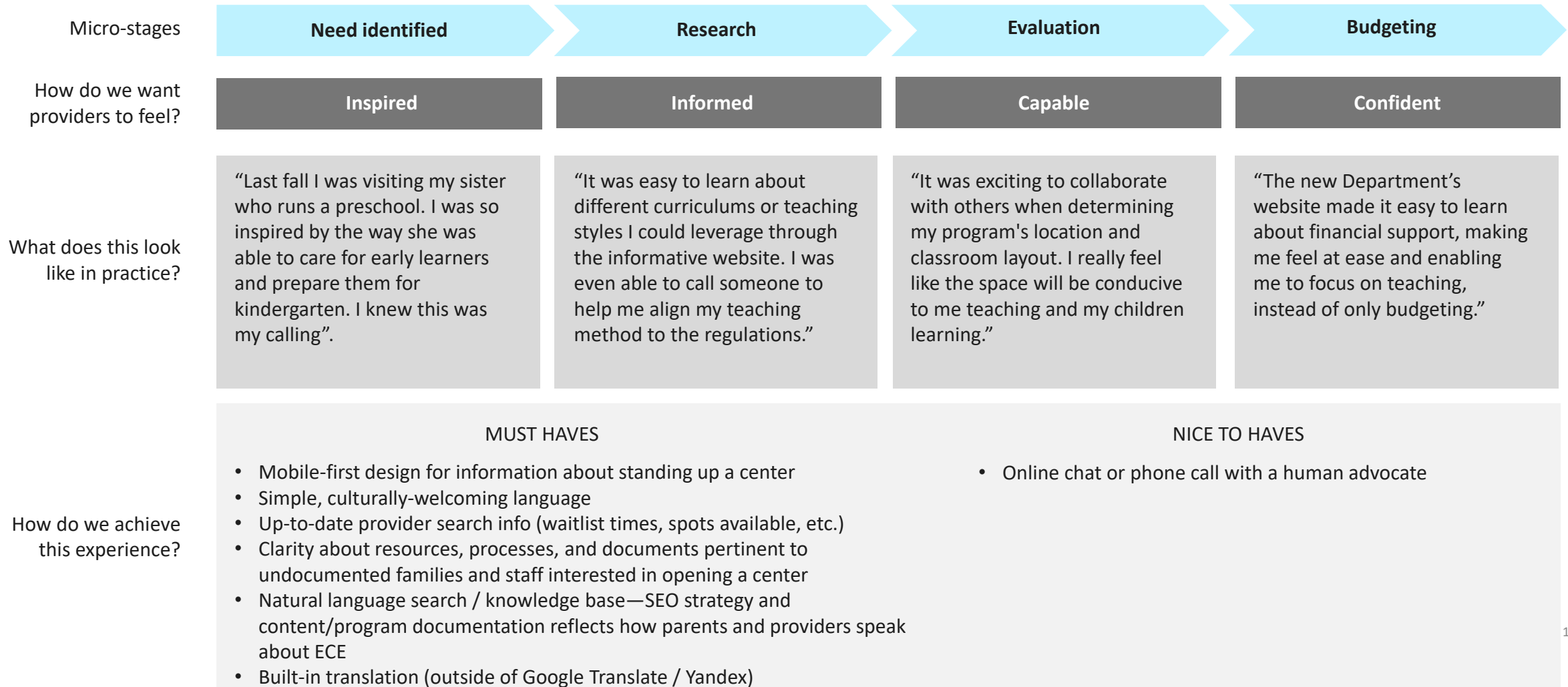
PROCESSES ARE SILOED AND REDUNDANT BECAUSE

POLICY AND PROCESS DECISIONS

PROVIDERS CAN'T COMPETE

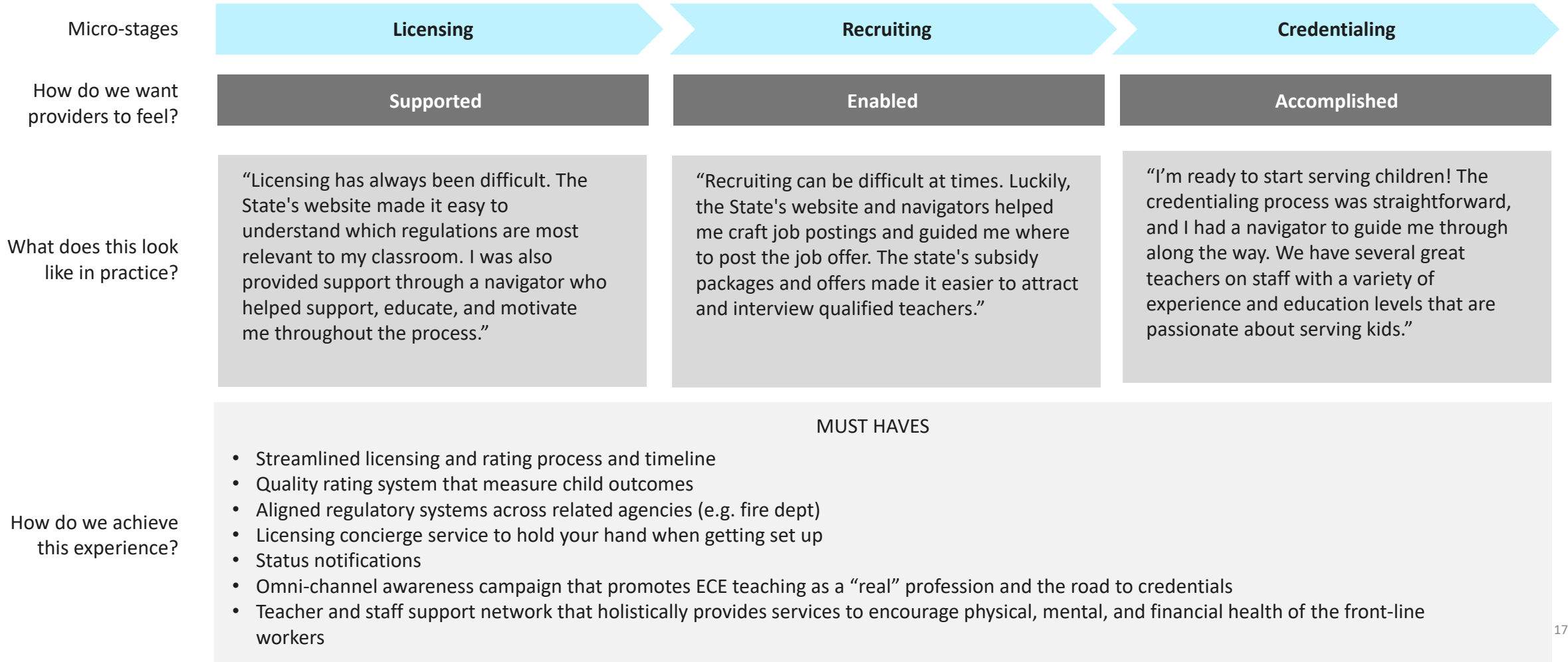
Designing the future state

Stage 1: Awareness (Pre-License)

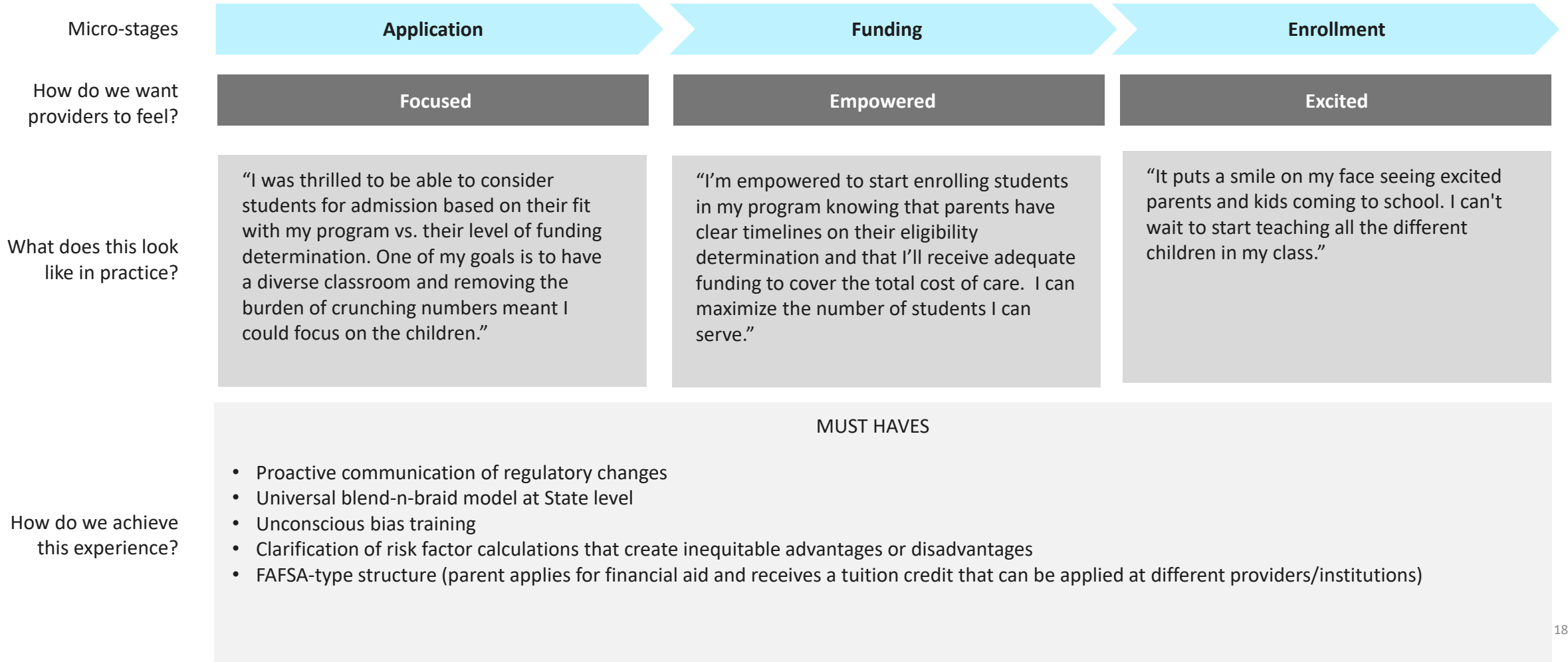


Stage 2: Establish

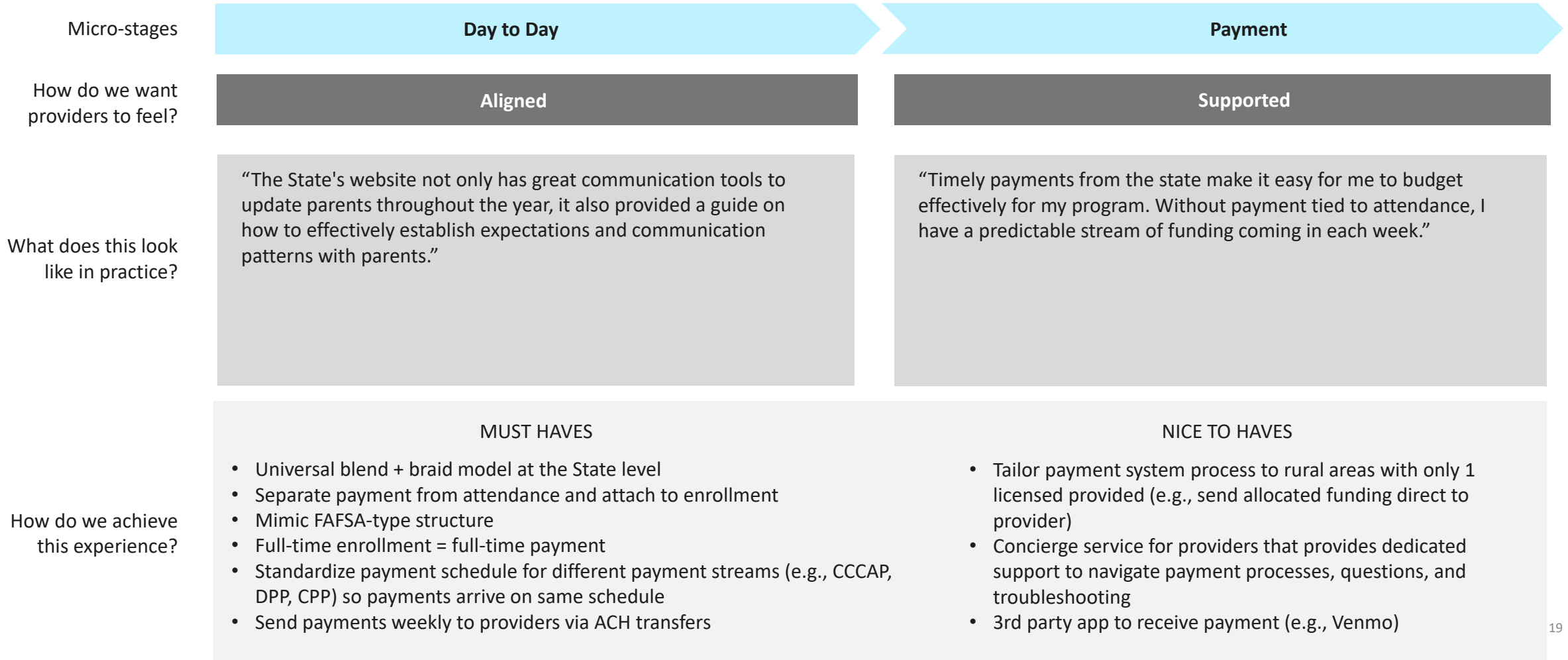
- Omni-channel awareness campaign that promotes ECE teaching as a “real” profession and the road to credentials
- Teacher and staff support network that holistically provides services to encourage physical, mental, and financial health of the front-line workers



Stage 3: Engage



Stage 4: Activate



Stage 5: Reassess / Reapply

Micro-stages



How do we want providers to feel?

Clear

What does this look like in practice?

“Thankfully, tax season comes but once a year and so does redetermination. I work with my families' case workers to ensure there's an accurate depiction of their situation.”

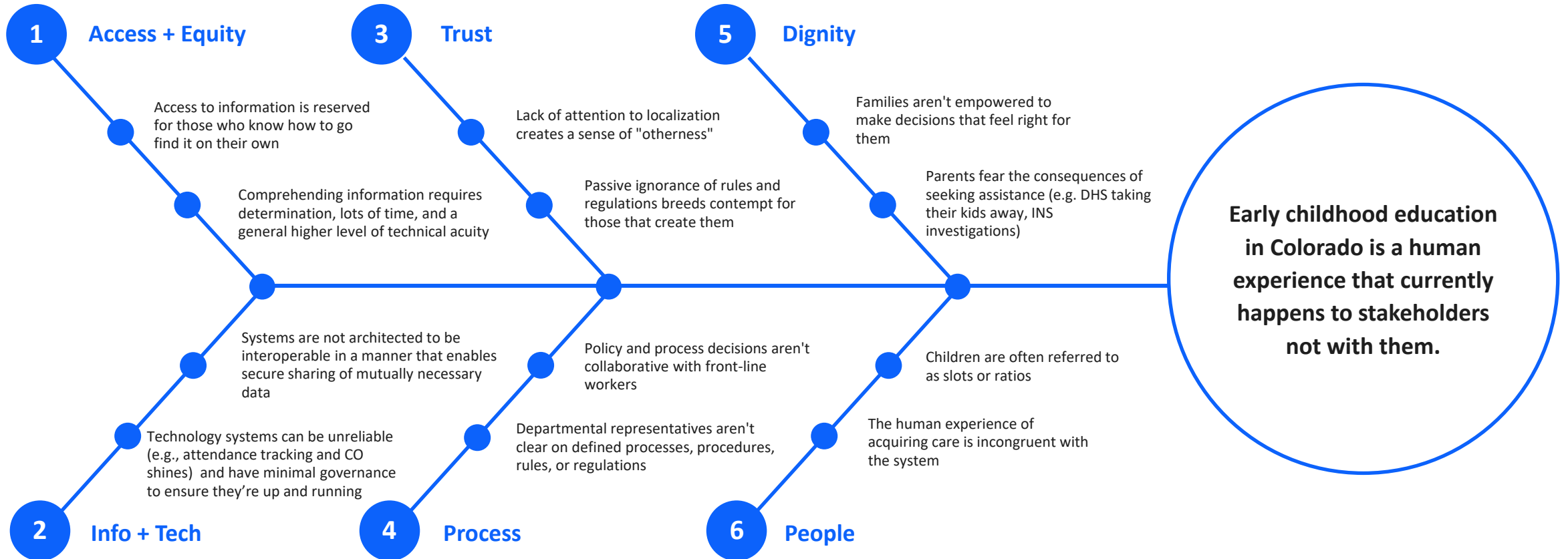
How do we achieve this experience?

- MUST HAVES
- Streamline the process for reapplying for the following school year
 - Consider communicating opportunity to align CPP and CCCAP eligibility determination to tax season timeline when parents have income and employment documentation readily available and prepared
 - SMS / email notifications 2 months prior to key redetermination dates and tasks to get parents adequate time to prepare
 - Provide parents with easy-to-follow documents and explanations that illustrate implications of additional income and job changes on eligibility

Appendix

WHAT WE'VE LEARNED SO FAR

Root cause analysis





FAMILIES

LEGEND

Emotional Journey Dots



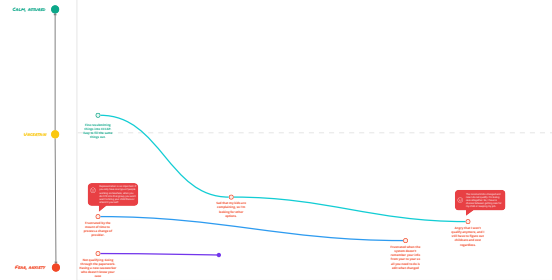
Journey Lines



JOURNEY STAGE STEP

REDETERMINATION + REASSESSMENT

EMOTIONS (SMALL SCALE)



THEMES

LACK OF EDUCATION REDUCES VALUE OF EARLY CHILDHOOD EDUCATION LEADS TO STIGMA OF BEING SEEN AS DAYCARE ONLY

LACK OF ACCOUNTABILITY IN THE CLASSROOM AROUND TEACHERS' PERFORMANCE MAKES IT HARDER ON PARENTS AND CHILDREN. PARENTS WILL SWITCH UP CARE IF THEY ARE NOT COMFORTABLE.

PAIN POINTS + GAIN POINTS



SOLUTIONS + IDEAS

<p>The absence of education services for our children is a major barrier to their success. We need to ensure that all children have access to high-quality early childhood education.</p>	<p>Provide a year-round program for children who are not in school during the summer months. This will ensure that children continue to receive education and care during their break.</p>	<p>Implement a system of mentorship where experienced teachers and staff provide guidance and support to new staff members. This will help ensure that all staff are equipped with the skills and knowledge needed to provide high-quality care.</p>	<p>Provide a year-round program for children who are not in school during the summer months. This will ensure that children continue to receive education and care during their break.</p>	<p>Implement a system of mentorship where experienced teachers and staff provide guidance and support to new staff members. This will help ensure that all staff are equipped with the skills and knowledge needed to provide high-quality care.</p>	<p>Provide a year-round program for children who are not in school during the summer months. This will ensure that children continue to receive education and care during their break.</p>	<p>Implement a system of mentorship where experienced teachers and staff provide guidance and support to new staff members. This will help ensure that all staff are equipped with the skills and knowledge needed to provide high-quality care.</p>
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Community education at ACE's

September 2021

ECE Parent Shareout Session

Using Human Centered Design to redesign
Colorado's Early Childhood Education system

Our Goals

Deliver breakthrough solutions that transform the opportunity landscape for Colorado's kids and their families.

Project vision

To transform the fragmented Early Childhood Education (ECE) system, including childcare and preschool programming, into a unified system. To do so, we will put parents and providers at the core of the needs assessment and think boldly about future state design opportunities that can inform ongoing transition planning and early childhood department planning. We seek to engage members of the community, drive equity across the ECE system, and ensure that both parents and providers feel valued and heard throughout the project.

Expected Project Outcomes

Informed transition planning

- Learnings from parents and providers will support the transition planning led by the Governor's office, Early Childhood Leadership Commission and executive departments that serve families and children
- Inputs will inform transition plans for new departments and consolidated preschool program

Engaged families and providers

- Gathering feedback and inputs from families and providers—who have often lacked a strong voice in the design of ECE programs—can drive engagement and program satisfaction
- Input from providers and families will ensure that program and process designs meet the needs of all types of children and providers and drive accessibility and equity

Streamlined process design recommendations

- Real feedback from families and providers will shape how programs, processes, and systems are redesigned and shaped including:
 - The application process
 - Eligibility / redetermination
 - Payment systems
 - Regulatory approaches
 - Infrastructure
 - Program equity and accessibility

How we gathered information



Parent Interviews

- Conducted 13 preliminary interviews with parents across the state
- Parents interviewed included those that rely on subsidized care, those who struggle to access financial assistance, and private pay families

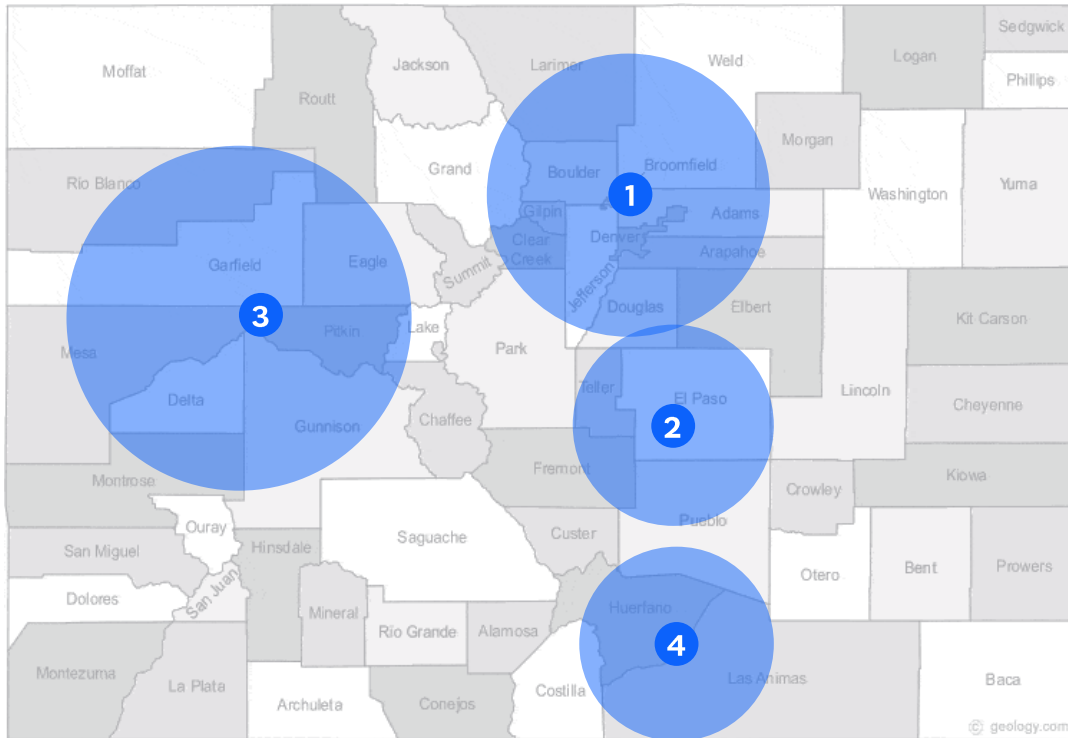


Parent Workshops

- Hosted 5 workshops with parents across the state, with over 40 participants total
- Selected participants from both rural and metro areas to understand how geography and care accessibility affects the family experience

OUR APPROACH

Workshop coverage



1. Denver / Larimer County
2. El Paso County
3. Western Slope / FFN Network in Roaring Fork (hybrid provider / parent workshop)
4. Las Animas / Huerfano County
5. Statewide Non-English Speaking Communities

What we learned

RESEARCH FINDINGS

Parent research themes

01

Payment frustration

Payment is tied to attendance. however, program hours don't match the reality of many families' work schedules or transportation challenges. As a result, parents often can't meet attendance expectations which means payment is withheld.

04

Information feels exclusive

Awareness of, and access to, information and support seems to be reserved for white, English-speaking families who know how to navigate the system and mold themselves to fit its requirements.

02

Lengthy determination process

The application and enrollment experience is time-consuming, confusing, and redundant which prevents families from planning, budgeting, and securing employment when schedules seem uncertain.

05

Fear of repercussions

Word-of-mouth within some communities causes parents to fear perceived consequences of seeking financial assistance (e.g. loss of custody, immigration issues, etc.).

03

Funding process can feel shameful

Determination and redetermination of funding is an invasive experience that can cause a sense of shame, conflict within the home, and is often enough of a barrier in and of itself to prevent families for seeking the support for which they qualify.

06

Limited care options

Quality ratings often don't factor into families' limited choices about where to place their children. It's more so about where is there an opening, is it safe, does it accept the right type of financial assistance, and/or is it close enough to the home or on the way to work

WORKSHOP FINDINGS

Parent workshop findings

Denver / Larimer County

Details

September 7
9 participants

Key Learnings

- Desire for more flexibility and community with parents so they are up to date about new programs
- Need for more child care centers and preschools that are equipped to work with special needs kids
- Need for more programs and centers that offer child care during non-traditional business hours
- Belief that child care is just daycare without quality delivery of age-appropriate curriculum
- Perception that programs have no incentive to not focus on families that can pay cash

Quotes

"People in the system assume you're the stereotype and are just working the system."

"I was surrounded by people telling me not to apply for CCCAP because Child Protective Services might take my kid away."

"If my current solution falls through, I'll have to quit my job."

"Representation is so important. If you only have one type of person working somewhere, when you don't fit into that group, you won't want to bring your child there or attend it yourself."

WORKSHOP FINDINGS

Parent workshop findings

El Paso County

Details

September 9
9 participants

Key Learnings

- Passionate adoption of ClassDoJo as a way to collaborate with teachers
- Frustration about inability to find a single program that can take all the family's early learners
- Desire for faster turnaround on CCCAP applications
- Need for better customer service and sensitivity training for subsidy workers
- Desire for transportation needs to be considered as part of support
- Perception that some CCCAP application questions seem purposefully hard

Quotes

"Making \$50k/year with two people working is different than making \$50K/year as a single parent. These situations should be treated differently."

"How [my daughter] was born isn't important [when determining] if we deserve daycare. How long I was in labor too. Really?"

"Different zip codes definitely get different advantages. I'd love if all the schools received the same resources"

"Accessibility is a big problem if we are only able to apply in one or two places and it's on the other side of the city and you don't have transportation. You can't apply or enroll your child if you have no way to get there."

WORKSHOP FINDINGS

Parent workshop findings

Las Animas / Huerfano Counties

Details

September 13
5 participants

Key Learnings

- Frustrated that there is only one licensed child care in the county (the school district preschool) and no licensed 0-3 childcare available
- Hope that local businesses will begin to see child care as an economic driver and either provide child care at work, subsidize child care, or at least subsidize the cost to parents
- Desire to see more providers cultivated through outreach to potential teachers in high school or local colleges
- Wishing that there were locations other than the DHS office to apply in order to avoid local gossip
- Angry that the State doesn't seem to realize the plight of rural workers and their barriers to ECE due to distance and transportation realities

Quotes

"When applying in person, it's embarrassing when you have to divulge all your information in front of a lot of people. It really makes you feel small and uncomfortable when you have to repeat your situation over and over again in front of a crowd."

"There's no quality care within driving distance."

"Employers need their workers to get to work as much as workers need to find care so they can get to work and get paid."

"There is a stigma in this community about receiving support. Most folks don't apply because they won't go into the DHS center because then everybody will know your business."

WORKSHOP FINDINGS

Parent workshop findings

Statewide Non-English Speaking

Details

September 15
7 participants

Key Learnings

- Frustrated that white families get to leap-frog the waitlist of some child care providers; some providers don't give resource to non-English speaking families because they aren't incentivized to assist their families
- Eager to have colloquially accessible information about resource at food banks, WIC, HR, or doctor offices/clinics
- Disenfranchised by lack of transportation options, price, service hours, cultural disparities, and amount of attention their children will get leads them to choose FFN providers
- Angry that nobody tells their community about financial resources available
- Prefer paper applications in order to have time to reflect, edit, and proofread before submitting

Quotes

"Child care is a luxury."

"A year ago the secretary at a daycare told me that there's no space and that the waitlist was 6 months. Then, a white lady I clean house for went to the same location and she got into the program after waiting only two weeks."

"When you go into a center to ask for info in Spanish, they don't look at you the same way they do English-speaking families."

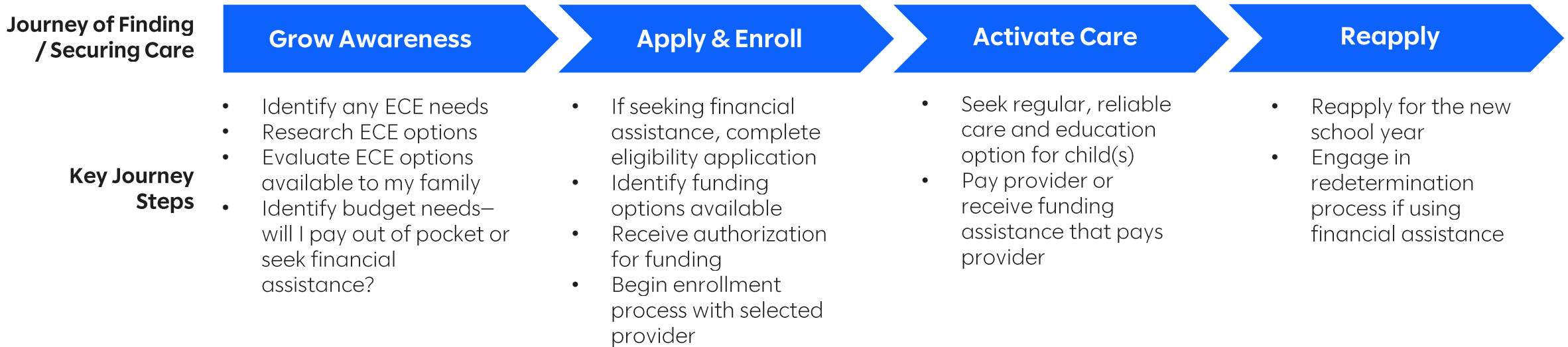
"Obviously, the centers know about the money resources, but they don't make us aware."

"This is a language barrier. If the words you use don't exist in their language, they can't access it."

Designing the future state

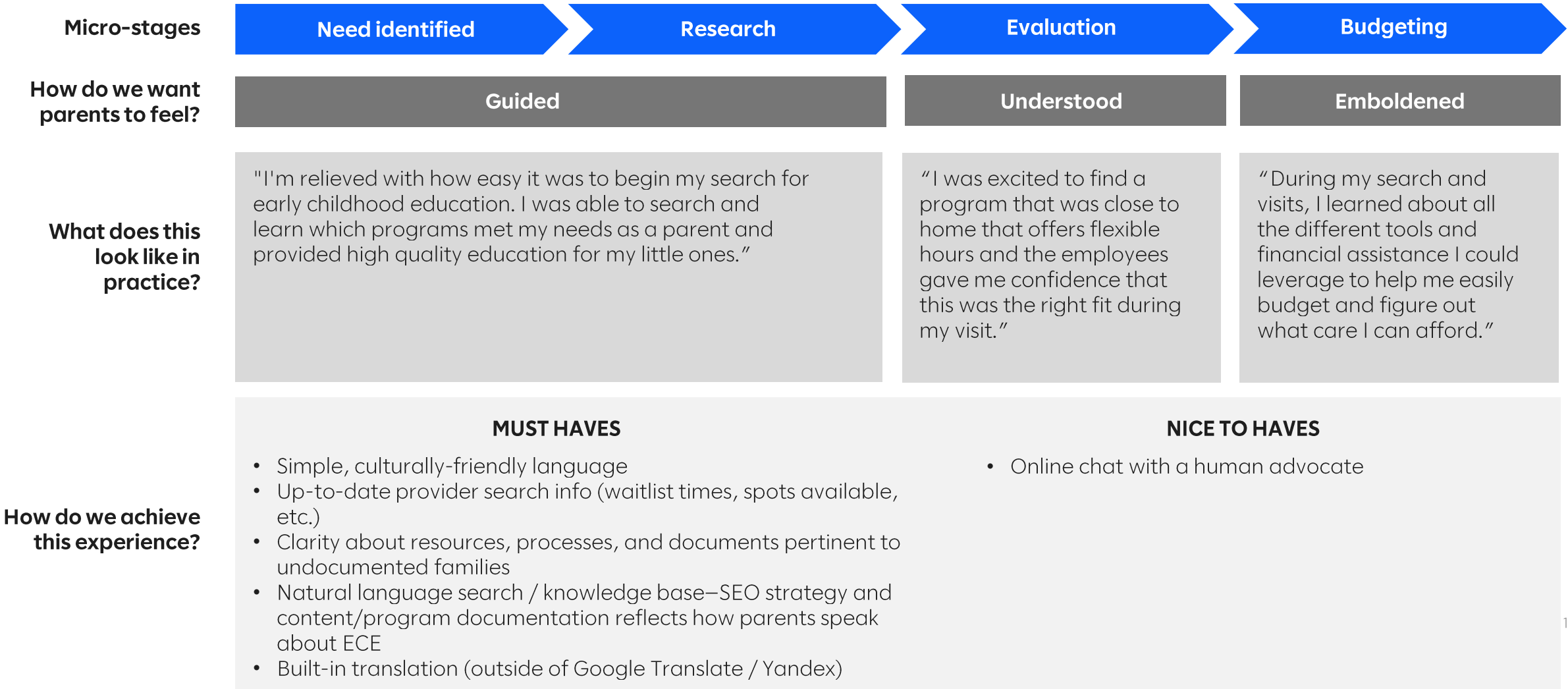
The Journey of Finding and Securing Care

We sought to understand how parents find and secure childcare or preschool for their children today, and how we could create a better experience in the future.



We then brainstormed with parents to understand how they want to *feel* and *what they want their experience to be* along each step of this journey

Stage 1: Grow Awareness



Stage 2: Apply & Enroll



Micro-stages
How do we want parents to feel?



What does this look like in practice?

<p>“Applying for financial assistance was so easy! The website made it clear what I needed to apply, where I was in the process, how long my application would take to process.”</p>	<p>“I had confidence that my application was submitted because I received a confirmation email with a tracking ID - so I knew my application was being processed.”</p>	<p>“I was contacted by a pleasant support team member to fill out additional details in the application and was reminded about financial assistance and other resources I could leverage when during my childcare experience.”</p>	<p>“It felt really nice to know how long my eligibility was going to take to process and when I’d receive a decision by. This allowed me to work with providers to identify a start date for care.”</p>	<p>“ECE is expensive! I like how the site and people I talked to encouraged me to apply for ECE financial assistance to see what I qualify for, even if I didn't think I would receive any funding support. It was easy to fill out one application to figure out if I qualify. When I had a question I was able to reach a person to discuss the process.”</p>	<p>“Wow! I'm relieved that I was able to find ECE that our needs. My little one and I are both looking forward to the first day of school.”</p>
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How do we achieve this experience?

MUST HAVES		NICE TO HAVES
<ul style="list-style-type: none"> • One application for all resources related to ECE subsidies • Simple, culturally-welcoming language • Progress trackers for both application completion and determination process • Humans to help parents navigate ECE financial assistance 	<ul style="list-style-type: none"> • Visualization of process and timeline with eligibility calculator • Non-invasive minimum required fields that don't cause domestic strife or threatening situations (i.e., child support enforcement) • Standardized documentation requirements across programs 	<ul style="list-style-type: none"> • Error handling • SMS / email notification of determination status and/or missing documentation • Natural language search knowledge base • 311 - type hotline

Stage 3: Activate Care

Micro-stages	Day to Day	Payment
How do we want parents to feel?	Connected	Protected
What does this look like in practice?	<p>“I bet my parents would have loved to have this level of communication and information back when they were dropping me off for school! I have a website I can go to for information as well as the ability to communicate with my child's teacher and school throughout the school year. It helps me understand how my child is doing and helps me be a better parent once they're home.”</p>	<p>“I didn't even know that switching jobs could affect my provider or my financial assistance. Luckily, someone from the program supported me and helped me adjust my coverage so that I could continue paying what I can afford.”</p>
How do we achieve this experience?	<p>MUST HAVES</p> <ul style="list-style-type: none"> • Parent reviews / surveying of web experience • Simple, culturally-friendly language • Mobile-first design • ClassDojo-type solution for parent/provider collaboration • Built-in translation outside of Google Translate • Clarity about resources, processes, and documents pertinent to undocumented families and staff 	<p>NICE TO HAVES</p> <ul style="list-style-type: none"> • Allow families to check in for ECE (attendance) on your phone based on your GPS location or through ATS

Stage 4: Reapply

Micro-stages



How do we want parents to feel?

Protected

What does this look like in practice?

"I received an email to update my information for redetermination of my eligibility. I chose to apply for eligibility after tax season so I had all the necessary documents ready to go to start the process. My redetermination began at the same time the following year, when I was prepared again.

How do we achieve this experience?

- MUST HAVES**
- Streamline the process for reapplying for the following school year
 - Consider communicating opportunity to align CPP and CCCAP eligibility determination to tax season timeline when parents have income and employment documentation readily available and prepared
 - SMS / email notifications 2 months prior to key redetermination dates and tasks to get parents adequate time to prepare
 - Provide parents with easy-to-follow documents and explanations that illustrate implications of additional income and job changes on eligibility

Thank you for joining! We will begin shortly.

ECLC

Early Childhood Leadership Commission

September 23, 2021

1:00 pm - 4:00 pm

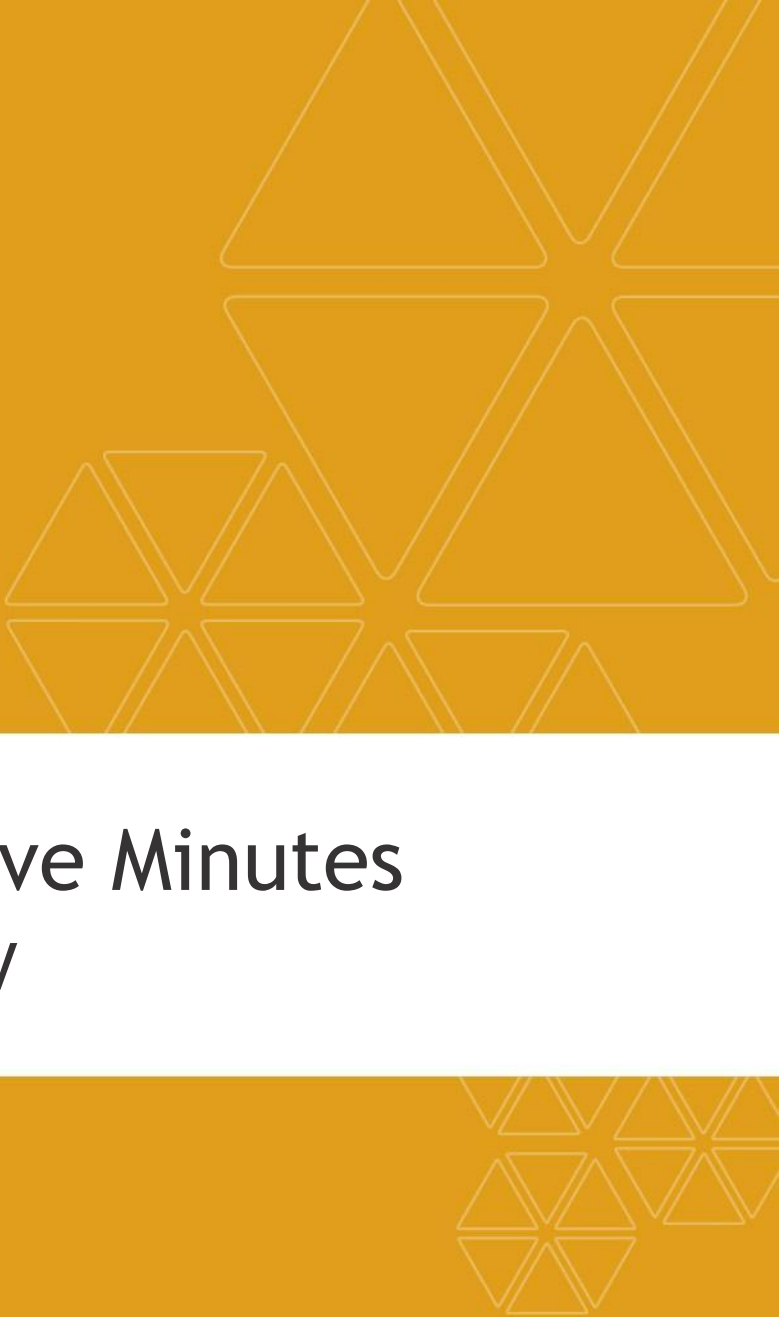
Google Hangouts



- 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 August 26, 2021 Meeting Minutes
- Learn about Developing Solutions with Parents and Providers through Human Centered Design
- Discuss Department of Early Childhood Transition Plan and Universal Preschool Recommendations
- Hear comments from the early childhood community



Welcome and Approve Minutes

Tom Massey



Commissioner Introductions

Tom Massey



Developing Solutions with Parents and Providers through Human Centered Design

Hailey Dunnington, Senior Consultant - Slalom

Steffanie Clothier, Director of School Readiness - Gary Community Ventures

Nicole Riehl, President and CEO - Executives Partnering to Invest in Children





Public Comment

Pamela Harris

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.



Break





Department of Early Childhood Transition Plan
and Universal Preschool Recommendations
Co-Chairs

Review Legislation, Timeline & Process

New Department of Early Childhood

HB21-1304 calls for the new unified Department of Early Childhood in collaboration with other departments, providers, and the community to:

- Provide high-quality, voluntary, affordable early childhood opportunities for all children in Colorado
- Coordinate the availability of early childhood programs and services in Colorado to meet the needs of all families
- Establish state and community partnerships that provide for a mixed delivery of child care and early childhood programs
- Prioritize family and community input
- Maximize the efficient use of resources to ensure that parents, children, and early childhood program and service providers are prioritized with a low administrative burden
- Prioritize the equitable delivery of resources and supports for early childhood
- Unify programs to support a streamlined parent and provider experience

Universal Preschool by 2023

In November 2020, Colorado voters overwhelmingly passed a [proposition](#) to increase the state tax on nicotine and direct the funding to a **voluntary universal preschool program**. Under the program, beginning in 2023, all Colorado families, regardless of income, will have the opportunity to access **10 hours of early care and education per week**, per child, in the year prior to the child entering kindergarten.

Legislation Calls for the New Universal Preschool Program to:

- (a) Align existing funding for the Colorado Preschool Program.... and anticipated preschool funding from the preschool programs cash fund and incorporate the existing preschool program into the new preschool program to operate as a single state-level preschool and align with other relevant early childhood programs operated by the existing departments to achieve a streamlined preschool experience for children, families, and early childhood care and learning providers

Transition Planning Timeline

June 2021

HB21 -
1304
passed

July-Dec. 2021

TAG: Multiple meetings,
with more frequent
subgroup meetings
TWG: Weekly meetings
ECLC: Multiple
meetings

Nov. 1-Nov. 15, 2021

By Nov. 15, **TWG** submits
the approved plan to
other legislative
committees.

Jan. 1-Jan. 15, 2022

By Jan. 1, **TWG** submits
new preschool program
recommendations to
ECLC for approval by
Jan. 15, then to the
legislature. **Jan 2: Gov's
office** submits any
budget amendments.

July 1, 2022

**New
Department of
Early
Childhood is
launched**

By Nov. 1, 2021

Gov's office submits the transition
plan, developed by **TWG** with the
advice of **TAG**, as part of its 2023
budget request to the legislature.
Gov's office also submits the plan
to **ECLC** for approval.

By Dec. 1, 2021

TWG presents approved
transition plan to the Early
Childhood and School
Readiness Legislative
Commission.

2022 & 2023 Leg. Sessions

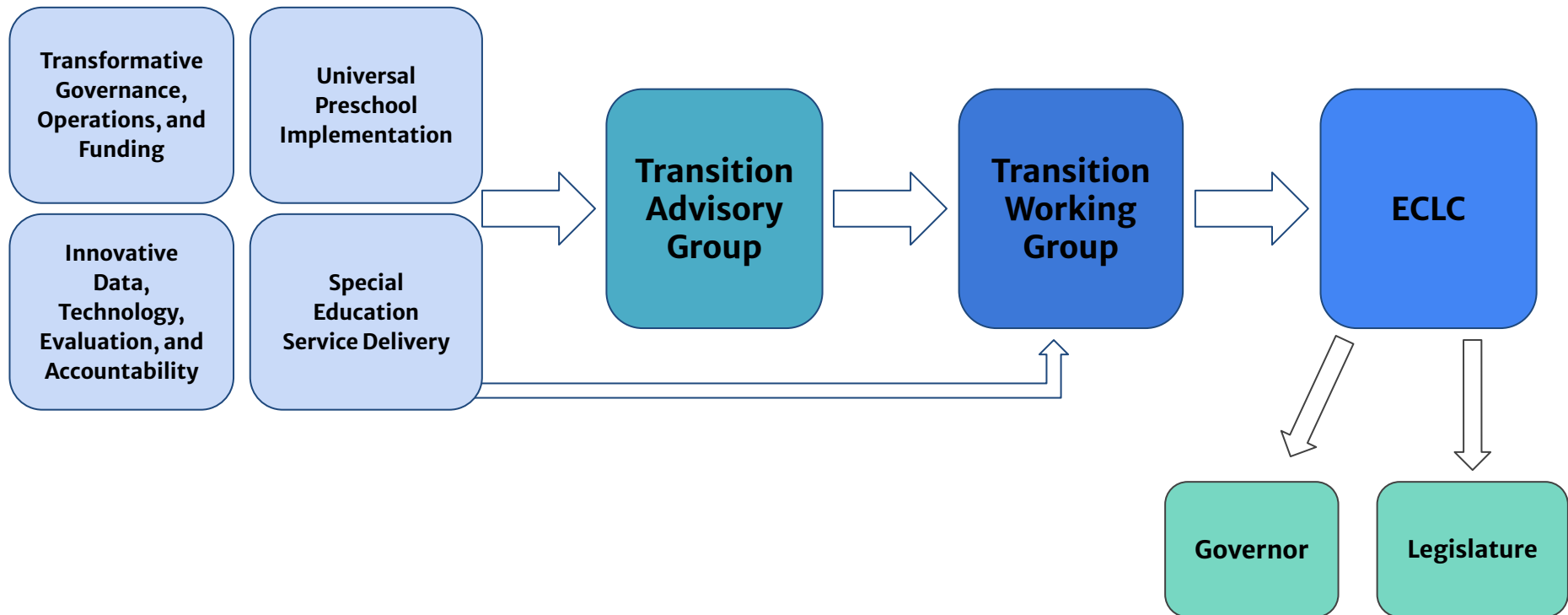
Legislature
considers laws
necessary based on
submitted plans.

By July 2023

Launch new
universal
voluntary
preschool
program.

Transition Planning Process

Transition Advisory Subgroups offer insights to guide the creation of a transition plan to the new unified department of early childhood. Each group will offer recommendations from their perspectives or in their areas of expertise. This information will inform the Transition Advisory Group, Transition Working Group, and ECLC.



Stakeholder Engagement

Interactive User-Focused Listening Sessions

- Program Providers, Parents/Families, and Members of the Early Childhood Workforce

Monthly Town Halls

- Provide early childhood stakeholders with updates about the transition planning process and opportunities to get involved

Monthly Newsletter

- [Sign up to receive these regular updates!](#)

Stakeholder Feedback Form

- Share your recommendations, input, questions or suggestions through this [Feedback Form](#)

Statewide Listening Tour - Oct 11-15

- Members of our team will travel across the state this fall to share progress on the plan and collect feedback

Feedback Form Responses

A reminder about the Feedback Form [responses](#):

- The responses are all shared publicly on the Early Childhood Leadership Commission (ECLC) website removing all identifying information
- These responses are valuable input for this stakeholder engagement process

ECLC Duties

[HB21-1304](#) calls on the ECLC to approve the transition plan **by November 15, 2021** after receiving the plan from the Office of the Governor.

[HB21-1304](#) calls for the the transition plan to include:

- The **governance and structure** of the new department;
- **Mission and vision** statements, as well as guiding values and principles for the coordination and administration of early childhood programs;
- The **fiscal structure** for the new department and the services provided and programs administered;
- **Aligning and combining funding** sources for early childhood services and programs;
- The **timeline** for completing key transition activities for the new department
- **Technology** required to support the new department
- Early Childhood **data systems strategies** to inform planning and support data-driven decision-making

[HB21-1304](#) also calls on the ECLC to approve recommendations for the new voluntary universal preschool program **by January 15, 2022**

ECLC Guiding Principles

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



Review Recent Meetings

Subgroup Meetings Update

Data, Technology, Evaluation & Accountability

Week 5: Supports for Enrollment across EC System

- Discussed the existing systems that support enrollment of child care, preschool and other early childhood services
- Leverage technology to support both family and provider enrollment experiences, thinking critically about usability and accessibility from the beginning
- Communication and collaboration across state and local partners will be very important

Week 6: Current & ideal state agency data systems

- Presentations from Colorado Dept of Education, Colorado Dept of Public Health & Environment, and Colorado Dept of Human Services on current data systems
- First identify the outcomes we want to achieve and then build a system that measures that
- Challenges: lack of consistent identifier across programs and services; funding (initial and ongoing); retaining institutional knowledge from state staff

Special Education Service Delivery

Week 5: Local Service Delivery

- Local communities build systems of community based organizations (CBOs) and local education agencies (LEAs) to deliver services to children and families
- Based on learning to date – shared considerations for where programs should be locate:
 - Part B (preschool special education): remain at Colorado Dept of Education
 - Part C (early intervention): move to new Dept of Early Childhood, aligned with other early childhood programs
 - Continued coordination is needed to align and enhance access and delivery of services

Week 6: Roles and Responsibilities of CDE and DEC

- Assuming the programs are located as above:
 - Accountability and interagency agreements between DEC and CDE
 - Avoid siloing; work to address gaps and align services between and across programs
 - Need to develop a shared understanding of “mixed delivery”

Subgroup Meetings Update

Governance, Operations & Funding

Week 5: Ideal Enrollment Processes for Families and Providers

- Centralized way for families to easily understand what services are available to them
- Opportunities to leverage technology to ease burdens on families accessing and sharing information
- Streamlined system for providers related to paperwork, reporting, funding, eligibility, and ability to easily connect families to other services

Week 6: Coordination across Departments and Strategies to incorporate Family Voices

- Ensure inter- and intra-agency coordination to prevent silos and enhance communication and alignment across programs
- Ensure department leadership values and institutes ongoing opportunities for stakeholder engagement
- Establish ongoing mechanisms that reach families where they are / use technology to allow for continuous feedback opportunities

Universal Preschool Implementation

Week 5: Ideal Mixed Delivery System

- Develop comprehensive policies, standards, and accountability measures
- Ensure family choice
- Utilize technology to support universal enrollment and streamlined systems for providers

Week 6: Strategies to ensure adequate staffing and facilities to support UPK

- Compensation, access to affordable professional development, and overall well-being of providers as a priority
- Utilize cost of care models for reimbursements, that allow for facility and maintenance costs
- Consider incentives for businesses, churches, property owners, higher education, etc to provide space for care

2 Workforce Listening Sessions

Key Themes

- Be responsive to the needs of communities, ensuring there are supports for everyone no matter what language they speak
- Ensure there are family supports like the fatherhood program to educate the whole family, not just the child
- Provide more professional development, trainings, and ensure coaching is widely accessible
- Ensure clear communications with EC professionals whenever there are licensing changes – continue to shift the culture of licensing from a punitive role to a supportive role
- Address compensation: focus on ensuring the early childhood workforce is properly compensated for the skills and support they provide children and families
- Continue to allow choices of curriculum so that programs maintain their individuality
- Streamline regulations: Providers want to have one state contact, and clear alignment of regulations and requirements across agencies

Review Program Movement Recommendations

Considerations for Program Movement

HB21-1304 created DEC to ensure Colorado can improve outcomes for all children, fully implement the new preschool program, and effectively support all Colorado families to access voluntary, high quality child care and education.

To execute this legislative charge, the following criteria were taken into account, when considering which programs should move to DEC:

- The alignment of the program's purpose to the mission, vision, values, and guiding principles of DEC;
- The importance of aligning the current early childhood system with the new voluntary, statewide preschool program;
- The efficiencies and reduction of duplicative oversight implied by unifying programs;
- Federal limitations to the movement of the programs (e.g., CACFP, WIC, & IDEA, Part B); and
- The previous planning, engagement, and alignment work done in the creation of OEC.

Current Early Childhood Structure


CDE	
P-3 Office	Colorado Preschool Program (& additional school-system administered preschool funding sources, e.g. ECARE)
	Preschool Special Education †
	Early Childhood Assessment and Results Matter
	EC Workforce Development Team

CDPHE	
CACFP*	
Maternal and Child Health (Block Grant) * †	
WIC	

CDHS		
OEC	Division of Early Learning Access and Quality	<ul style="list-style-type: none"> - Child Care Attendance Tracking System - Colorado Child Care Assistance Program (CCCAP)* - Colorado Shines Quality Rating and Improvement System (QRIS) - Early Childhood Councils & CCR&Rs - Early Childhood Workforce & Professional Development (PDIS)
	Division of Community and Family Support	<ul style="list-style-type: none"> - Child Abuse Prevention Trust Fund - Colorado Community Response - Community-Based Child Abuse Prevention Program - Early Childhood Mental Health - Early Intervention - Family Resource Centers - Fatherhood Program* - Head Start - Home Visiting Programs (e.g.,NFP, SafeCare, PAT, Healthy Steps, Child First, HIPPY) - Incredible Years - Promoting Safe and Stable Families
	Division of Early Learning, Licensing and Administration	<ul style="list-style-type: none"> - Background Investigation Unit - Child Care Licensing*
	Operations	<ul style="list-style-type: none"> - Communications - Early Childhood Leadership Commission - Federal Opportunities (e.g., Preschool Development Grant) - Finance and Contracts - Strategy / Policy
OES		TANF* †
OCYF		Child Welfare*

*these programs provide services to children beyond 5 years old
see next slide for more information

Office of Early Childhood - Program Review
Mary Alice Cohen

A photograph of a classroom scene where two young boys are sitting at a table, focused on playing with various number cards. The cards feature numbers like 8, 25, 16, 27, 23, 30, 45, 49, 55, 66, 71, and 75, along with corresponding ten-frame visual aids. In the background, other children and an adult are visible, creating a busy, educational environment. A semi-transparent blue banner is overlaid across the middle of the image, containing the title and date.

ECLC Presentation 09/23/21

Colorado Office of Early Childhood (OEC)



OEC's “Why”

OEC Mission

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

OEC Vision

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

Dept

EC

Mission

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

Dept EC Vision

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

Children and Families in Colorado

- There are 402,668 children ages 5 and under in Colorado
- 62% live in households where all parents work
- 13% live in families below the official poverty line

Total Number of Children Ages 5 and Under: 402,668

Children by Age	Number of Children	Percent
Under age 1	63,136	15.7%
Age 1	67,973	16.9%
Age 2	67,026	16.6%
Age 3	68,488	17.0%
Age 4	67,930	16.9%
Age 5	68,115	16.9%

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.



Office of Early Childhood Funding Overview

OEC’s total appropriated budget for FY 2021-22 is \$669,122,884, which includes funds appropriated by the Long Bill and bills from the 2021 legislative session:

Source	Total Funding	GF	CF	RF	FF
FY 2021-22 Long Bill	\$280,899,807	\$87,060,045	\$53,352,394	\$7,968,022	\$132,519,346
Ongoing Legislative Bills	\$13,058,565	\$8,697,353	\$0	\$0	\$4,361,212
Stimulus Legislative Bills	\$375,164,512	\$0	\$500,000	\$0	\$374,664,512

Additionally, the Office receives approximately \$19.3M annually in non-appropriated discretionary federal funding.

OEC Programs

(please open this link to view OEC Program document)

- Division of Early Learning Licensing and Administration (DELLA)
- Division of Early Learning Access and Quality (DELAQ)
- Division of Community and Family Support

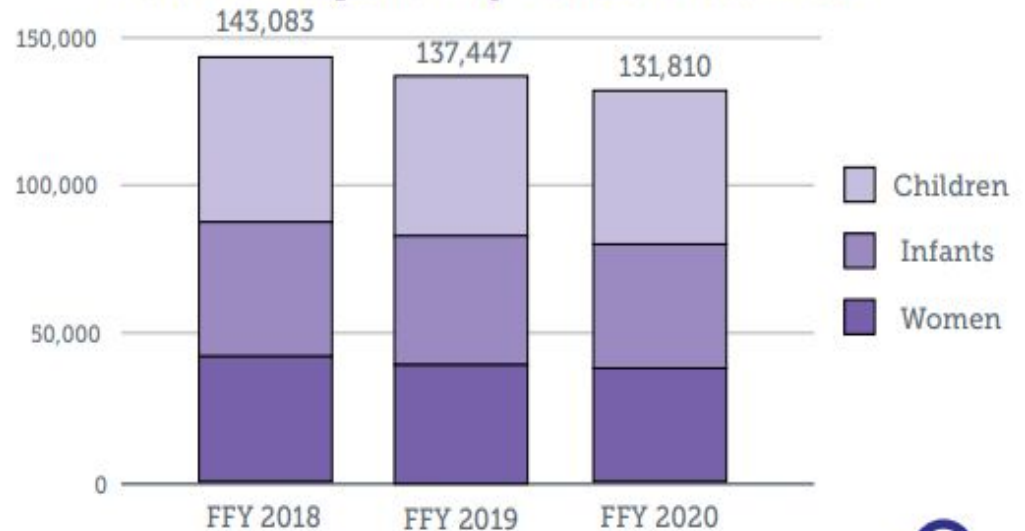
WIC and CACFP
Overview of Programs / Considerations for
Movement

Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)

WIC provides free supplemental food, education, and support

- Healthy food tailored to nutrition needs
- Breastfeeding support
- Nutrition education
- Referrals to care and services beyond WIC

Total Participation by Federal Fiscal Year*



020

*A Federal Fiscal Year (FFY) runs from October through September.



- *The WIC program is required to be administered by the state health department or its equivalent pursuant to federal law.*
- *Defined in federal statute as Child Nutrition Act (1966) : “State agency” means the health department or comparable agency of each State.*
- *There is no authority in the Child Nutrition Act that allows USDA or FNS to approve a waiver.*

Child & Adult Care Food Program (CACFP)

CACFP provides reimbursement for healthy meals and snacks served to Colorado's children and adults. The United States Department of Agriculture (USDA) funds the CACFP and the Colorado Department of Public Health and Environment administers the program.

Meals served (October 2020-May 2021) Incomplete year

- Afterschool programs: 6,154,640
- Child care centers: 5,069,459
- Family child care homes: 1,844,388
- Head Start: 851,180
- Adult day care: 413,699
- Before & after care: 40,958
- Homeless shelters: 38,579

Total: 24,422,853

Movement of CACFP

Challenges:

- Detangling of CACFP shared positions with WIC, loss of cost savings & efficiency
- Ongoing audits; USDA management evaluations early on
- Increased risk of compliance issues

Needs:

- The new department needs to be prepared for high volume and complex legal matters, accounting, payment, and contracting
- Continued attention on non-EC components of CACFP

RECOMMENDATION REGARDING PART B AND PART C SERVICE DELIVERY

Draft recommendations from TWG based on feedback from special education subgroup:

Overall:

- Continue to work toward a system where special education services are delivered for children birth through age 5 in a mixed delivery system that meaningfully includes community-based settings, at the location of family choice, consistent with Least Restrictive Environment (LRE), that is child centered and responsive to family needs.

Part B 619:

- Authority remains under the purview of Colorado Department of Education, to be reviewed in no more than 3 years

Part C:

- As part of the Office of Early Childhood, Part C Early Intervention moves to the Department of Early Childhood

Ongoing Coordination, Alignment and Professional Development

- Enhanced, coordinated, and aligned state support for programs in a mixed delivery system
- Develop MOUs or inter-agency agreements to ensure ongoing coordination at the state system and local levels (for Part B, 619 and between Part C & Part B)
- Encourage agreements with community-based organizations to provide special education services
- Set a timeline to review / evaluate service delivery, partnerships, and outcomes for kids and families
- Re-evaluate where programs are located, within no more than 3 years of operation of the new department
- Provide professional development for workforce - across the early childhood system
- Collectively work to address divisive culture between and across the B-5 early care and education system, including special education
- Continue to center on families and children's experiences

TAG Feedback on Program Movement

Overall there was large agreement with TWG's recommendation of initial programs to move. Based on the 49 responses, here was the average for the survey** by program:

<u>CDE</u>	<u>Office of Early Childhood</u>
CPP: 8.8	Early Learning Licensing and Administration: 9.2
Early Childhood Workforce Development Team: 8.7	Early Learning Access and Quality : 8.9
Preschool Special Education (i.e. IDEA Part B 619): 7.9**	Community and Family Supports: 8.9
	Early Intervention (i.e. IDEA Part C): 8.4
	Early Childhood Operations 9.2

Additional comments:

- 4 individuals called out CACFP as an additional program to consider
- 3 individuals elevated concerns about alignment in the child welfare system
- While the majority of members agreed with moving OEC as a whole, 3 individuals requested to analyze movement on a program level rather than in categories

**A rating of 10 is fully agreement with the recommendation offered. In the case of Preschool Special Education, the recommendation was for the program to stay at CDE.

TAG Feedback on Program Movement

The draft recommendation for initial program movement:

- Colorado Preschool Program (CPP)
- EC Workforce Development Team
- All programs/systems currently housed at OEC, including IDEA Part C

By July 2025, Colorado will also consider the following programs at a minimum :

- WIC
- CACFP
- Preschool Special Education (IDEA 619 Part B)

Blending/Braiding Funding and Technology

Charge

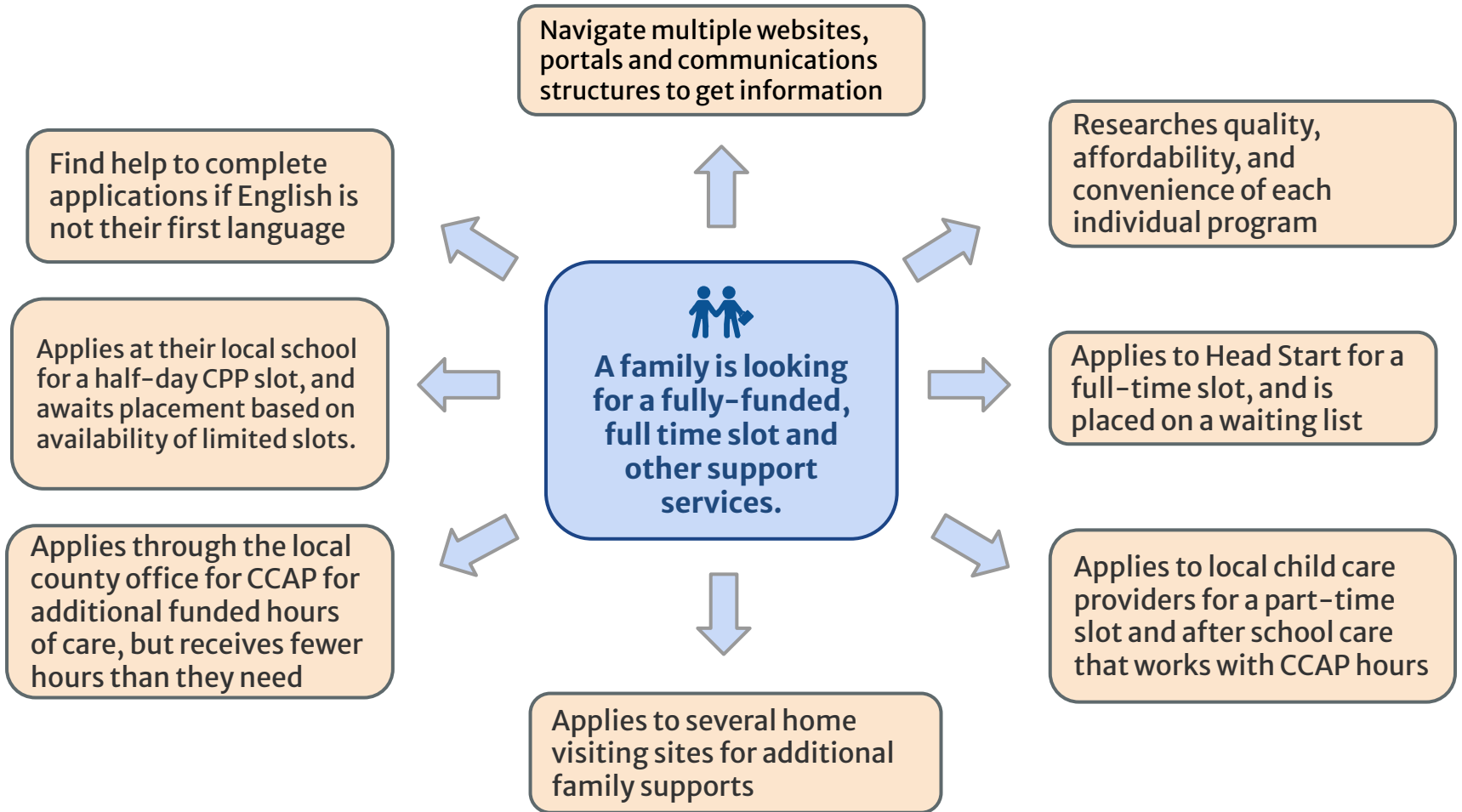
HB21-1304 requires the transition plan to address:

- **Aligning and combining funding sources for early childhood (taking previous local efforts for streamlining into account)**
- **Technology required to achieve goals to support parents/caregivers to identify local, appropriate, and available early childhood program and service options and support unification**
- **Early childhood data systems strategies to inform planning, leverage resource, allocations, maximize children's access to programs, & support data-driven decision-making**

Given Colorado's local control context, recommendations to improve these areas should consider the appropriate roles for state and local governments and their interactions with families.

EC System for Families

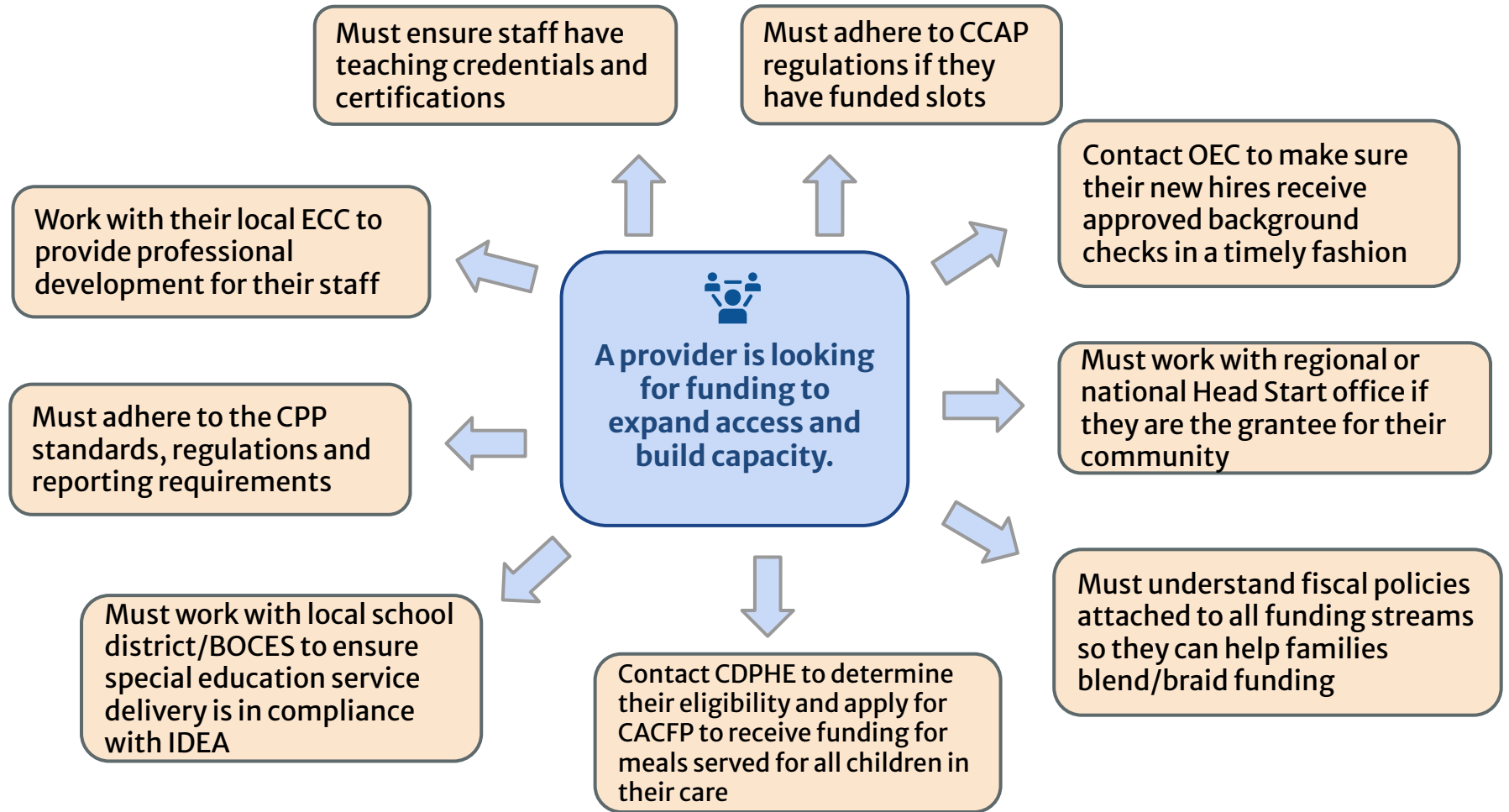
Throughout the stakeholder engagement process, **families** expressed having to navigate the following functions within the early childhood system. An example family may have the below experience:



This graphic is not exhaustive but highlights how the fragmented local governance system can cause challenges for the very people it is supposed to serve.

EC System for Providers

Through the stakeholder engagement process, **providers** expressed having to navigate the following functions within the early childhood system:



This graphic is not exhaustive but highlights how the fragmented local governance system can cause challenges for the very people it is supposed to serve.

Current State: Local Governance Structures

Colorado has multiple initiatives to support children, families, and providers. These initiatives are funded and authorized by different state agencies, and are locally led by different agencies and organizations, including:

- **64** County CCAP Administrators
- **34** ECCs: Early Childhood Councils
- **178** DACs: District Advisory Councils
- **35** FRCs: Family Resource Centers
- **1 statewide** CCR&R: Child Care Resource & Referral hotline
- **17** CCR&R: Child Care Resource & Referrals (regionally based)
- **4** Home Visiting State Intermediaries
- **21** BOCEs: Boards of Cooperative Educational Services
- **69** AUs: Administrative Units*
- **178** School Boards
- **20** CCBs: Community Centered Boards
- **7** CACFP Sponsor Sites
- **110** WIC Clinics
- **2** Tribal Communities: Ute Mountain Ute Tribe and Southern Ute Indian Tribe
- **204** Head Start centers
- **119** Early Head Start centers

A major theme emerging out of ongoing conversations has been the need for a more coherent experience for families, providers, workforce, and children as they navigate these programs and services.

State and Local Relationship

Stakeholders have expressed that there is a need to strengthen the early childhood experience, not just at the state level but in coordination with their local communities as well.

In order to implement its mission and vision of creating a unified system, the new department will need deep and effective partnerships with localities to support the unique needs of each community in Colorado.

Feedback: Blending & Braiding

There was large agreement from TAG members that the challenges and solutions presented were the right ones. Below are some highlights from the comments members made:

- It is important to center communities and not the bureaucratic systems that they interact with to access resources. Wherever possible, the new agency should work with and empower local decision making structures that are working well.
- “I recommend some mapping of readiness, structures, and systems right away to see where there ready communities and where additional structures are needed.”
- Consider how ALL families and providers will be impacted by changes.
- It will be important to keep in mind that new structures can pose a burden on certain groups who already feel distrust in government for example undocumented families.
- Consider how to create a system that is prepared and flexible to scale to new investments, including potential federal investments.
- Members yearned for first answers on how this all could work especially how blending and braiding can work with real funding scenarios. There seems to be confusion on whether this can legally be done at the state level or not.

Sept 22 TAG Takeaways on Blending & Braiding

- Conversations centered around empowering localities that have innovative solutions to the challenges of blending and braiding
 - In some areas of Colorado, local organizations (family resource centers, ECCs, local preschool programs) are already working together to decrease the financial burden on families
 - Many localities feel they have to create their own solutions and are not supported at the state level to do this work
- Families should be centered in all proposed solutions. They are the end users and should be seen as partners in doing what is best for all children.
- Regulations and policies should be reviewed to make it easier for local entities to meet the needs of families.
- Members also raised the need to figure out how to support families who do not want to participate in a formal preschool program
- Workforce challenges arose to the forefront, as the expansion of the early childhood system is reliant on an increase in EC professionals.

Updated Challenges and Solutions

<p><u>Challenge 1</u> Regulations are not aligned.</p>	<p>DEC should revise and streamline existing regulations (e.g. eligibility, program standards, reporting requirements) across funding sources to ensure that families and providers have more flexibility with funds and less administrative burden, in alignment with federal laws.</p>
<p><u>Challenge 2</u> Separate programs have separate funding and technology structures.</p>	<p>DEC should utilize one simple application for universal preschool and related slot-based programs that is easy to use for families and providers, and technologically accessible. Over time, additional programs should be added to the unified application as it is beneficial for families and children.</p>
<p><u>Challenge 3</u> Different funding sources flow to different local structures with no one responsible for ensuring cohesion.</p>	<p>DEC should itself blend and braid state dollars before allocations are released for state-controlled funds.</p> <p>DEC must build local capacity to blend and braid local and federal-to-local funds with state funds across slot-based programs, including ensuring systems are ready for additional federal dollars should they become available.</p>
<p><u>Challenge 4</u> Each community is different with differing current levels of coordination and implementation.</p>	<p>DEC should structure itself, its money and its programs to empower local communities to lead and innovate based on their context. Immediately, DEC should commence a review of community readiness/structures/systems to determine necessary community support for successful launch of UPK, EC unification, and innovation.</p> <p>DEC should elevate and scale local exemplars to build statewide solutions, and should provide feedback and support for all communities. Where possible, DEC should promote and support community leadership within the state system.</p>
<p><u>Challenge 5</u> There is a lack of visibility into systems statewide.</p>	<p>DEC should prioritize, coordinate, and require the collection of data on access, need, demand, and capacity by demographics and locality across all program types and in a way that does not burden providers.</p>

What else is missing or can be added to this chart?

Next Steps

A draft report of this plan will be released in early October for review and feedback from TAG, subgroups, ECLC, providers, families, and stakeholders. Stakeholders will be engaged in the following ways:

- **Statewide listening tour:** To promote engagement and feedback, there will be a statewide listening tour in early October (see next slide for dates).
- **October 20 TAG Meeting:** TAG members will also have the opportunity to provide feedback at the October 20th TAG meeting.
- **October 28 ECLC Meeting:** ECLC will have a final chance to review and provide feedback on the draft plan.
- **Feedback Form:** Stakeholders can offer written feedback through a public form.

Per the legislation, all of the feedback and recommendations from the TAG and its subgroups are considered by TWG to inform the transition plan **due to the ECLC on November 1.**

Statewide Listening Tour

Members of the Transition Working Group will travel the state and hold Listening Sessions to share the draft plan and ask for feedback:

Edwards Oct 11 10:30-12:00pm	Durango Oct 12 3:00-4:30pm	**Virtual** Oct 14 10:00-11:00am	Ft. Morgan Oct 15 10:00-11:30pm
Grand Junction Oct 11 5:00-6:30pm	Alamosa Oct 13 10:00-11:30am	Denver Oct 14 2:30-4:00pm	Ft. Collins Oct 15 2:00-3:30pm
Montrose Oct 12 10:00-11:30am	Pueblo Oct 13 2:00-3:30pm	**Virtual** Oct 14 5:30-6:30pm	

Information coming soon! Please help promote these opportunities in your community!



Co-Chairs' Next Steps, Final Thoughts and Adjourn

Susan Steele

Upcoming Meeting Dates

October 28, 2021
9:30 am - 12:30 pm

November 10, 2021*
9:30 am - 12:30 pm

December 16, 2021
9:30 am - 12:30 pm

January 11, 2022*
9:30 am - 12:30 pm

*Newly Added ECLC Meetings

ECLC

Early Childhood Leadership Commission

Next Meeting:

October 28, 2021

9:30 am - 12:30 pm



Thank you!

September 23, 2021

Developing Solutions with Parents and Providers through Human Centered Design

Presentation to the Early Childhood Leadership Commission

Steffanie Clothier, Gary Community Ventures

Haley Dunnington, Slalom

Nicole Riehl, EPIC

ECE Design Project

Using Human Centered Design to redesign Colorado's Early Childhood Education system

Project vision

To transform the fragmented Early Childhood Education (ECE) system, including childcare and preschool programming, into a unified system. To do so, we will put parents and providers at the core of the needs assessment and think boldly about future state design opportunities that can inform ongoing transition planning and early childhood department planning. We seek to engage members of the community, drive equity across the ECE system, and ensure that both parents and providers feel valued and heard throughout the project.

ALIGNMENT

Aligning to ECLC guiding principles to deliver real-world solutions for ...

- Child, family, and community centered
- Equity driven
- Innovation
- Streamlined efficiency
- Holistic services approach
- Data-driven outcomes



Expected Project Outcomes

Informed transition planning

- Learnings from parents and providers will support the transition planning led by the Governor's office, Early Childhood Leadership Commission and executive departments that serve families and children
- Inputs will inform transition plans for new departments and consolidated preschool program

Engaged families and providers

- Gathering feedback and inputs from families and providers—who have often lacked a strong voice in the design of ECE programs—can drive engagement and program satisfaction
- Input from providers and families will ensure that program and process designs meet the needs of all types of children and providers and drive accessibility and equity

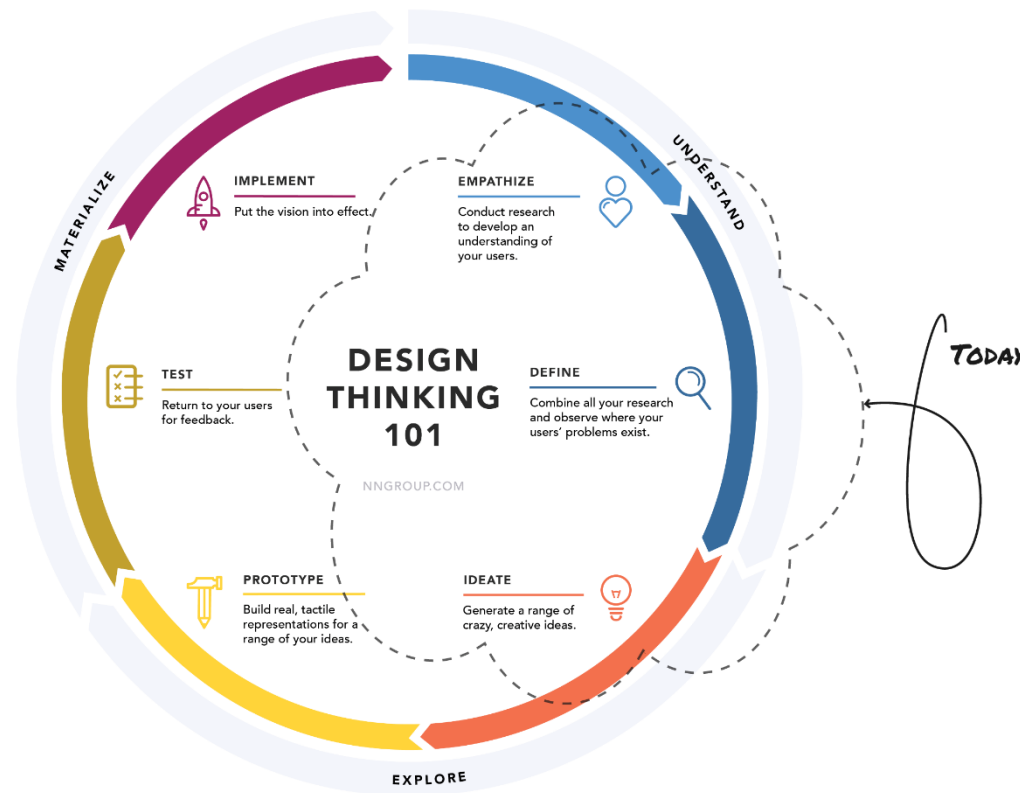
Streamlined process design recommendations

- Real feedback from families and providers will shape how programs, processes, and systems are redesigned and shaped including:
 - The application process
 - Eligibility / redetermination
 - Payment systems
 - Regulatory approaches
 - Infrastructure
 - Program equity and accessibility

Our approach

OUR APPROACH

Leverage a human-centered design approach, we will collaborate with stakeholders across Colorado to inform the transition planning process.



OUR APPROACH

Research focus areas

01

Explore the difference in journeys across three parent types:

- No financial assistance required
- Supplemental assistance required (e.g., CCCAP, CPP, etc.)
- Assistance required but struggle to access funding (e.g., undocumented parents, parents just over income thresholds, can't meet eligibility requirements)

02

Understand how at-risk populations navigate the ECE landscape

- Identify the challenges in finding funding support resources, the application process, the flow of information from providers, navigating language/cultural barriers, etc.
- Define what resources are offered to at-risk families and when
- Define the amount of care parents need and what matters to them

03

Define the resource toll on providers to serve at-risk populations

- Understand the journey behind how providers of different sizes navigate the complexities of different governing bodies and funding sources
- Quantify the time and resource strain that providers feel

04

Explore redundancies that impact programming

- Uncover where and how duplicative regulations yields piecemeal programming (increasing provider strain)
- Define the needs associated with a consolidated or new payment system and understand opportunities to reduce duplicative regulations and processes

OUR APPROACH

By the numbers

400+

Pages of research and legislation documentation reviewed

Identify and assess current state through background documentation, legislation review, and initial discussions

29

Parent, provider, and industry expert interviews (Design Team), including families for whom Spanish is their home language

Gain understanding of stakeholder perspectives, priorities and future vision, as well as current challenges, initiatives and performance

8+

Hours of listening in on ECLC subgroup sessions

Gather additional insights from the broader transition planning

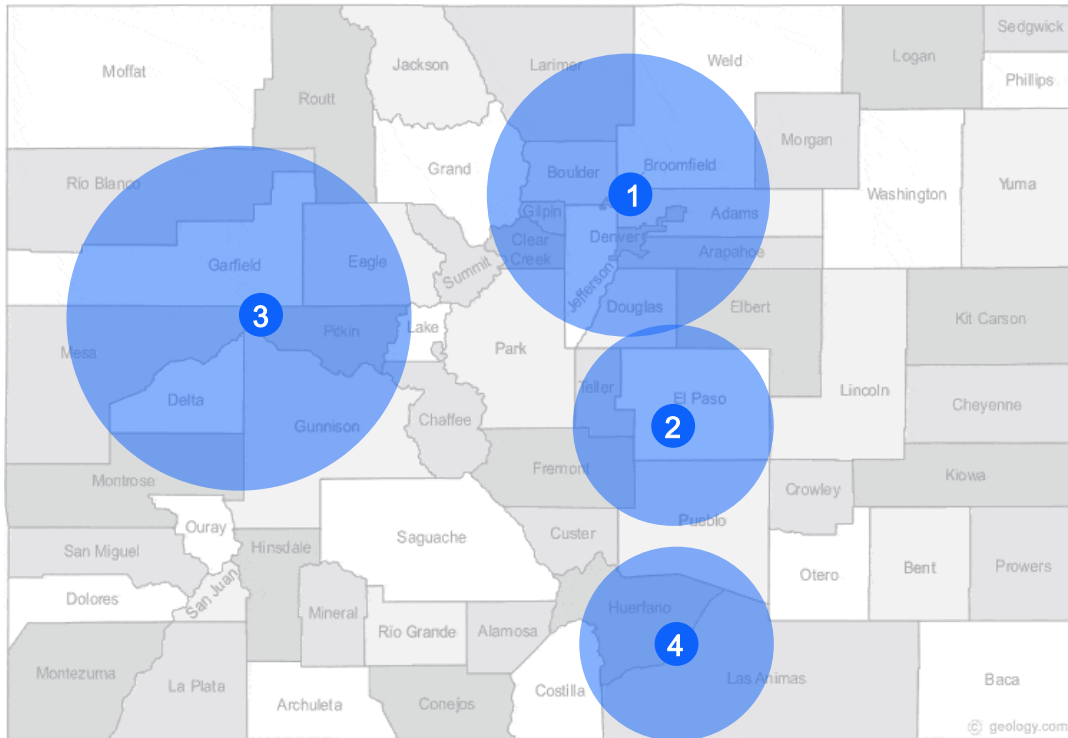
7

Design thinking workshops —each with 12+attendees from across Colorado

Ideate human -centered solutions with stakeholders across Colorado for regions Denver/Larimer County, Las Animas/Huerfano County, Mountain, and El Paso County

OUR APPROACH

Workshop coverage



1. Denver / Larimer County
2. El Paso County
3. Western Slope / FFN Network in Roaring Fork
4. Las Animas / Huerfano County
5. Statewide Non - English Speaking Communities

What we learned

RESEARCH FINDINGS

Design team themes

01

Deliver a Modern ECExthat Mirrors Real Life

Leverage technology and data to deliver personalized, contextual experiences that remove barriers and increase access.

02

Collaborate with Private Sector

The private sector has skin in this game. Leverage their ability to be nimble and innovative.

03

Democratize a Flexible Funding Model

Establish the vision, align funding streams to the vision, enforce guardrails, and allow flexibility based on the realities of the local market.

04

Address Teacher Recruiting and Retention

Address compensation and geographic-related issues (e.g. housing, prof dev, time off), impacting provider's ability to retain top talent.

05

Define Quality

Thoughtfully address the definition of quality in care, considering impacts of education, language, and citizenship requirements.

06

De-segregate Data

Insights regarding reach, awareness, and engagement are segregated based on policy priorities instead of market realities.

RESEARCH FINDINGS

Provider themes

01

Workforce scarcity

The inability to recruit and retain qualified teachers is the #1 threat to early childhood education

04

Exclusive vs. inclusive

Access to information and support seems reserved for those who know how to navigate the system and have the "right" connections

02

Measurement mismatch

We are too focused on the wrong performance indicators of the right goal - driving positive, equitable outcomes for children and families

05

Data scarcity

A lack of trust between stakeholders, especially in reporting and the data management, is a major cause of the duplicate processes

03

Funding process = shame

The request for, and determination of funding, is an inauthentic process that can create barriers to access and prevent true family choice

WORKSHOP FINDINGS

Provider workshops

Workshop #1	Workshop #2
<p>Details</p> <p>August 28</p> <p>Key Learnings</p> <ul style="list-style-type: none"> • Desire for a streamlined place to see regulations and complete requirements • There is a general lack of trust of regulatory agencies impacts the provider journey from the start • Need for flexible licensing coaching in addition to inspections; standardize licensing specialists' approach to requirements • Want a roadmap for providers to get from point A to point B • Licensing needs to be more of an ongoing partnership 	<p>Details</p> <p>Sept 16</p> <p>Key Learnings</p> <ul style="list-style-type: none"> • Belief that FT enrollment = FT time pay even if child is picked up early • Preference that funding is for all forms of family support and provider costs, not just to pay teachers • Perceptions that CO Shines is a chicken before the egg; in order to get better funding, you must rate higher, but in order to rate higher you need more money to spend on professional development • Frustration that the financial support seems biased against single male parents • Perception that CO Shines curriculum requirements don't meet the needs of all children at all levels
<p>Quotes</p> <p>"The regulations are impossible to operationalize."</p> <p>"Sometimes our licensing contact isn't even sure of the current rules."</p> <p>"I've heard the sentiment of 'begging for scraps' from many of our Latinx-serving centers in terms of accessing funding and support."</p> <p>"There are a lot of unwritten rules that you don't know about until you get written up for it."</p>	<p>Quotes</p> <p>"We have taken people who are passionate about child care and turned them into glorified administrative assistants."</p> <p>"Colorado Shines tells me I need art on the walls, but then the fire department says the art must come down because it's a fire hazard. So, I put it up for one and then take it down the next week for the other."</p> <p>"If the new PDIS system was rolled out by Apple, Apple users would have thrown out their phone the next day. It's garbage and belongs in the trash can."</p> <p>"Every county sets their own rules for CCCAP. They need to standardize policies across the State"</p> <p>"It feels like a monopoly; if you don't know somebody in that funding source then it just drags - you have to game the system by relying on personal connections."</p>

WORKSHOP FINDINGS

Provider workshops (cont'd)

Statewide Non - English Speaking Providers

Details

Roaring Fork FFN HCD Workshop
September 15

HCD Workshop
September 15

United Way for Families
ECE Parent Advisor Group
September 10

Key Learnings

- Afraid of consequences to immigration status in the future if opening a center prior to citizenship - is it even possible?
- Certain that they don't have the money for the overhead costs like enough space or resources to buy required materials
- Excited to learn that there are Spanish-language certification courses at the local community college
- Desire to get licensed so parents will pay more than minimum (avg. \$20/day)
- Insecure when parents ask if they have the right paperwork and insurance
- Frustrated that the Federal government talks about child care and preschool, but they are only talking about infrastructure
- Excited to learn about the Colorado Statewide Parent Coalition (PASO), which provides in-home training without a license

Quotes

"There is something profoundly clear for us - we want the best for our kids."

"We have [our] model copied in other communities, and we want our legislators to know that."

"I had a parent who would drop off her kid at 5 a.m. and just expect me to take him. I feel uncomfortable setting boundaries."

"Where is my self-love when I can't get paid. I put my love, patience and quality into this."

"We want to break the cycle of families not seeing the value of ECE. That's the way to educate parents."

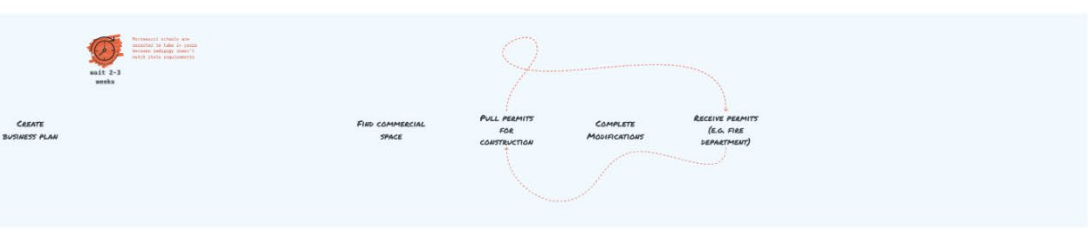
"Women will be empowered to leave their children in a safe place so they can work."

"Parent refuse to pay me because they say I'm not a real business."

"I pay more to take care of these kids than the parents pay me. What they pay might cover two diapers."

"[People] think [babies] don't need a lot of attention, but I know better than that. With a routine and care, they will be better adapted as teenagers."

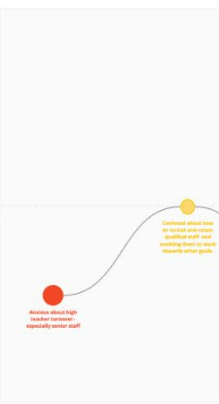
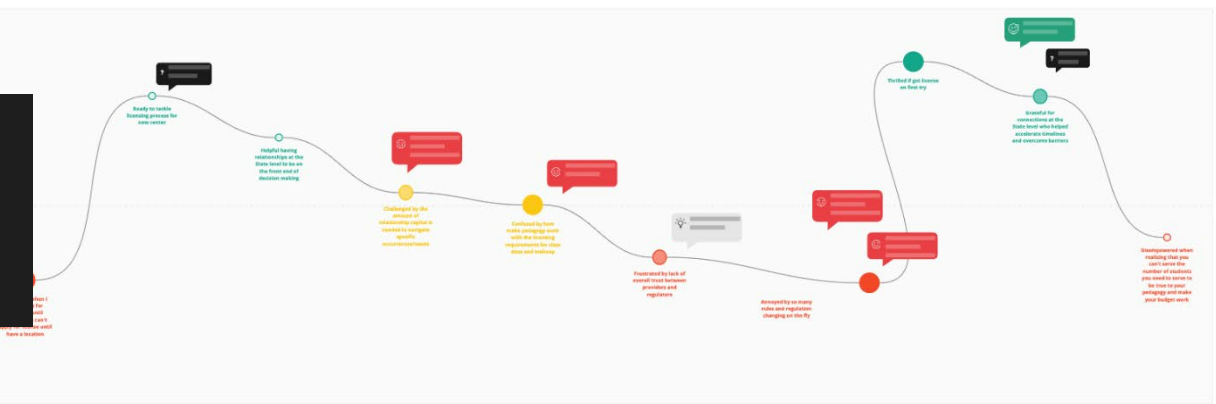
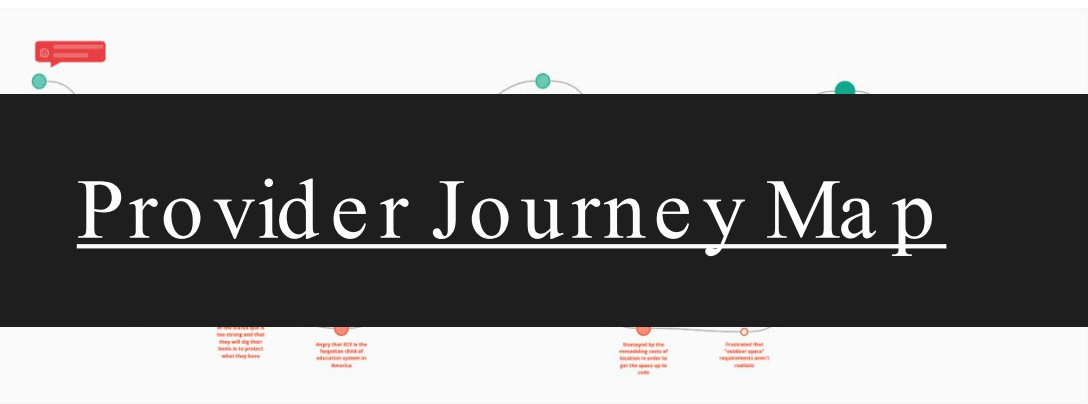
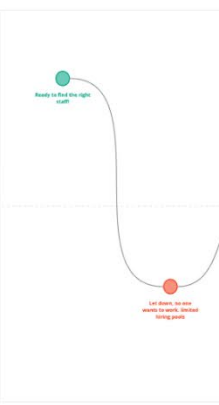
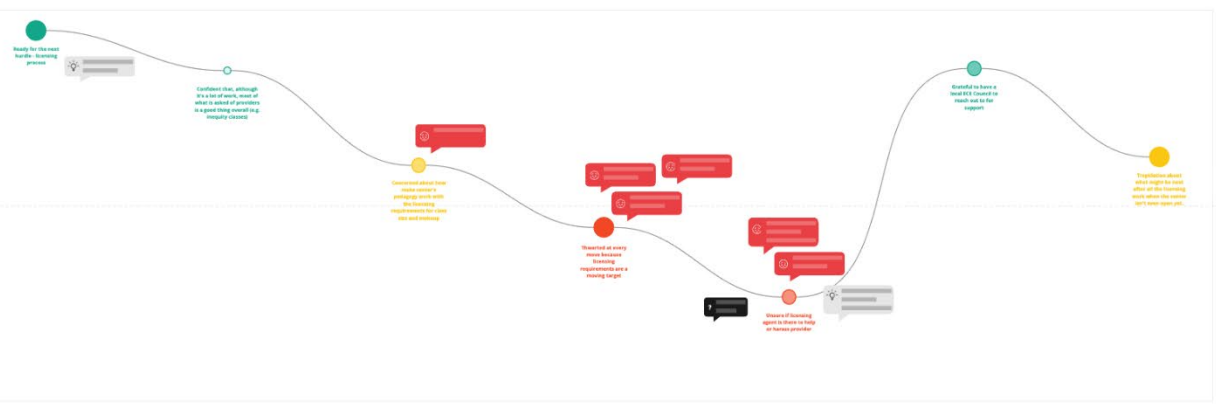
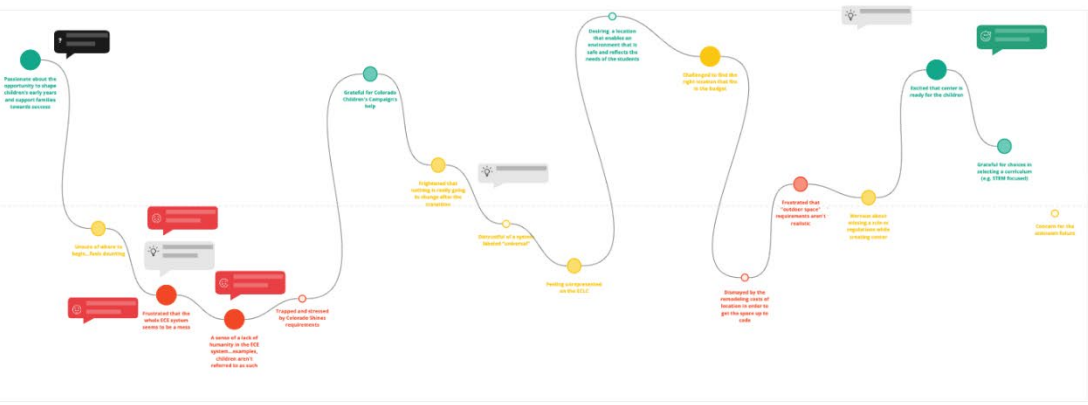
ESTABLISH



LICENSING



RECRUITING TEACHERS



Provider Journey Map

- Business advisor
- Teaching staff
- Pro-bono law firm
- Teaching staff
- Real estate agent
- Construction company
- Lenders
- Fire department
- Parents
- Potential employers/sponsors
- Experienced board members
- Local CCRB agency
- Owner's representatives
- Other current licensed programs
- Licensing specialists
- Architect/interior design firms
- Early childhood councils
- Accountants
- Lawyers
- Peers

Child care supply and demand data sets

- Various associations
- Contacts at EPIC
- Students
- Teaching staff
- Contacts at the State
- Funding Partners
- Elsa at DPP
- Early Childhood Councils
- Licensing representative
- Co. Shines
- Colleagues
- OHHS - Office of Early Childhood
- Clayton Early Learning
- Other providers
- Other agency contacts

Colorado Shines
Early Childhood Council

COMPREHENDING INFORMATION REQUIRES DETERMINATION, LOTS OF TIME, ABILITY TO

LACK OF ATTENTION TO

MATERIALS, POLICIES, REQUIREMENTS, LAWS/BILLS,

PASSIVE IGNORANCE OF RULES AND REGULATIONS

PROCESSES ARE SILOED AND REDUNDANT BECAUSE

POLICY AND PROCESS DECISIONS

PROVIDERS CAN'T COMPETE

RESEARCH FINDINGS

Parent themes

01

Payment paralysis

Payment is tied to attendance. however, program hours don't match the reality of many families' work schedules or transportation challenges. As a result, parents often can't meet attendance expectations which means payment is withheld.

04

Exclusive vs. inclusive

Awareness of, and access to, information and support seems to be reserved for white, English-speaking families who know how to navigate the system and mold themselves to fit its requirements.

02

Detrimental determination process

The application and enrollment experience is time-consuming, confusing, and redundant which prevents families from planning, budgeting, and securing employment when schedules seem uncertain.

05

Access + inequity

Word-of-mouth within some communities causes parents to fear perceived consequences of seeking financial assistance (e.g. loss of custody, immigration issues, etc.).

03

Funding process = shame

Determination and redetermination of funding is an invasive experience that can cause a sense of shame, conflict within the home, and is often enough of a barrier in and of itself to prevent families for seeking the support for which they qualify.

06

Scarcity of family choice

Quality ratings often don't factor into families' limited choices about where to place their children. It's more so about where is there an opening, is it safe, does it accept the right type of financial assistance, and/or is it close enough to the home or on the way to work

WORKSHOP FINDINGS

Parent workshops

Denver / Larimer County	El Paso County
<p>Details</p> <p>September 7</p> <p>Key Learnings</p> <ul style="list-style-type: none"> • Desire for more flexibility and community with parents so they are up to date about new programs • Need for more child care centers and preschools that are equipped to work with special needs kids • Need for more programs and centers that offer child care during non-traditional business hours • Belief that child care is just daycare without quality delivery of age-appropriate curriculum • Perception that programs have no incentive to not focus on families that can pay cash 	<p>Details</p> <p>September 9</p> <p>Key Learnings</p> <ul style="list-style-type: none"> • Passionate adoption of ClassDoJo as a way to collaborate with teachers • Frustration about inability to find a single program that can take all the family's early learners • Desire for faster turnaround on CCCAP applications • Need for better customer service and sensitivity training for subsidy workers • Desire for transportation needs to be considered as part of support • Perception that some CCCAP application questions seem purposefully hard
<p>Quotes</p> <p>"I was surrounded by people telling me not to apply for CCCAP because Child Protective Services might take my kid away."</p> <p>"If my current solution falls through, I'll have to quit my job."</p> <p>"People in the system assume you're the stereotype and are just working the system."</p> <p>"Representation is so important. If you only have one type of people working somewhere, when you don't fit into that group, you won't want to bring your child there or attend it yourself."</p>	<p>Quotes</p> <p>"White kids go to white school. Black kids go to black schools. Nothing will ever change if we keep this up."</p> <p>"How [my daughter] was born isn't important [when determining] if we deserve daycare. How long I was in labor too. Really?"</p> <p>"Different zip codes definitely get different advantages. I'd love if all the schools received the same resources"</p> <p>"Accessibility is a big problem if we are only able to apply in one or two places and it's on the other side of the city from the families with no transportation. You can't apply or enroll your child if you have no way to get there."</p> <p>"Making \$50k/year with two people working is different than making \$50K/year as a single parent. These situations should be treated differently."</p>

WORKSHOP FINDINGS

Parent workshops (cont'd)

Las Anima / Huerfano County

Details

September 13

Key Learnings

- Frustrated that there is only one licensed child care in the county (the school district preschool) and no licensed 0-3 child care available
- Hope that local businesses will begin to see child care as an economic driver and either provide child care at work, subsidize child care, or at least subsidize the cost to parents
- Desire to see more providers cultivated through outreach to potential teachers in high school or local colleges
- Wishing that there were locations other than the DHS office to apply in order to avoid local gossip
- Angry that the State doesn't seem to realize the plight of rural workers and their barriers to ECE due to distance and transportation realities

Quotes

"When applying in person, it's embarrassing when you have to divulge all your information in front of a lot of people. It really makes you feel small and uncomfortable when you have to repeat your situation over and over again in front of a crowd."

"There's no quality care within driving distance."

"One of the gals hit the nail on the head with providing on-site childcare with at jobsites. Possibly, the cost of rent space being paid for by a grant!?"

"Employers need their workers to get to work as much as workers need to find care so they can get to work and get paid."

"There is a stigma in this community about receiving support. Most folks don't apply because they won't go into the DHS center because then everybody will know your business."

WORKSHOP FINDINGS

Parent workshops (cont'd.)

Statewide Non-English Speaking Families

Details

HCD Workshop
September 15
7 participants

United Way for Families
ECE Parent Advisor Group
September 10

Key Learning

- Frustrated that white families get to leap-frog the waitlist of some child care providers; some providers don't give resource to non-English speaking families because they aren't incentivized to assist their families
- Eager to have colloquially accessible information about resource at food banks, WIC, HR, or doctor offices/clinics
- Disenfranchised by lack of transportation options, price, service hours, cultural disparities, and amount of attention their children will get leads them to choose FFN providers
- Angry that nobody tells their community about financial resources available
- Prefer paper applications in order to have time to reflect, edit, and proofread before submitting

Quotes

"A year ago the secretary at a daycare told me that there's no space and that the waitlist was 6 months. Then, a white lady I clean house for went to the same location and she got into the program after waiting only two weeks."

"We're not asking [providers] to [the application]. Give us the tools and direction, and we'll get it done."

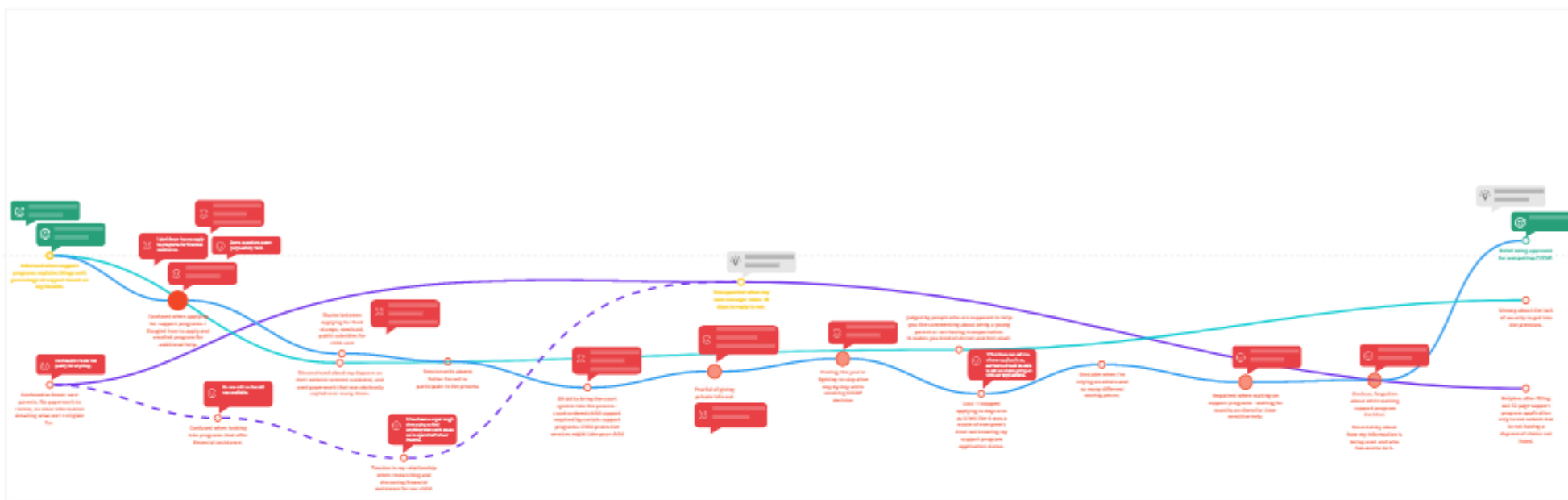
"Child care is a luxury."

"When you go into a center to ask for info in Spanish, they don't look at you the same way they do English-speaking families."

"This is a language barrier. If the words you use don't exist in their language, they can't access it."

"We are stuck in a bad economic situation because mom and dad can't work because they can't pay for care."

"Obviously, the centers know about the money resources, but they don't make us aware."



Parent Journey Map



I DON'T KNOW WHAT I DON'T KNOW - ACCESS TO INFORMATION, AND WHEN I GET TO IT, IT'S DIFFICULT TO UTILIZE

PARENTS DO NOT HAVE LUXURY OF WAITING (WAITLISTS, APPLYING FOR SUBSIDIES) WAITING ON THE SYSTEM PREVENTS UTILIZATION OF THE SYSTEM

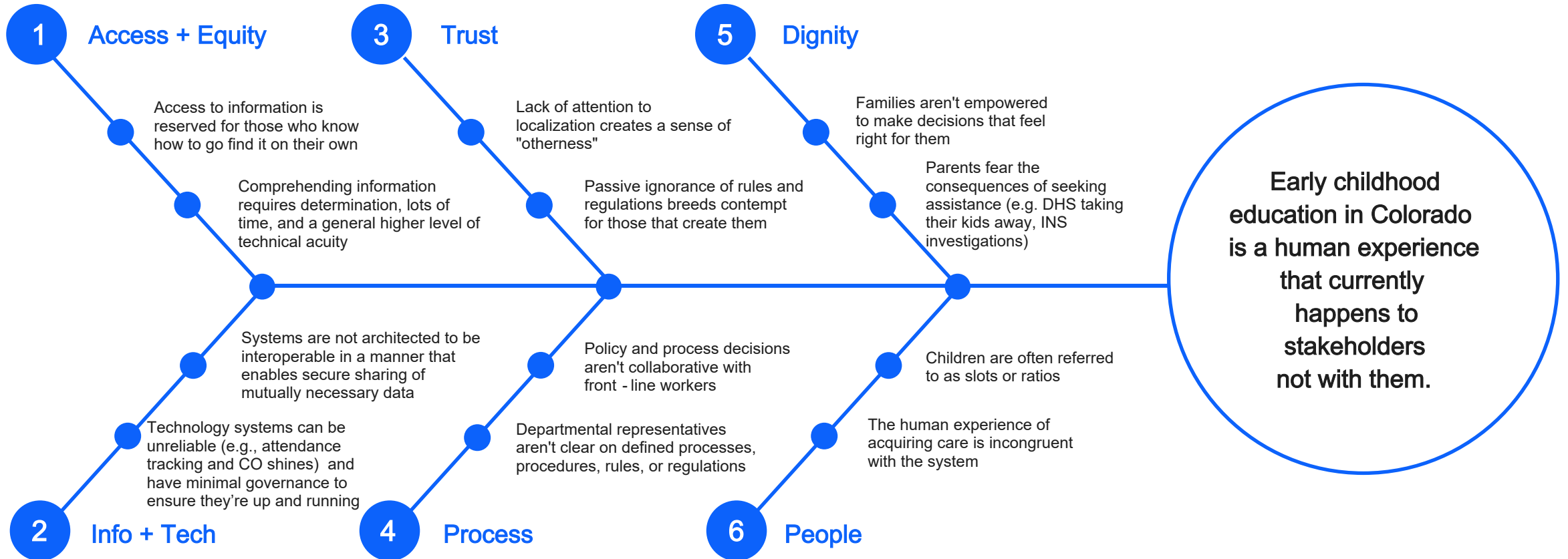
HESITANCY IN SHARING INFORMATION DUE TO FEAR OF OTHERS USING THAT INFORMATION AGAINST THEM

RESOURCE OPTIONS SHOULDN'T BE MORE ADVANTAGEOUS TO ONE GROUP OVER THE OTHER - "THERE'S NOW WRONG DOOR WHEN NAVIGATING HELP"

THE PEOPLE WHO NEED THE MOST ASSISTANCE DON'T HAVE A 9-5 JOB

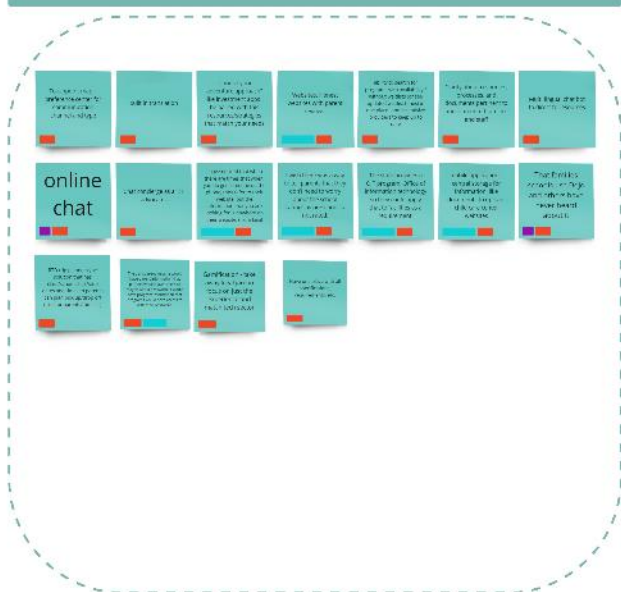
WHAT WE'VE LEARNED SO FAR

Root cause analysis



Early childhood education in Colorado is a human experience that currently happens to its stakeholders instead of with them.

ACCESSIBLE, ONE-STOP-SHOP ECE PORTAL



DIGNIFIED APPLICATION AND DETERMINATION EXPERIENCE

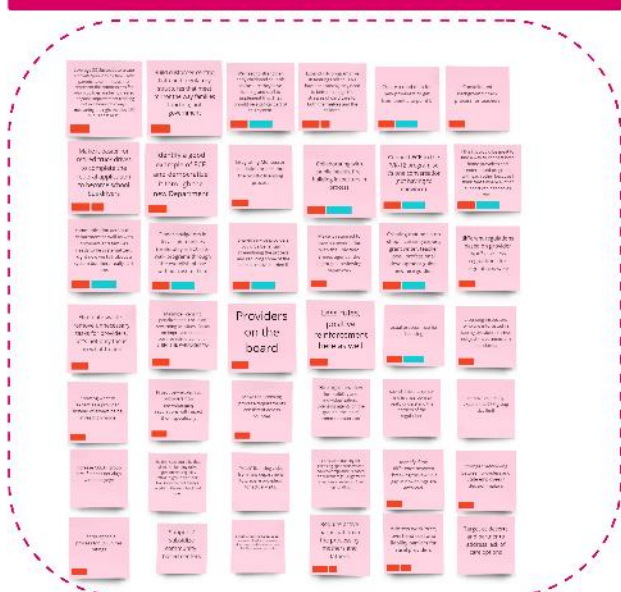


EMPOWERING PATH TO PAYMENT

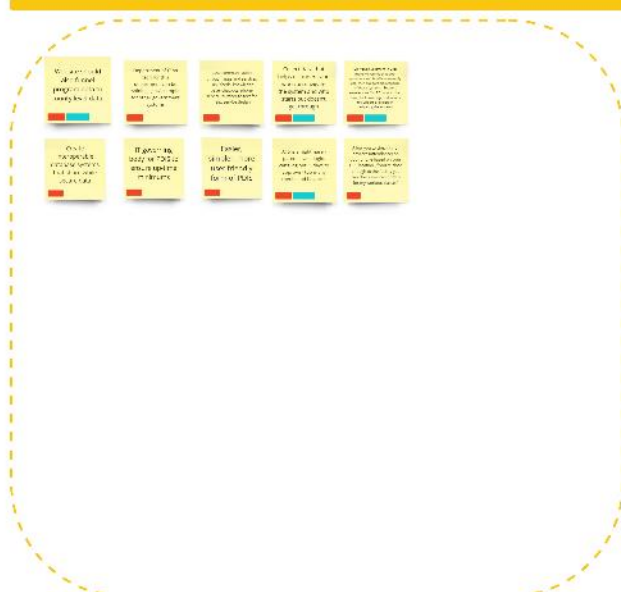


Affinity mapping
HCD workshop
solutions + ideas

SCALABLE HUB-N-SPOKE GOVERNANCE



INTEROPERABLE DELIVERY



DYNAMIC SYSTEM OF EMPATHETIC SUPPORT



FUTURE STATE

Focusing on outcomes to solve root cause

		SOLUTIONS					
		Streamlined Application Process	Eligibility / Redetermination Process	Redesigned Payment System	Streamlined Regulatory Approach	Needed Infrastructure	Equity and Accessibility
OUTCOMES	Accessible, one -stop -shop portal	X	X	X	X	X	X
	Dignified, application and determination experience	X	X			X	X
	Empowering path to payment		X	X	X		X
	Scalable hub - n-spoke governance			X	X	X	X
	Interoperable delivery	X				X	X

Q + A

Thank you!