



Thursday, December 15, 2022

9:30 am - 12:30 pm

Google Hangouts: meet.google.com/pxu-hgmp-ywh

Or by phone: 219-316-1174, PIN: 640 790 557#

Meeting Materials:

www.earlychildhoodcolorado.org/eclc-meeting-information

AGENDA

Meeting Objectives:

- Approve the October 27, 2022 Meeting Minutes
- Learn about and provide feedback on statewide strategic planning efforts including:
 - Early Childhood Leadership Commission Retreat and Strategic Planning
 - Early Childhood Workforce Planning
 - Colorado Department of Early Childhood Strategic Planning
 - Colorado Shines Brighter Strategic Plan
- Provide Feedback on the Early Childhood Council Triennial Report
- Consider Endorsement of the Colorado Shines Brighter Strategic Plan
- Hear comments from the Early Childhood Community

9:30-9:40am	Welcome and Introductions (Sue Renner) <ul style="list-style-type: none">• ACTION: Approve the October 27, 2022 Meeting Minutes• Reminder: <i>Early Childhood Colorado Framework</i> Refresh - Sign up to be engaged! (English and Spanish Surveys)
9:40-9:55am	ECLC Retreat Debrief and Next Steps (Sue Renner, All) <ul style="list-style-type: none">• Bylaws and Subcommittee Charters - Consider at Future Meeting• Discuss Next Steps and ECLC Engagement
9:55-10:20am	Colorado Shines Brighter Strategic Plan Updates - Review and Endorsement (Carrie Germeroth and Mike Siebersma, Marzano Research) <ul style="list-style-type: none">• Consider Endorsement of Colorado Shines Brighter Strategic Plan Updates
10:20-10:50am	Colorado Early Childhood Councils Triennial Evaluation (2019-2021) (Laricia Longworth Reed, The Butler Institute for Children and Families, and Meg Franko, ECE Insights)
10:50-11:00am	Break

11:00-11:10am	Public Comment and Commissioner Updates (Tammi Hiler)
11:10-11:35am	Colorado Department of Early Childhood <ul style="list-style-type: none">• Updates from Dr. Lisa Roy, CDEC• CDEC Strategic Plan (Karen Fox Elwell, Alicia Redwine, CDEC)
11:35-12:20pm	Early Childhood Workforce Planning Updates (Stephenie Hickman - CDEC, Angela Ben-Zekry - CDEC and Ellen Johnson and Kaitlyn McGovern, Afton Partners)
12:20-12:30pm	Co-Chairs' Next Steps and Final Thoughts (Susan Steele)
12:30pm	Adjourn

ECLC 2023 Meeting Schedule

- February 23, 2023
 - April 27, 2023
 - June 22, 2023
 - August 24, 2023
 - October 26, 2023
 - December 14, 2023
-

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 February 23, 2023 from 9:30am to 12:30pm.

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



Early Childhood Leadership Commission October 27, 2022 ~ 9:30am - 1:00pm

MINUTES

Meeting Objectives:

- Approve the August 25, 2022 Meeting Minutes
- Meet the new ECLC Members and Share Appreciation for Outgoing Commissioners
- Learn about the Work of the Commission
- Hear Updates and Look for Alignment Opportunities from Colorado State Agencies
- Provide Feedback on the Early Childhood Workforce Development Efforts and Compensation and Benefits Initiative
- Identify Future Opportunities for Coordination and Alignment with the Public Private Partnership Office
- Hear comments from the Early Childhood Community

Attendees: Floyd Cobb, Heather Craiglow, Jasmin Ramirez, Jeanne McQueeney, Lisa Roy, Leslie Nichols, Lucinda Burns, Minna Castillo Cohen, Nicole Riehl, Whitney LeBoeuf, Rachel Hutson, Robert Werthwein, Sondra Ranum, Susan Steele, Tammi Hiler, Jake Williams

Welcome and Introductions

Susan Steele called the meeting to order at 9:33am. She asked for a brief round of introductions, noting there would be time at the end for a longer conversation to get to know the new ECLC Commissioners. The Commission also thanked outgoing members Heather O'Hayre, Dr. Angie Paccione, and Tom Massey for their commitment to serving children and families.

Early Childhood Colorado Framework Refresh - Introduction to School Readiness Consulting and Overview of Next Steps

The [Early Childhood Colorado Framework](#) was developed in 2008 to outline essential early childhood domains and top goals for Colorado's early childhood system. The ECLC led a refresh of the *Framework* in 2015. In the coming months, School Readiness Consulting (SRC) will work with the Commission to perform another refresh.

Leila Sammänder, SRC, outlined their process for the next year and opportunities for Commissioners to contribute. SRC will facilitate a statewide stakeholder engagement process to inform updates to the *Framework* to ensure it remains relevant, inclusive, and representative of the needs of all Colorado's young children and their families. SRC is woman owned and led, and their vision is to activate all children's potential to create a just society. Equity is at the forefront of their work. Leila shared names and photos of the team that will be working on this project.

The refresh began in October 2022 and will be completed in September 2023. The process will include a public-private steering committee, a literature review and *Framework* gap analysis, stakeholder engagement, recommendations development, a communications plan and toolkit, and updated *Framework* dissemination. Leila invited people to engage either as part of the steering committee, which will hold four thought-partnership meetings throughout the process, or during stakeholder engagement, which will involve focus groups, interviews and surveys. Those interested in participating on the steering committee can reach out to Leila at sammander@schoolreadinessconsulting.com. Kristina will share more information as it becomes available. The hope is for one or two commissioners to help guide the work in partnership with SRC and Kristina.

ECLC Business and Updates

- Approve the August 25, 2022 Meeting Minutes: Susan asked for a motion to approve the August 25, 2022 meeting minutes. Jasmin Ramirez motioned to approve the minutes as drafted, Heather Craiglow seconded, and the minutes were approved unanimously.

- Review Bylaws and Subcommittee Charters at December Meeting: Susan explained that ECLC bylaws and subcommittee charters will be discussed at a future Commission meeting.
- Colorado Shines Brighter Strategic Plan Updates - Brought to ECLC for Review and Endorsement in December: The Colorado Shines Brighter B-5 Strategic Plan updates will be presented to the ECLC for review and endorsement at the December Commission meeting. Lindsey Dorneman shared some information about the Strategic Plan and the [Colorado Shines Brighter Working Group](#) which is meeting to determine updates to the Strategic Plan and is facilitated by Marzano Research. The original [Strategic Plan](#) was developed under the Preschool Development Birth through Five Initial Grant and was endorsed by the ECLC in December 2019. Once Colorado was awarded the Renewal Grant, a commitment was made to update the Plan annually. It is aligned to the *Early Childhood Colorado Framework* and contains 51 strategies organized into six goals, 39 funded through PDG. Updates will reflect information from a 2022 landscape analysis, PDG B-5 evaluation conducted by the Butler Institute, the Early Childhood Comprehensive Systems Grant Strategic Plan, and recent changes to Colorado's early childhood landscape including stimulus funding, 2021 legislation, universal preschool, and the new Department of Early Childhood. The Working Group will meet twice to determine appropriate updates, the ECLC Program Quality and Alignment Subcommittee will provide feedback on findings from the landscape analysis and draft recommendations at their November 4 meeting, and the ECLC will hear final recommendations and vote on endorsement at their December 15 meeting. The group discussed if outcomes and performance indicators have been identified and how they are being tracked and shared.

Department Updates

- Colorado Department of Education (CDE): Floyd Cobb explained that CDE is working with CDEC on a memorandum of understanding between the departments for students with disabilities. The Department is also collecting feedback and finalizing changes to the rules for the Colorado Read Act and also continues to address input and work on revisions to social studies standards. In addition, the Board of Education is expanding to include nine members. They are also preparing for the Kindergarten School Readiness Review which takes place every few years.
- Colorado Department of Public Health and Environment (CDPHE): Rachel Hutson shared the link to [this document](#) with CDPHE updates. She shared about the success of a banner on Colorado PEAK's website to help parents access tax credits and discussions about using similar methods for the upcoming tax season. Thanks to HB22-1289, Health eMoms will relaunch a more robust and inclusive survey in Spring 2023. In addition, a pilot site was recently launched to link one of Colorado's health systems with Early Intervention Colorado to develop a more seamless, easy process between a referring health care provider and the Early Intervention Colorado program with the goal of increasing the number of families accessing services. The pilot has already increased referrals, and Rachel will continue to provide updates on expansion of the program. Tri-County Health is dissolving at the end of this year, and CDPHE is supporting the transition process. Rachel asked everyone to review the Nutrition Services updates in the document for the latest information regarding WIC and CACFP.
- Colorado Department of Higher Education (CDHE): Sondra Ranum shared that last month CDHE, in partnership with CDE, released the [Diversifying the Educator Workforce Report](#) which was produced by a work group charged by HB21-1010 to identify barriers for increasing diversity in the state's educator workforce. The Department is also launching a [Foster Youth Financial Assistance Program](#) which covers the full cost of tuition to eligible higher education institutions for Colorado residents who were in foster care after the age of 13. Additionally, CDHE is working to implement HB22-192, Opportunities for Credential Attainment, and the Department also continues to partner with CDEC to provide early childhood educator funding opportunities including funding for ECE 101 and ECE

103, scholarships for people pursuing degrees in early childhood, and opportunities for loan forgiveness and financial planning assistance.

- Colorado Department of Human Services (CDHS): Minna Castillo Cohen noted that CDHS's [Family First Prevention Services Plan](#) was approved by the Children's Bureau and outlines services and supports across the state that will help strengthen families and prevent out-of-home placement. She also shared about [CDHS's data website](#) which provides data on child safety. CDHS is also focused on homelessness, especially prevention of homelessness experienced by young people and breaking cycles of poverty. Minna also explained that the CDHS Division of Community Programs, [Tony Grampas Youth Services Program](#) currently has an RFA open to provide three years of funding to prevention and intervention programs across the state.
- Colorado Department of Early Childhood (CDEC): Lisa Roy reminded the group that CDEC launched on July 1 and the Department [continues to hire key members](#) of the leadership team. They have initiated a strategic planning process which involves revisiting the Department's mission and vision; proposing a revised set of values which may include Equity, Family- and Community-Focused, Excellence, Innovation and Asset-Based; and working on a set of proposed goals. All Local Coordination Organizations (LCOs) have been determined, the final Rules Advisory Council (RAC) member has been selected, and they held their first rule-making hearing. Stakeholders are encouraged to provide input at [RAC meetings](#). What's more, approximately 6000 early childhood professionals have applied for the Early Childhood Professional Credential, and the Department is ramping up efforts to process those applications.

Public Comment

- Lindsey Dorneman asked the group to use [this toolkit](#) to help promote the upcoming [Whole Child Consultative Roles Conference](#) on November 30 - December 1 from 9:30 am - 3:30 pm.
- Kallen Thornton, Colorado Behavioral Health Administration, provided [this toolkit](#), developed by [Tough as a Mother](#), to raise awareness for Domestic Violence Awareness Month.
- Mike Keglovits with CollegenInvest shared about two of their programs. With the [First Step Program](#) anyone born or adopted in Colorado starting in 2020 can receive \$100 deposited in their CollegenInvest account, and they are automatically enrolled in a Matching Grant Program which is \$1,000 per year for 5 years, totaling \$5,000. The [Matching Grant Program](#) is for kids born before 2020 and provides up to \$500 per year for 5 years, totaling \$2,500. Anyone with questions can contact Mike at mkeglovits@collegeinvest.org | 303-376-8833. Staff are available to answer questions in English and Spanish.
- Karen Murphy with Colorado Humanities shared about their literacy engagement training and implementation support for ECE care and education providers, home visitors, and home-based child care providers. Anyone in the capacity to affect children and families may benefit. The [Motherhead/Fatheread Colorado](#) approach promotes early literacy skills, but also adult connections to other adults, and language and relationship building connections with children through conversations around books. Participants receive training and materials at no charge and may be eligible for hours in Colorado Shines and CEUs in some cases. Contact Karen at Karen@coloradohumanities.org with questions.

Early Childhood Workforce Development Discussion and Feedback

Tammi Hiler reminded the group of the ECLC's statutory role, in partnership with CDEC, to develop an Early Childhood Workforce Plan for Colorado to ensure our state has a well-qualified, well-compensated, diverse early childhood workforce. She welcomed Jennifer O'Brien with CDE, Stephenie Hickman and Angela Ben-

Zekry with CDEC, and consultants with Afton Partners to provide information on the Compensation and Benefits Task Force.

Afton Partners will facilitate the Compensation and Benefits Task Force. Ellen Johnson, with Afton Partners, explained that the Task Force will develop a Compensation and Benefits Plan for Colorado's ECE workforce, building on the EC Workforce 2020 Plan. The Task Force will develop salary scales, options for additional point-in-time financial supports, an overview of strategies from other states related to benefits and perks, and funding considerations in implementing wage scales and benefits in Colorado based on national best practices. Ellen provided some information on the rationale and functionality of salary scales and an explanation of point-in-time supports.

Ellen asked Commissioners to provide feedback regarding compensation and benefits planning for the ECE workforce. The group discussed adding transportation and/or housing financial assistance to the plan, adding details about how revenue affects the ability of small businesses to pay adequate wages and how these salary scales will impact businesses, addressing retirement benefits, parity with school districts, considerations for what types of providers are included as workforce, compensation for multilingual providers, implications regarding the cliff effect, and discounted or free child care for employees.

Angela provided an overview of the process for developing the Early Childhood Workforce Plan, the ECLC's role, and a timeline for when the Plan will be sent to the ECLC for formal endorsement.

Jennifer explained that CDE's Early Childhood Workforce Development Team has officially sunset. The Early Childhood Professional Credential 3.0, PDIS Help Desk, and training alignment process are now housed at CDEC, while [Early Childhood Career Navigation](#) has begun work at CDE, and final placement for this team will be reevaluated in a few years. Career Navigation will work cross-sector and cross-setting to build a strong early childhood workforce within the mixed delivery system. Jennifer discussed Career Navigation's mission, vision, logic model, the career development cycle, and she invited people to reach out if they have questions or would like to provide input. She can be reached at obrien_jennifer@cde.state.co.us.

Introduction to the Public Private Partnership Office

Natriece Bryant is the director of the newly formed Public Private Partnership Office established by SB22-130 to allow for a state public entity to enter into an agreement with a private partner to develop or operate a public project. Projects will be focused on increasing behavioral health capacity, affordable housing development, child care services, and broadband deployment. The P3 Office can also fund other projects for public good. The P3 Office falls under the Department of Personnel and Administration and works closely with the State Architect and Division of Capital Assets to determine vacant buildings that are available for use. Natriece shared her team's goals, process documentation, and upcoming projects. P3 Subcommittee meetings are held on the second Tuesday of each month at 10:00 am. Recordings are posted on the [P3 website](#), and all meetings are open to the public. The group discussed ways the P3 Unit can shorten the length of the process to implement projects.

Co-Chairs' Next Steps and Final Thoughts

The ECLC continues to host Monthly Town Halls. Upcoming dates: November 9 and December 13, 2022. Meeting recordings and registration are available [here](#)!

Get to Know the New ECLC Members!

Commissioners welcomed new ECLC members Tammi Hiler, Nicole Riehl, Whitney LeBoeuf, Sondra Ranum, and Robert Werthwein and asked them to share a little about themselves, their work and their hopes and goals for their time with the ECLC.

Adjourn

The meeting was adjourned at 12:50pm.

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

DRAFT

Thank you for joining! We will begin shortly.

ECLC

Early Childhood Leadership Commission

December 15, 2022

9:30 am - 12:30 pm

Google Meet



- 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 ●



Welcome, Introductions & Approve Minutes

Sue Renner

Meeting Objectives

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ECLC Retreat Debrief & Next Steps

Sue Renner, All

ECLC Retreat Debrief & Next Steps

- Bylaws and Subcommittee Charters - Consider at Future Meeting
- Discuss Next Steps and ECLC Engagement

Core Functions of the ECLC

Alignment

- championing and advancing a shared, statewide vision for early childhood
- promoting collaboration across state agencies, public/private, and state/local partners

Advocacy

- identifying and advising on the policies, practices and systems change needed
- working with the Governor's Office and the Early Childhood and School Readiness Commission to inform and advance goals
- advising the Colorado Department of Early Childhood and other state agencies

Accountability

- monitoring and evaluation of the early childhood system, centering on equity
- assessing how Colorado is meeting goals related to public investments
- identifying gaps and needs for systems enhancements
- holding the ECLC accountable to its charge and goals



**Colorado Shines Brighter Strategic Plan Updates -
Review and Endorsement**

Carrie Germeroth & Mike Siebersma, Marzano Research





December 15, 2022

Colorado Shines Brighter Strategic Plan Update

Early Childhood Leadership Commission

Carrie Germeroth and Mike Siebersma

“This project was made possible by grant number 90TP0054. Its contents are solely the responsibility of the authors and do not necessarily represent the official view of the United States Department of Health and Human Services, Administration for Children and Families.”

CSB Strategic Plan Goals

Goal 1: Align and Coordinate Systems

Goal 2: Innovate Service Delivery

Goal 3: Maximize Family Knowledge and Engagement

Goal 4 : Increase Meaningful and Equitable Access

Goal 5: Strengthen Business Practices

Goal 6: Improve the Quality of ECCE Environments and the Workforce

Key 2022 CSB Strategic Plan activities

Conduct

- Conduct a landscape analysis

Engage

- Engage a diverse group of stakeholders to inform the recommendations

Facilitate

- Facilitate strategic plan working group meetings

CSB SP Working Group Purpose

- Identify and monitor activities that support strategies in the Colorado Shines Brighter Strategic Plan that are **not funded through the Preschool Development Grant**
- Recommend changes to update the Strategic Plan based on
 - current early childhood environment,
 - new findings from ongoing needs assessment activities,
 - recommendations from the program evaluation and continuous quality improvement,
 - and ongoing stakeholder feedback with an emphasis on families and caregivers of children birth through five.

Working Group Members

B-3/Infants and Toddlers	Businesses/Business Supports
Colorado Department of Human Services	County
Early Childhood Councils	Early Intervention
English Language Learners/ Refugee or Immigrant Populations	Family Providers
Funders/Philanthropic Partners	Head Start
Home Visiting	Homeless and Migrant Supports
Licensed Child Care	Mental Health
Parents/Caregivers	Physical Health and Wellness
Public preschool	School Readiness
Screening/Referral and Early Childhood Comprehensive Systems Grant	Special Education
State Advisory Committee - ECLC	State Government
Workforce	

Evolution of CSB Strategic Plan since 2019

(see Appendix of full report)

2019, 56 strategies

- 4 PDG funded strategies updated
- 16 non-PDG funded strategies updated
- 3 new strategies added

CSB Strategic
Plan Update
Activities

CSB Strategic
Plan Update
Activities

2020, 59 strategies

- 22 PDG funded strategies updated
- 10 non-PDG funded strategies updated
- 2 new strategies added

2021, 61 strategies

- 19 PDG funded strategies updated, 1 dropped
- 19 non-PDG funded strategies updated

CSB Strategic
Plan Update
Activities

CSB Strategic Plan goes through 2025!

2022 Major Updates (see Table 2 in report)

- Greater emphasis on the use of accessible languages and formats for family support, communication, and engagement strategies
- Strategies to be more inclusive of other programs serving children and families (e.g., Early Intervention, Home Visiting, etc.) and early childhood professionals broadly
- Identified CDEC's role with state agencies on appropriate strategies
- Integrated support of UPK implementation with appropriate strategies
- Increased focus on workforce preparation, recruitment, compensation, and retention
- Local Coordinating Organizations added where Early Childhood Councils and Family Resource Centers appear in strategies
- References to the Colorado Preschool Program (CPP) updated to Universal Preschool (UPK)

Example: Update to reflect a new phase or for accuracy.

2021 Strategy



1.2.4 ECC and FRC Organizational Capacity. Partner with Early Childhood Councils (ECCs), Family Resource Centers (FRCs) and leadership organizations to identify, prioritize and implement recommendations to strengthen local collaboration and increase the capacity of ECCs and FRCs to provide services to children and families. Develop and pilot shared data measures for ECCs. Formulate recommendations to improve the 2022 ECC triennial evaluation and include a cost analysis in the 2025 evaluation.

Proposed 2022 Update



1.2.4 Local Organizational Capacity. Partner with Early Childhood Councils (ECCs), Family Resource Centers (FRCs), Local Coordinating Organizations (LCOs), and leadership organizations to identify, prioritize and implement recommendations to strengthen local collaboration and increase the capacity of local organizations to provide services to children and families. Continue implementation of ECC Shared Measures with councils and ECCLA.

Example: Update to reflect a new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.

2021 Strategy





2.2.1 Quality Nutrition in ECE Settings. The Colorado Department of Human Services, Colorado Department of Public Health and Environment and Colorado Department of Education will coordinate to reduce barriers and increase early care and education provider participation in the Child and Adult Care Food Program, National School Lunch Program and School Breakfast Program.

Proposed 2022 Update








2.2.1 Quality Nutrition in ECE Settings. The Colorado Department of Early Childhood, Department of Public Health and Environment, Department of Education, and other state and local partners will coordinate to reduce barriers and increase early care and education provider participation in the Child and Adult Care Food Program, National School Lunch Program, and School Breakfast Program.

Example: Update to reflect a new phase or for accuracy

2021 Strategy	Proposed 2022 Update
 <p>4.2.2 Universal Preschool. Implement a mixed-delivery high-quality universal preschool program for all Colorado four-year-olds that is coordinated with existing early care and education programs.</p>	 <p>4.2.2 Universal Preschool. Implement and evaluate Colorado’s high-quality mixed-delivery Universal Preschool program with specific attention to equity and inclusiveness of the program and mitigate unintended consequences.</p>

Notable Update - Early Childhood Comprehensive Systems Grant Strategies

- CO-ECCS Working Group guides this work, which sits under the PQAC of the ECLC
- Identified strategies aligned to the ECCS project currently in the CSB Strategic Plan
- Provided recommendations to further integrate physical health, mental health, oral health, nutrition, and the healthcare system throughout the CSB Strategic Plan

CSB Objective	ECCS Strategy
1.1 - Make Data-Informed Decisions	 1.1.7 Prenatal-to-Three Early Childhood Equity Action Plan. Develop an Early Childhood Equity Action Plan that advances equity for prenatal to three that is a collaboration of the early childhood and maternal child health systems.
1.2 - Ensure Coordinated Services	 1.2.8 Integrated Coordinated Intake and Referral Systems. Identify and assess barriers across local and state referral systems, create resources to support community cross-sector integration, and develop recommendations for future improvements to prenatal to three referral systems.
1.3 - Promote and Share Knowledge	 1.3.3 Prenatal-to-Three Policy. Identify and prioritize policy and financing recommendations that support an integrated prenatal-to-three system and mobilize partners to advance those recommendations.
3.3 - Provide Inclusive Opportunities for Family Engagement and Leadership	 3.3.3 Family Voice in Integrated Systems. Ensure structures are in place to receive and incorporate family voices across early childhood and maternal child health policy and initiative planning, implementation, and continuous quality improvement processes.
4.1 - Build Community Capacity	 4.1.9 Sustainable Integrated Programming. Develop resources to increase connections between early childhood and maternal child health systems through cross-sector planning, braiding and blending funds, and sustainable implementation strategies.

Looking forward

Should Colorado receive a PDG B-5 Planning Grant for 2023, a more significant CSB Strategic Plan update will be necessary. As part of that update, the following broader recommendations are provided for consideration.

- The CO-ECCS Working Group recommends including the Behavioral Health Administration (BHA) as a partner in the Colorado Shines Brighter Strategic Plan.
- The CSB Strategic Plan Working Group recommends adding a separate Early Childhood Workforce Goal in alignment with the Early Childhood Workforce Plan update to be completed in 2023.
- The CSB Strategic Plan should also be aligned with the updated Early Childhood Colorado Framework to be completed in 2023.

Endorsement of Updates

- Consider ECLC Endorsement of these changes to update the Colorado Shines Brighter Strategic Plan



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Colorado Early Childhood Councils Triennial Evaluation (2019-2021)

Laricia Longworth Reed, The Butler Institute for Children and Families &
Meg Franko, ECE Insights





Colorado Early Childhood Councils TRIENNIAL EVALUATION



Five key questions

1. How do Councils advance the Early Childhood Colorado Framework?
2. What factors impact delivery of quality early childhood services in Colorado?
3. How feasible is it for Councils to combine funding sources?
4. How does the state meet the needs of the Councils?
5. What is the impact of the rule waiver process?

How do Councils advance the Early Childhood Colorado Framework?

STATUTORY QUESTION:

What is the overall performance and effectiveness of Councils in strengthening and promoting the early childhood system in Colorado?



Strategies for Action

- Connect and Empower Families
- Build Community Capacity
- Implement Quality Standards
- Make Data Informed Decisions
- Develop and Retain the Workforce
- Support Consumer Affordability
- Advance Sustainable Business Practices
- Encourage Public Private Approaches
- Pursue Continuous Quality Improvement
- Ensure Coordinated Services
- Promote and Share Knowledge

Fundamentals

- Strong Partnerships
- Sufficient Investments
- Sound Policy
- Robust Public Engagement
- Shared Accountability
- Effective Leadership
- Relevant Education Opportunities

Outcomes ► access, quality and equity

- Family Support & Education
- Health & Well-Being
- Learning & Development

ACCESS

- Family engagement and leadership opportunities exist within programs, schools and communities
- Services and supports promote the well-being and resiliency of parents and caregivers
- Family friendly policies and practices exist in the workplace
- Comprehensive health coverage and services are consistently utilized by pregnant women and children
- Integrated and preventive maternal and child physical, behavioral and oral health services are available
- All settings promote mental health and well-being through early identification, consultation and treatment
- Education, coaching and ongoing training exist for caregivers, teachers and other professionals
- Learning experiences and environments are high quality, developmentally appropriate and affordable

QUALITY

- Family knowledge and capacity support children's healthy development and learning
- Families advocate for high quality comprehensive services and supports that lead to future success
- All health care providers, including mental health, deliver coordinated, family focused care
- Settings and practices promote strong relationships, social and emotional development, appropriate nutrition and physical activity
- Formal and informal care environments and education practices reach the highest levels of quality
- Adults understand and support children's learning and development, including social and emotional
- All settings provide effective transitions across and within programs, schools and systems

EQUITY

- Education, employment, housing, financial and legal supports contribute to family economic security
- Families, including those with high needs, experience timely and coordinated services and supports
- Families have the ability to plan the number and timing of their children
- All environments are safe, free of toxins, have affordable foods and offer physical activity
- Children with special health, behavioral or developmental needs receive individualized services and supports
- All children are ready for school and achieving by 3rd grade regardless of ability, race, place, income, language and culture
- Children, including those with high needs, receive timely, comprehensive and affordable academic services and transition supports

all children are valued, healthy and thriving



Results



CHILD

Young children reach their developmental potential and are ready to succeed in school and in life



ENVIRONMENTS

Environments that impact children are safe, stable and supportive



RELATIONSHIPS

Adults are knowledgeable, responsive and interact effectively with and on behalf of children



COLORADO

Localities and the state attain economic and social benefits by prioritizing children and families

Fundamentals

91% Have "all the organizations they need to partner with engaged"

Successful Collaboration Strategies Used by Councils (n=34)



“We haven't implemented a lot of programs,” said one Council interviewee. “But rather we created a really strong partner network throughout all the years. And we...try to all work together to make sure early childhood is strong here or address any issues here rather than starting a new program.”

Strategies for Action



“[M]aintaining the workforce is important, not just growing future workforce, but let's maintain the ones that we have...so that they can be more resilient to be able to navigate the rough waters that oftentimes occur in the world of early childhood.”

Early Childhood Colorado Framework Domains



Family Support
and Education

85%



Learning and
Development

35%



Health and
Well-Being

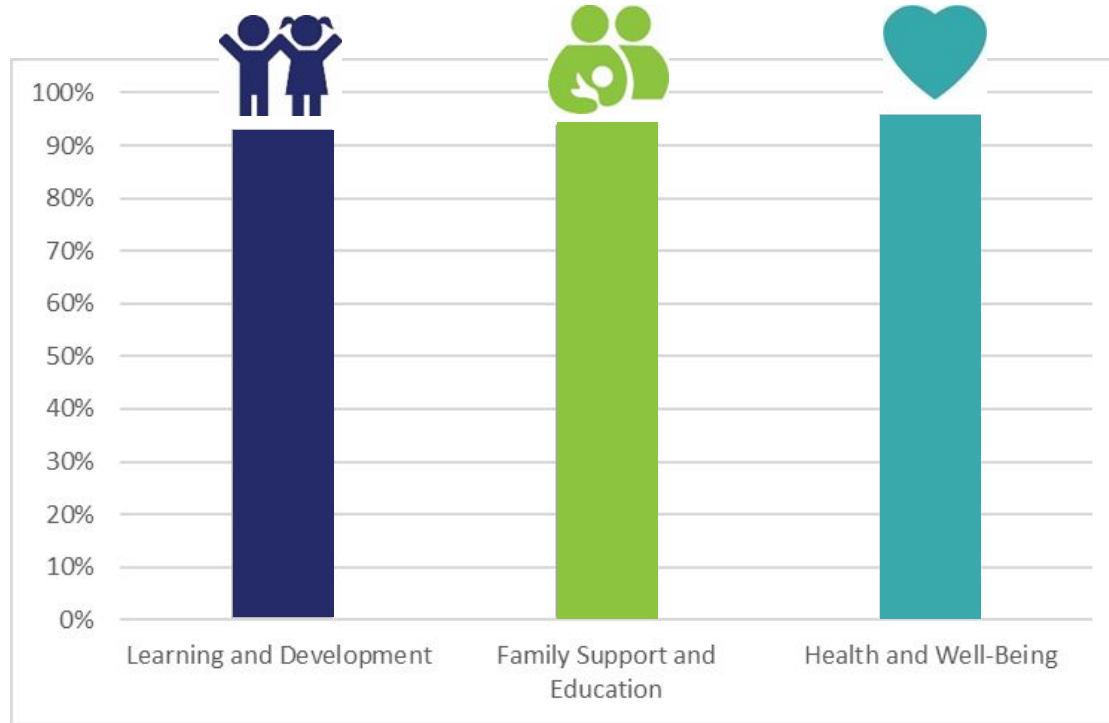
35%

Council Budget Allocations by Early Childhood Colorado Framework Domain

Colorado Early Childhood Framework Domains	Range Min-Max % Reported
Family support and education	0%-30%
Health and well-being	1%-40%
Learning and development	10%-89%
Cross-domain	5%-100%

Councils reported that the core of their work is in the learning and development domain. This is where the need and expertise are highest and where funding is most concentrated. One Council representative said, “Of course, all of the other domains, they fall in at some level, but really accessibility and affordability [of child care] is our primary focus.”

Satisfaction with Services and Supports



What factors impact delivery of quality early childhood services in Colorado?

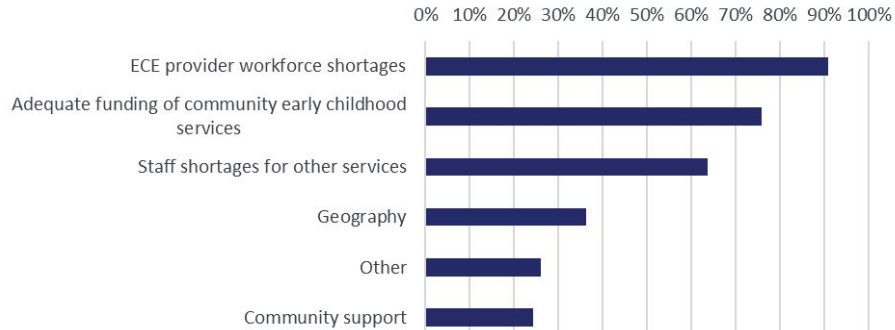
STATUTORY QUESTION:

What are the barriers to delivery of quality early childhood services?

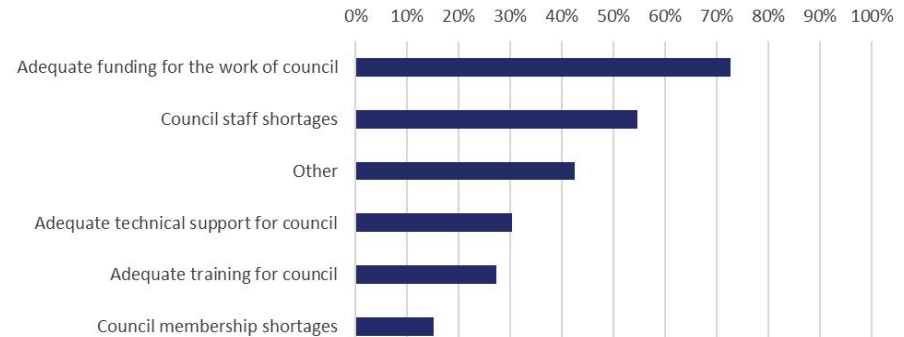


Barriers to Quality Delivery

Community Barriers to Quality Early Childhood Services



Council Barriers to Delivery of Quality Early Childhood Services



“If there's a lesson learned from us being able to provide paid college courses to anybody who wants it and stuff like that, it's that professional development is not enough, it isn't sufficient, because we just can't convince people to go into a career where they're basically strapped to poverty wages.”

How feasible is it for Councils to combine funding sources?

STATUTORY QUESTION:

To what extent are there feasible opportunities to combine funding sources available to Councils?



Funding

Councils report needing an average of one fulltime staff to manage securing and combining funding to do their work.



“[W]e have over 30 different funding sources that I apply to, report to, maintain oversight of all these different budgets, have to spend a ton of time blending and braiding funding to do that. It takes an incredible amount of capacity. If I really were to think about the amount of time in my FTE that I spend just really being a grant writer and grant management, it's humongous.”

Councils Reported Percentage of Funding by Funding Source

Funding Source	Number of Councils Reporting this source of funding	Range Min-Max % Reported	Percent of Funding on Average
Government grants (federal, state, county, local)	26	8%-94%	61%
Government contracts	10	0%- 90%	44%
Foundations	29	5%- 69%	26%
Business	8	0%- 7%	2%
Events (include event sponsorships)	8	0%-10%	2%
Individual contributions	12	1%-17%	4%
Fees/earned income	14	0%-16%	3%
Workplace giving campaigns	4	0%-7%	2%
In-kind contributions	9	1%-35%	8%
Other	3	1%-20%	10%

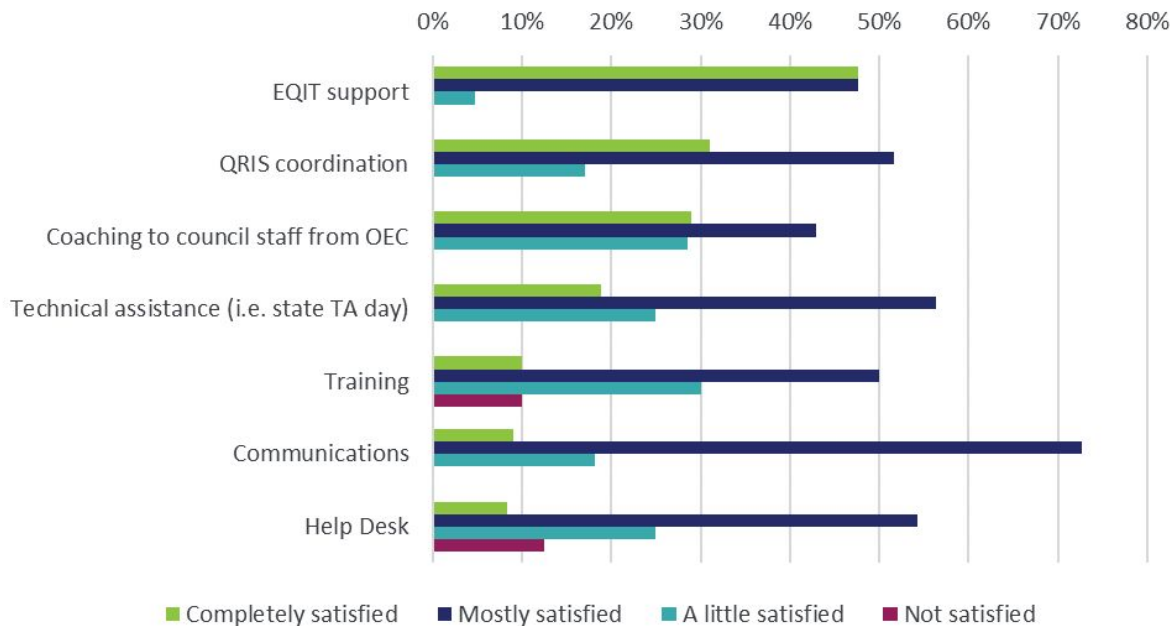
How does the state meet the needs of Councils?

STATUTORY QUESTION:

What is the overall performance of the state, including efficiency and efficacy, in meeting the needs of the Councils?



Supports



“It is really helpful to have a single point person to reach out to when you get stuck,” said one Council representative. “When there’s a new contract and you’re just curious about interpreting the scope of work, navigating that, questions about the budget, invoicing processes, et cetera.” Said another, “My [coordinator] is awesome. I just love [them].”

Decision-Making and Leadership



Overall, **45%** of Councils indicated they were “mostly satisfied” with decision-making processes, and 45% indicated they were at least “somewhat satisfied” with the way decisions were made.

However, **85%** of Councils indicated they either “never” (15%) or only “sometimes” (70%) feel included in decision-making.

Councils attributed changes in leadership at the OEC during the last three years to facilitating an increasingly supportive relationship between the State and Councils.

“So, I think this is something that we’re working really hard on. I would say this past year we’ve made more ground in this area than we have previous years, where we’re bringing them to the table to help make some of these decisions, but I think there’s room to grow in that area quite frankly.”

What is the impact of the rule waiver process?

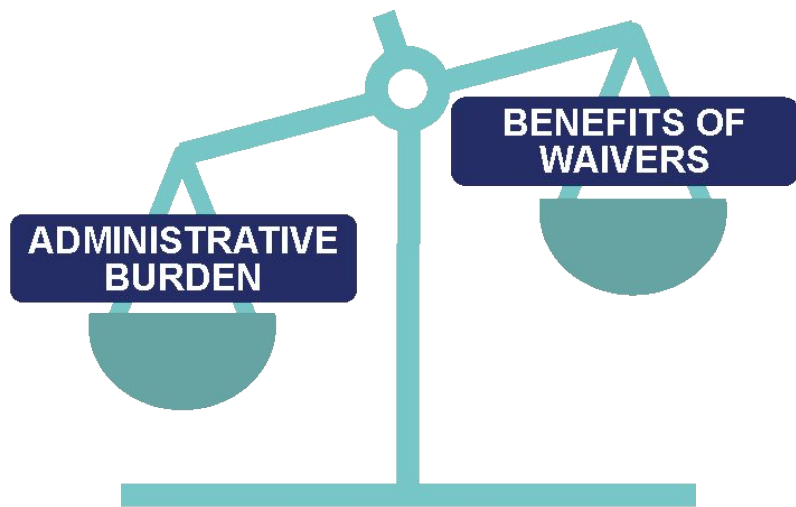
STATUTORY QUESTION:

What is the impact of the rule waiver process?



Waivers

“If we're having to ask for waivers and everyone's asking for [the same] waiver, why is it a rule in the first place?” Another said, “We'd love to see them turn into longer-term systemic solutions, [but] that doesn't always happen.”



Only 3 of 34 councils reported having a rule waiver



Recommendations

Provide Councils training and technical assistance on strategies for supporting consumer affordability, developing and retaining the workforce, and advancing sustainable business practices.

Collaborate with Councils, ECCLA, and state-system and local stakeholders to explore, develop, and implement innovative solutions to address challenges including workforce recruitment and retention, particularly compensation, and council funding.

Assess the purpose of waivers and consider policy and rule recommendations that evaluate and address the rules that waivers are consistently applied for.

Remove barriers to combining funding for state government contracts and grants by reducing restrictions and exploring alternatives to the current reimbursement model.

Create structures within CDEC to get Council input on decisions that impact them, including new initiatives. Continue to develop state supports that leverage the strong leadership of ECCLA.





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Find out
more:

<https://cdec.colorado.gov/early-childhood-councils>





Break



Public Comment and Commissioner Updates

Susan Steele



Colorado Department of Early Childhood

Colorado Department of Early Childhood

- Updates from Dr. Lisa Roy
- CDEC Strategic Plan - Karen Fox Elwell & Alicia Redwine



COLORADO

Department of Early Childhood

Colorado Department of Early Childhood Updates for ECLC

December 15, 2022

Dr. Lisa Roy, Executive Director

Hiring Updates

- Our Chief Administrative Solutions Director, Tom Massey, began Dec. 12, filling the last of our three Office Director positions.
- Our Division Director for Strategy, Policy, Communications & Partnerships, Karen Fox Elwell, began Dec. 12, completing division leadership within the Office of Administrative Solutions.
- Within the Office of Program Delivery, our Early Childhood Workforce Division Director, Rebecca Vlasin, began Dec. 12, completing division leadership within that Office.
- Other updates:
 - RAC Administrator, Elena Kemp, started Nov. 21
 - UPK Manager, Julie Chavez, started Nov. 28
 - LCO Manager, McKenna Pullen, starts Jan. 9
 - Reviewing final candidates for Family, Friend, and Neighbor Care Program Administrator



CDEC Promulgated Rules

- Colorado Child Care Assistance Federal Poverty Guidelines and State Median Income Updates
 - Emergency Rule on Sept. 29/Permanent Rule on Nov. 21
- Universal Preschool Program Eligibility - rules that outline the income levels necessary for children 3 and under to receive services; the qualifying factors a child must meet to be eligible to receive additional preschool services; and the number of hours of preschool services an eligible child may receive.
 - Emergency Rule on Sept. 29/Permanent Rule on Nov. 21
- Additional Eligibility, Preschool Services and Rate Setting - formulas for setting the per-child rates for universal preschool services, for preschool services for children with disabilities, for preschool services for eligible children who are three years of age or younger, and for additional preschool services
 - Emergency Rule on Nov. 21



UPK Rules Definitions

- Part-Time/Slot - 10 Hours of Preschool Programming weekly
- Half-Day - 15-20 Hours of Preschool Programming weekly
- Full-Day - 30-40 Hours of Preschool Programming weekly

- Provider Rate Formula - Formula for Setting Per-Child Rates



Universal Preschool Program Eligibility

- Three-year-olds with one qualifying factor ***Part-time (10)**
- Children under three with one qualifying factor in waiver districts (Denver & Canon City) ***Part-time (10)**
- Children in the school year before they are eligible for kindergarten ***Half-day (15)**
- Children in the school year before they are eligible for kindergarten with one qualifying factor ***Full-day (30)**



Universal Preschool Program Provider Rate Formula

$$((PKC*PS*PA) + (PKC*(1-PS))*CL)*LIC*GF*QE*CPI)$$

- The formula includes a base rate cost of high quality preschool services (PKC) with specific parameters adjusting for personnel costs (PS) and variances to costs by region (PA).
- Further adjustments are applied for:
 - Local costs of living (CL)
 - Community's poverty level (LIC)
 - Geographical factors (GF)
 - Increased quality of services (QE)
 - Annual adjustment for inflation (CPI)

Provider Rates by LCO

LCO	2023-2024	2023-2024	2023-2024
	Part-Time Rate (10h)	Half-Day Rate (15h)	Full-Day Rate (30h)
Arapahoe County Early Childhood Council	\$4,742.88	\$5,926.69	\$10,544.48
Bright Futures	\$4,916.60	\$6,143.77	\$10,723.48
Broomfield Early Childhood Council	\$4,680.51	\$5,848.75	\$10,474.13
Chaffee County Early Childhood Council	\$4,816.14	\$6,018.24	\$10,600.78
Cheyenne, Kiowa & Lincoln Counties ECC	\$4,847.65	\$6,057.62	\$10,581.52
Children First Department of Pueblo Community College/ Pueblo Early Childhood Council	\$5,042.11	\$6,300.61	\$10,873.61
Connections4Kids & Moffat County School District	\$5,072.89	\$6,339.07	\$11,055.08
Custer County School District & Custer County Kids Council	\$4,735.83	\$5,917.88	\$10,474.33
Denver Preschool Program	\$4,883.22	\$6,102.06	\$10,748.93
Douglas County Early Childhood Council	\$4,662.16	\$5,825.82	\$10,449.21
Eagle County School District & Early Childhood Partners	\$4,851.20	\$6,062.05	\$10,762.67
Early Childhood Council for Yuma, Washington and Kit Carson	\$4,779.01	\$5,971.83	\$10,553.20
Early Childhood Council of Boulder County	\$4,842.16	\$6,050.75	\$10,716.69
Early Childhood Council of Larimer County	\$4,757.44	\$5,944.89	\$10,511.26
Early Childhood Council of Logan, Phillips and Sedgwick	\$4,806.31	\$6,005.95	\$10,527.24
Early Childhood Council of the San Luis Valley	\$5,060.23	\$6,323.25	\$10,841.52
Early Childhood Options & Summit County Government	\$4,895.25	\$6,117.09	\$10,872.90
Early Learning Ventures	\$4,792.23	\$5,988.36	\$10,508.05
ECHO & Family Center ECC	\$4,885.88	\$6,105.38	\$10,674.55
Elbert County Early Childhood Council	\$4,724.82	\$5,904.13	\$10,570.18
First Impressions of Routt County	\$4,899.16	\$6,121.98	\$10,864.11
Grand Beginnings	\$4,921.04	\$6,149.32	\$10,885.94
Gunnison-Hinsdale Early Childhood Council	\$4,856.34	\$6,068.47	\$10,669.68
Huerfano-Las Animas Counties Early Childhood Council	\$5,016.18	\$6,268.21	\$10,815.48
Joint Initiatives for Youth and Families	\$4,735.40	\$5,917.35	\$10,469.89
Mesa County Partnership for Children and Families & Mesa County Dept of Human Services	\$4,759.02	\$5,946.85	\$10,428.72
Rocky Mountain ECC & Mountain Valley Development Services	\$4,877.41	\$6,094.80	\$10,830.27
San Juan BOCES	\$4,870.04	\$6,085.59	\$10,681.32
Teller Park Early Childhood Council	\$4,794.32	\$5,990.97	\$10,649.80
Triad Bright Futures	\$4,713.94	\$5,890.53	\$10,513.26
United Way of Weld County	\$4,732.93	\$5,914.25	\$10,459.08
Westminster Public Schools on Behalf of a County Collaborative	\$4,828.39	\$6,017.28	\$10,642.96
AVERAGE:	\$4,837.46	\$6,044.37	\$10,655.45

- There is a link to this [rate document](#) in the Universal Preschool section of the CDEC website



UPK Universal Application

- The system is open to LCOs
- Providers live
- Test use
- The Family application launches January 17
 - Families can search participating providers, prioritize choices, connect
 - Providers can customize program information and highlights
 - Review applications
 - Connect with families



Universal Preschool Program - What's Ahead?

- Family Application opens January 17
- Quality standards
- [UPK FAQ](#)



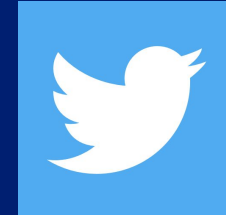
THANK YOU

Keep in touch!
Questions?

lisa.roy@state.co.us



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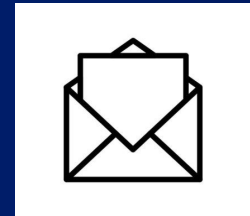
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CDEC Strategic Planning Framework

December 15, 2022

**Karen Fox Elwell, Division Director -
Strategy, Policy, Communications, & Partnerships**

Alicia Redwine, Strategy & Performance Management Manager

CDEC Vision and Mission

Vision

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



Mission

The Colorado Department of Early Childhood ensures the delivery of an inclusive, community-centered, data-driven, high quality, and equitable early childhood system that supports the care, education, and well-being of all Colorado's young children, their caregivers, and early childhood professionals in all settings.



Strategic Planning: Updated Proposed Values

Equity

We recognize that advancing equity leads to better outcomes for our young children. We are committed to providing equitable and inclusive services to meet the diverse needs of our young children and their caregivers. We do this by engaging families and communities in decision-making, supporting a diverse workforce internally and externally, strengthening policies and procedures through an equity lens, removing barriers to access services, and using data to address disparities.

Family- and Community-focused

Colorado's children, families, caregivers, and communities are at the forefront of our work, and we strive to consistently earn their trust. We prioritize opportunities to collaborate and hear their voices to meet their diverse needs, foster clear and consistent communication, and commit to transparency and accountability in processes and outcomes to ensure they access what they need to thrive.

Excellence

We hold ourselves accountable in providing high-quality service delivery to support the whole child, whole family, and meet the unique and diverse needs of our communities. We implement comprehensive and coordinated services in collaboration with our dedicated community partners and skilled early childhood workforce.



Strategic Planning: Updated Proposed Values

Innovation

We leverage our strengths and partnerships to take courageous steps to evaluate current beliefs and practices, incubate and pilot innovative ideas, and drive change. We ground our work in research-based evidence, outcomes-focused practices, shared measures, and continuous quality improvement.

Asset-Based

We understand that as a partner in supporting the optimal growth and development of young children, our focus must be on leveraging the strengths, resources, and perspectives of every individual, community, and organization we work with - both internally and externally. Our commitment to ensure positive outcomes and real social change for young children, families, and communities is realized through data-based decision making, and bringing to the forefront the lived experience, skills, and knowledge of families and caregivers.

Strategic Planning: Updated Proposed Goals

1

Effective, Efficient, and Equitable Access to High Quality and Affordable Early Childhood Services:

Ensure all families have equitable and easy access to high quality and affordable early childhood services to meet the unique developmental needs of children in mixed delivery settings, including home and communities, child care and preschools, and parental and child health settings.

2

Diverse and Qualified Early Childhood Workforce Statewide:

Create policies, partnerships, and funding streams to recruit, retain, well-compensate, and support a diverse and qualified early childhood workforce to provide care and education to all children and their families.

3

Partnership with Families and Organizations: Partner with families and organizations to meaningfully and equitably engage, support, and empower families and communities to promote children's overall development, learning, and well-being.

4

Well-coordinated and Sustainable Early Childhood System: Develop and enhance diverse partnerships with stakeholders (families, early childhood professionals, communities, local and state public and private organizations) to strengthen a statewide, comprehensive, well-coordinated, and sustainable early childhood system that meets the evolving needs of all children, families, and communities.

Strategic Planning: Update Proposed Goals

5

Leverage and Align Funding Streams to Maximize Impact: Leverage and align available federal, state, and local public and private funding streams to maximize impact and develop a sustainable funding strategy to maintain and strengthen early childhood programs and services.

6

Statewide, Integrated Data System and Research Agenda: Develop and continuously improve on a statewide, integrated data system and research agenda to access timely and actionable data, incorporate the voice of diverse families and communities to inform planning and policy development, enhance informed decision-making, and improve service delivery.

7

Workplace Excellence with a Commitment to CDEC Staff Diversity and Well-Being: Strengthen internal operations and prioritize employee diversity, equity, inclusion, and well-being to effectively and efficiently serve Colorado's children, families, and communities.

Next Steps

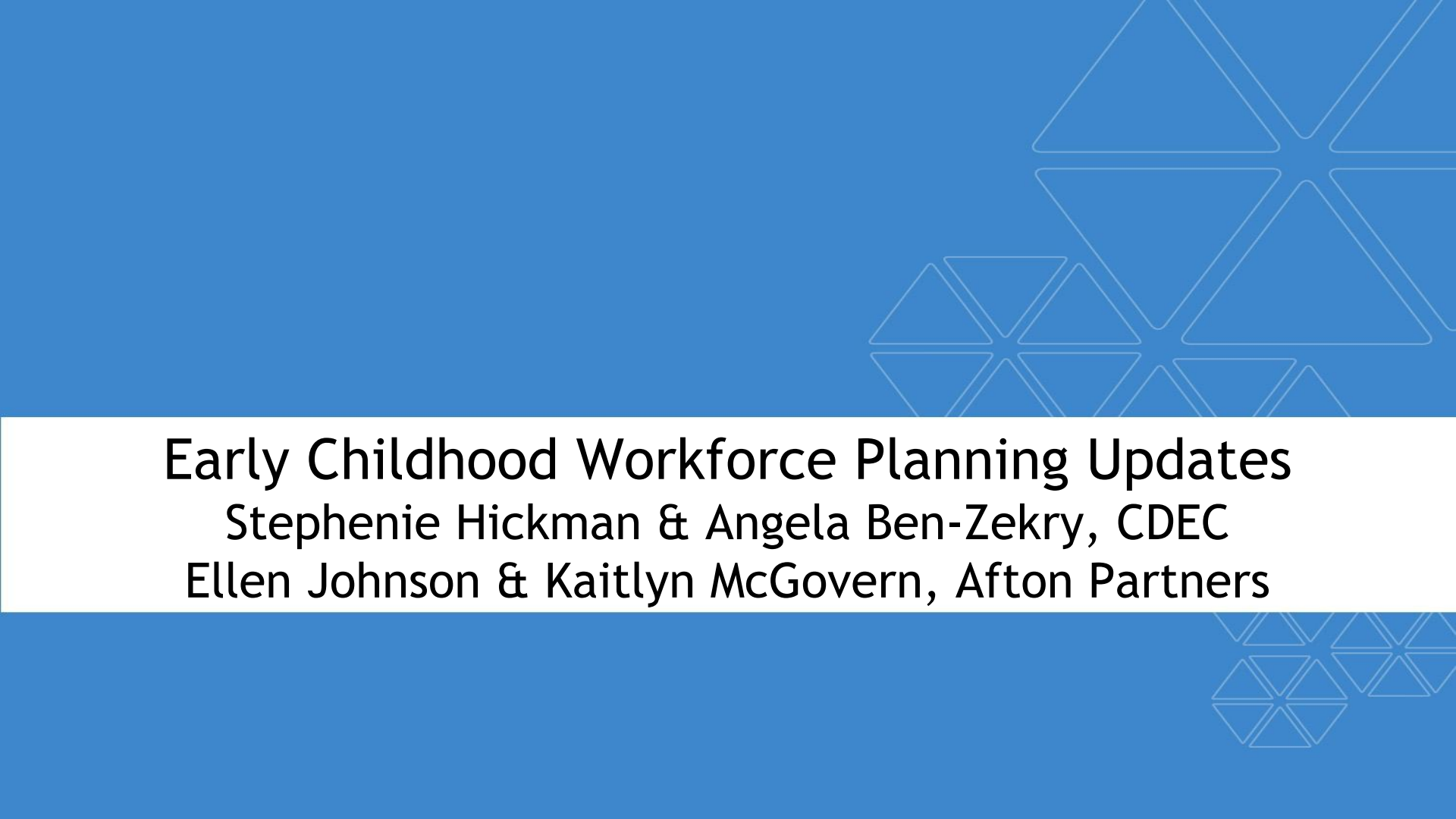
- **Survey for Commissioners to gather high-level feedback to inform next steps in planning process:**
 - Expect a survey on Monday, December 19th
 - Please respond by Tuesday, January 3rd
- **Other attendees may provide feedback via chat in this meeting**
- **CDEC will take feedback into consideration before finalizing**

Thank You!

Questions?

karen.foxelwell@state.co.us





Early Childhood Workforce Planning Updates

Stephenie Hickman & Angela Ben-Zekry, CDEC
Ellen Johnson & Kaitlyn McGovern, Afton Partners

Colorado Early Childhood Compensation & Benefits Task Force

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



Deliverable Due December 31, 2022

Overarching Context Setting

- ECE educators play an integral role in our society, yet are often under-respected and under-compensated
 - Low compensation is causing staffing shortages and reducing available options for families
 - The ECE workforce is worth investing in – it benefits children, the workforce, businesses, and society as a whole
- These are national challenges but they are particularly acute in Colorado
 - The current average pay for a member of the ECE workforce is \$19.59/hour, significantly lower than K-3 teachers in Colorado
 - Many workers don't receive benefits
 - Many ECE programs and providers are understaffed with current open position rates ranging from 16% to 32%
 - Colorado has an extremely high cost of living
- Increasing ECE compensation requires consideration of related factors, including affordability for families, limited profits for providers, “benefits” cliffs.

Salary Scales

- Our north star vision for compensation
- Critical notes about salary scales:
 - Represents a pay floor
 - Serve as a guide for all ECE settings
 - Should be updated annually to reflect changes in cost of living
 - These salaries would represent drastic increases in compensation for many Colorado ECE workers
 - Further data analysis should be done of K-12 salaries in Colorado to validate our anchors
 - K-12 wages in Colorado are low and should also be examined
 - Anchored to credential system which accounts for education and experience
 - Increments honor pay equity across positions and increased responsibility at higher levels of credentials
 - Salary scale increases should be made as funding becomes available
 - The state should explore strategies to mitigate benefit cliff effects

These salary scales do not represent a mandate for providers nor do they represent a call for providers to raise their rates for families.

From our initial conversation about point-in-time financial supports for ECE educators, we heard the following:

- **Retention** is top priority for task force members and focus groups
- **Majority** of Task Force members and focus groups supported **stipends as the most viable solution in the short-term**

Appropriate framing for this recommendation is critical. Stipends will be:

- Part of a **portfolio of workforce solutions** (e.g., tax credits and salary scales); **should resources allow**, other point in time strategies, such as **bonuses**, could complement stipends
- **Interim solutions** that should not **jeopardize systemic permanent wage increases**
- Based on **funding available** and analysis of effects on **access to benefits** and **individual tax liability**

As discussed, our path forward is a two-prong approach:
a **universal** stipend and a **targeted** stipend

Supplemental “One-Pagers”

Target Audiences:

1. **Policymakers** (the state, legislators, local governments)
2. **Providers** (all settings, current and potential future providers)
3. **Supporters** (advocacy groups, community, businesses, etc.)

What actions should be taken to move forward our recommendations?

Policymakers	Providers	Supporters
<ul style="list-style-type: none">- Increase revenue- Use this data to inform next round of investments (i.e. sustainability funds)- Do cost modeling to determine the amount needed to fund these recommendations- Complete an economic analysis of the community impact and labor market participation of having a robustly funded child care sector- <i>For local govts</i> - Collect local data to support these recommendations	<ul style="list-style-type: none">- Talk to boards about these compensation goals and how to get there- Complete financial modeling within their current business model to better understand their true cost of care	<ul style="list-style-type: none">- Share with Chambers of Commerce and economic development corporations- Attend city council meetings, get things on ballots- Share messaging around the need for K-12 parity- Advocate locally, regionally, and statewide for increased funding- Educate groups not already in the ECE space on how they can be advocates (e.g., businesses or hiring groups, trade associations, workforce development councils, unions)

What steps should CDEC take to roll out these recommendations?

For example:

- Post to website
- Host webinars
- Mass email communication
- In-person briefing
- Social media



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Department of Early Childhood

CDEC Workforce Initiatives

**ECLC Updates
December 15, 2022**

Workforce Plan Next Steps



Workforce Plan Support from ECLC

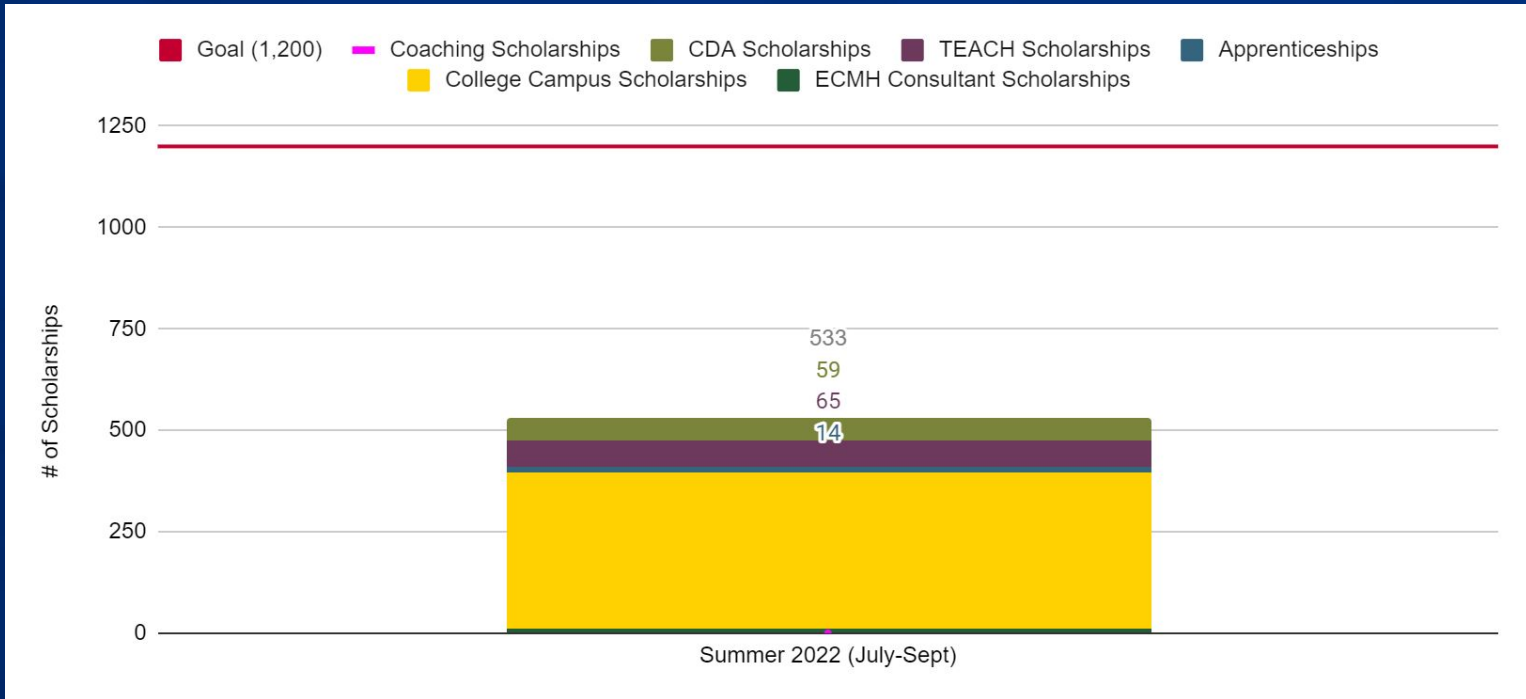
- Timeline
 - Discovery phase winding down
 - Engagement phase kicking off in early 2023
- Advisory Committee - 1-2 commissioners participate (meeting 1-2x per month from February-summer 2023)
- Support with outreach for workgroups, focus groups, or interviews
 - Sending out invitations to your networks
 - Connections with groups already meeting (e.g. Home Visiting Investment Task Force, ECE-specific association meetings, etc.)



CDEC Workforce Activities for Child Care Providers



Scholarship Updates



*Does not include Free ECE 1011/1031

ECE Teacher Salary Increase Pilot Update

- [FAQ Document](#)
- Assistant Teachers and Lead Teachers receiving livable wage increases for two years
- 74 program applications
 - Random assignment occurred yesterday (12/14)
 - Program notification happening today and tomorrow!
- Teacher opt-in by mid-January
 - Partnership with CWDC to provide CLIFF Calculator coaching at Workforce Centers to help with teacher opt-in
 - Expect 300-325 lead teachers and assistant teachers to participate
- First payments by 3rd week of January 2023
- Robust study design
 - Studying retention and teacher well-being



Introducing new CDEC Workforce Division Director



Dr. Rebecca Vlasin



- Over 25 years of experience across complex educational systems
 - Spent two decades in strategic leadership within Clayton Early Learning where she enjoyed partnering to create meaningful early learning programming, training, coaching and evaluation services across Colorado
 - Was on the design and faculty team of a respected graduate leadership program (Buell Early Childhood Leadership Program)
 - As a professor at CU Denver she focused on an initiative called Designing for a Diverse Workforce where she partnered with several early learning programs in Colorado to co-create a workplace-based BA degree pathway

Keep in touch!

angela.ben-zekry@state.co.us



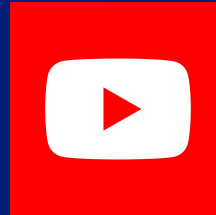
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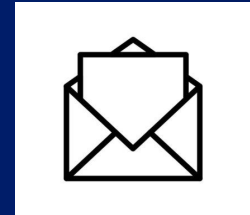
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Appendix


Summary Details: Stimulus Workforce Strategy Updates



CDEC Stimulus Website

Activity 1 - Sustainability Grants for Workforce Retention	<ul style="list-style-type: none">• Created for all child care programs• Same application as sustainability grants• Closed as of September 30, 2022
Activity 2 - Recruitment and Retention Scholarships	<ul style="list-style-type: none">• Scholarships available now!• Scholarships - contact ECE program chair at a local college or university• Loan forgiveness app closed Sept. 15, 2022<ul style="list-style-type: none">◦ More rounds in 2023 and 2024
Activity 3 - Teacher Salary Increase Pilot	<ul style="list-style-type: none">• Application closed December 9, 2022• Limited list of eligible programs• Same vendor as sustainability grants
Activity 4 - Free ECE 101 and 103 (or equivalents)	<ul style="list-style-type: none">• Available now! (through Spring 2024)• FAO documents here (Spanish)• CDHE website with more information
Activity 5 - Apprenticeship Program	<ul style="list-style-type: none">• Child Care Innovations (RRCC) competency-based model• UCCS - BA Model• CMU - concurrent enrollment model

Summary Details: Stimulus Workforce Strategy Updates



COLORADO
Office of Early Childhood
Department of Human Services

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

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

Activity 1: Sustainability Grants for Workforce Retention

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


Activity 2: Workforce Recruitment & Retention Programs

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

Workforce

<p>Activity 6 - Teacher Peer Mentorship Program</p>	<ul style="list-style-type: none"> • CDEC hired a Teacher Peer Mentor Training Specialist • First cohort launched September 2022 • Cohort 2 application in February 2023 • Cross-recruiting with apprenticeships
<p>Activity 7 - Free Online Director Training</p>	<ul style="list-style-type: none"> • Under development • Should launch on PDIS in 2023
<p>Activity 8 - T.E.A.C.H. Scholarships</p>	<ul style="list-style-type: none"> • Available now! • <u>Applications being accepted for Fall 2022 and Spring 2023</u>
<p>Activity 9 - CDA Support Specialists</p>	<ul style="list-style-type: none"> • Application available now! • <u>Deadline: Monthly on the 15th (next: Dec. 15, 2022)</u> • Funding will be available through September 2024
<p>Activity 10 - Online Equity Courses and Translations</p>	<ul style="list-style-type: none"> • Under development • Should launch on PDIS in 2023

Summary Details: Stimulus Workforce Strategy Updates

 **COLORADO**
Office of Early Childhood
Department of Human Services

State and Federal Stimulus Strategies
Family Strengthening


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

Activity 1: Reduced Child Care Tuition for Families

↳ Under this activity, child care providers are encouraged to dedicate half of their Child Care Stabilization Grant payment, a total of \$100 million across the state, to reduce or eliminate child care tuition payments for families. • As many families across the state lost income, they stopped sending their children to child care, thus reducing the tuition payments child care providers depend on to stay open. This activity will help families to enroll in child care by encouraging providers to reduce or eliminate tuition payments. This will support families to return to work, help build back enrollment numbers at child care facilities across Colorado, and result in \$100 million kept in the pockets of families across the state, with families saving an average of \$450 per child over the grant. • Funding Source: ARP Stabilization Funding Amount: \$101,516,223

↑ This activity will lower the cost of child care for low-income families enrolled in the Colorado Child Care Assistance Program (CCCAP) by lowering the parent fee that families pay out of pocket to a maximum of 10% of gross.

Family Strengthening

 **COLORADO**
Office of Early Childhood
Department of Human Services

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

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

Activity 1: Child Care Stabilization Grants

↳ This activity provides more than 4,700 eligible child care providers that were in operation as of March 11, 2021 with recurring operational grant payments with amounts based on licensed capacity and quality levels, with additional bonus awards added for providers meeting certain family needs, including providing care for infants and toddlers, offering nontraditional hours, and serving children with special needs. • These recurring grants will help Colorado maintain licensed child care capacity through a mixed delivery system, ensure early childhood educators remain fully compensated, and provide financial relief to families through reduced or waived tuition or copayments. This activity builds on the \$35 million State General Fund appropriation for sustainability grants that were allocated in House Bill 208-1002. • Funding Source: ARP Stabilization • Funding Amount: \$221,694,958 (Note that \$101,516,223 of this total is encouraged to be used by providers to reduce family tuition and is also reflected as a family strengthening activity).

↑ This program will provide financial assistance to employers to construct, remodel, renovate, or retrofit a child care center to provide licensed child care services on- or near-site to its employees. This program

Access

<p>Activity 11 - Establish a Substitute Fund</p>	<ul style="list-style-type: none"> • Hired a position to support the implementation 12/2022 • Solicitation for partners will launch early 2023
<p>Activity 12 - PDIS Dashboard Modernization</p>	<ul style="list-style-type: none"> • Existing 2019 workforce data dashboard for reference • Will update manual processes to be automated for more frequent dashboard updates • Expected to be published before September 2023
<p>Activity 13 - PDIS Help Desk and Operations</p>	<ul style="list-style-type: none"> • Project underway • Hired new help desk positions to reduce help desk ticket backlog



Coming Soon: Senate Bill 22-213 (Child Care Support Programs)

Employer-Based Child Care	<ul style="list-style-type: none">• \$10 million to construct a child care center on site or near site to the employer• Design Lab - technical assistance support program
Emerging and Expanding Grant	<ul style="list-style-type: none">• \$16 million to construct child care programs to open or expand
Recruitment and Retention Scholarships and Grants	<ul style="list-style-type: none">• \$15 million to expand scholarships and loan forgiveness programs<ul style="list-style-type: none">○ \$5M of that will be directed to home visitors, ECMH consultants, and Early Intervention professionals
FFN Support Programs	<ul style="list-style-type: none">• \$7.5 million for the family, friends and neighbor or “FFN” support programs<ul style="list-style-type: none">○ FFN Advisory Group○ Creates a new training and support program
Home Visiting - HIPPY	<ul style="list-style-type: none">• \$1 million to expand home visiting programs



Co-Chairs' Next Steps, Final Thoughts & Adjourn

Susan Steele

ECLC

Early Childhood Leadership Commission

Next Meeting:

February 23, 2023

9:30 am - 12:30 pm



Thank you!

Colorado Shines Brighter Strategic Plan Update

December 2022

PREPARED BY:
Marzano Research

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Introduction

In December 2018, Colorado was awarded an initial Preschool Development Grant Birth through Five (PDG B-5) of \$5.8 million to help the state analyze the current landscape of the early care and learning mixed-delivery system and develop a strategic plan to guide the implementation of changes that maximize high-quality early care and education options for low-income families, enhance the quality of care, streamline administrative infrastructure, and improve state-level early childhood care and education funding efficiencies. The [Colorado Shines Brighter \(CSB\) Strategic Plan](#) was finalized in December 2019.

In December 2019, Colorado was awarded a PDG B-5 Renewal of \$11,171,969 annually for three years (2020–2022). The [CSB Strategic Plan uses](#) renewal grant funds to implement some of the identified activities. As part of the renewal grant, Colorado committed to an annual review and update to the CSB Strategic Plan to incorporate new findings from ongoing needs assessment activities, recommendations from the program evaluation and continuous quality improvement, and ongoing stakeholder feedback with an emphasis on families and caregivers of children birth through five.

To annually facilitate the development of the recommended updates to the CSB Strategic Plan, the Colorado Department of Early Childhood contracted Marzano Research to conduct four primary activities: 1) collect input on the current early childhood landscape related to the Strategic Plan, 2) engage a diverse group of stakeholders to inform the recommendations, especially families and caregivers of children birth through five, 3) facilitate a working group, and 4) prepare a set of recommended updates to the Strategic Plan for the Early Childhood Leadership Commission (ECLC) to consider for endorsement. The following report further describes these four activities.

Activity 1. Collect Input on the Colorado Early Childhood Landscape

To inform updates to the CSB Strategic Plan in 2022, Marzano Research gathered and reviewed state-level policy and funding decisions with implications for the early care and education (ECE) system in Colorado. These documents included stimulus funding documents, PDG B-5 evaluation data, and state legislation related to universal preschool (UPK) and the new Department of Early Childhood (CDEC).

The CSB Strategic Plan strategies were found to be well aligned with the following key documents that informed CO HB22-1295.

The Department of Early Childhood Transition Plan was finalized and approved by the ECLC in November 2021. The Transition Plan includes recommendations for transitioning early childhood services and programs from state agencies to the new DEC.

Colorado Universal Preschool Recommendations finalized in January of 2022 provide Colorado’s Department of Early Childhood (CDEC) with guidance and direction to ensure a successful launch of the voluntary, universal preschool program.

Activity 2. Stakeholder Engagement

A diverse group of stakeholders was engaged in providing input to inform the recommended Strategic Plan updates. The Marzano Research facilitators attended two ECLC Program Quality and Alignment (PQAC) Subcommittee meetings to engage members in providing input on any recommended updates to the Strategic Plan strategies.

Marzano Research also conducted a survey to collect input from statewide stakeholders engaged in work related to moving the strategies forward. Stakeholders also provided input on needs moving forward. This input was also shared with the Strategic Plan Working Group to inform strategy updates. A total of 191 stakeholders responded to the survey. Respondent organizations serve populations across the B-5 system (Figure 1). Respondents most frequently indicated conducting activities under Goal 6, “Improve the quality of early care and education environments and the workforce” (Figure 2).

Figure 1. Populations served by survey respondent organizations

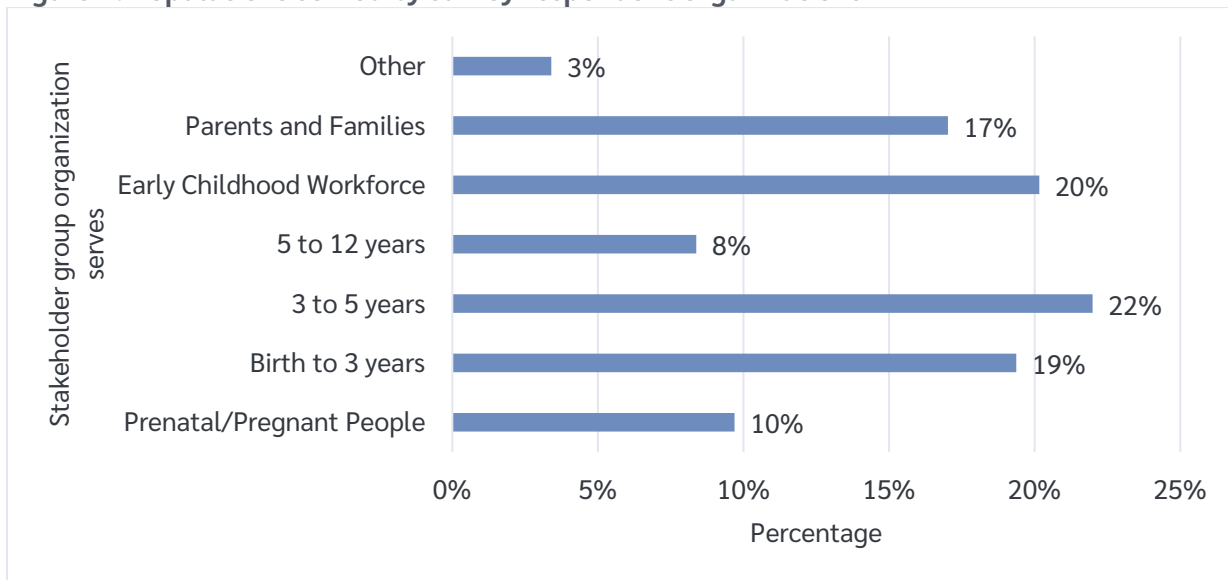
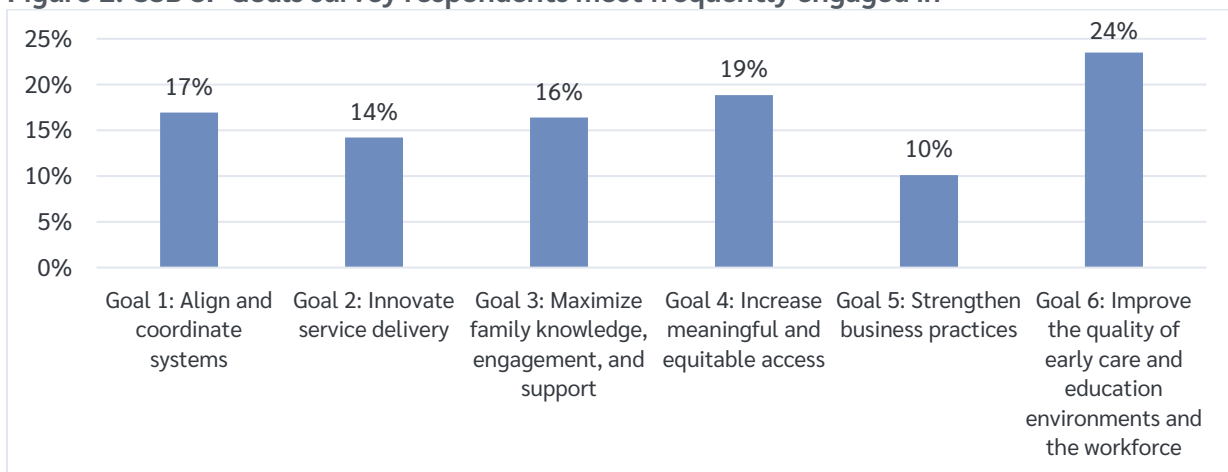
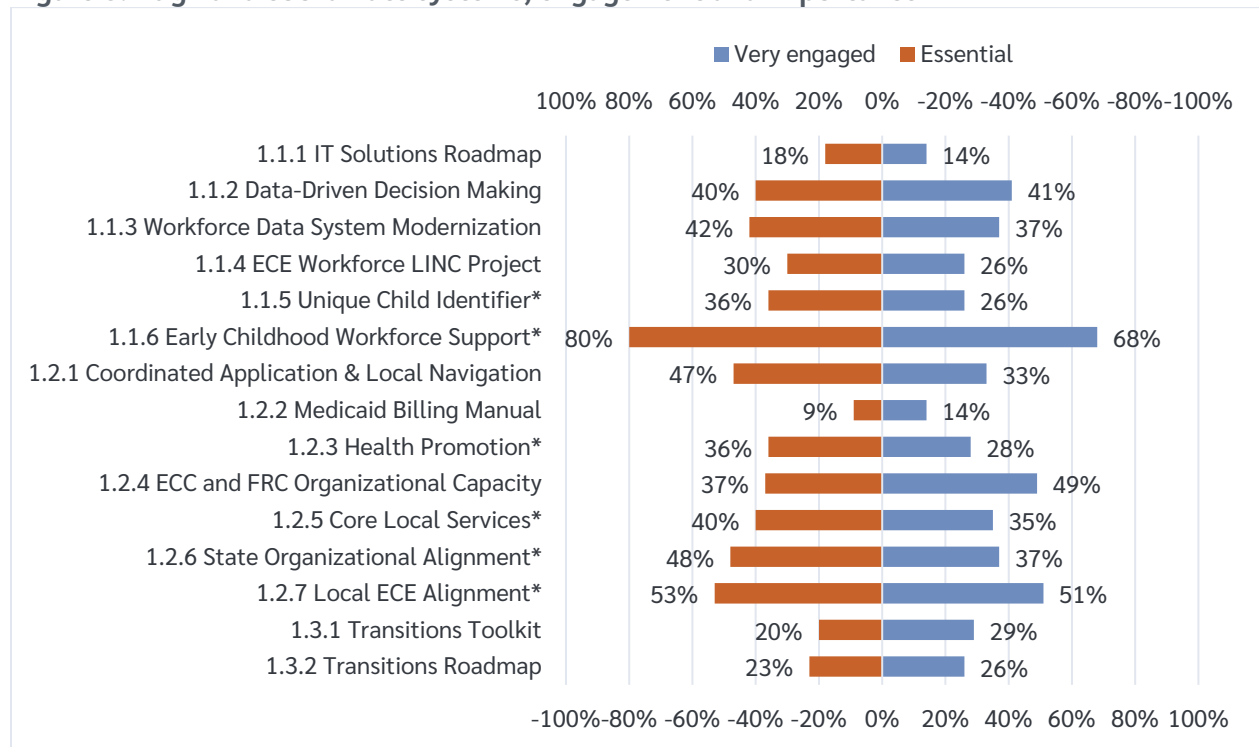


Figure 2. CSB SP Goals survey respondents most frequently engaged in



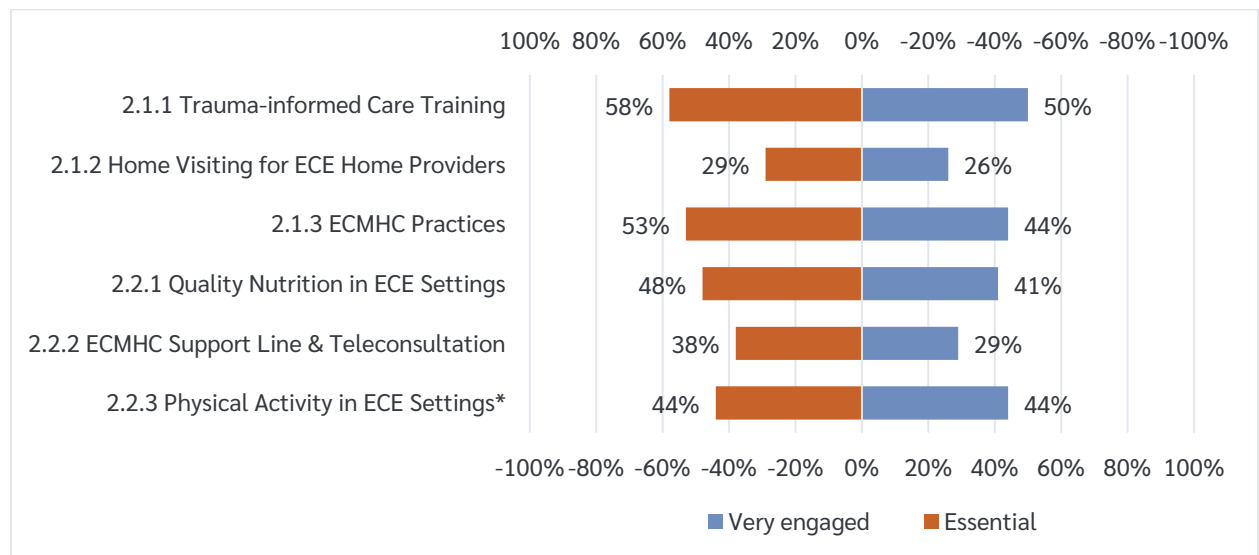
Figures 3 through 8 present the extent to which stakeholders indicated that their organizations engaged in work aligned with each strategy and how valuable it is to continue the work moving forward under each strategy. Strategies 6.2.6 (Compensation) and 6.2.7 (Recruitment and Retention) have the highest level of engagement. While stakeholders most frequently cited the following as essential to continue moving forward: 1.1.6 (Early Childhood Workforce Support), 3.1.6 (Early Learning & Development Guidelines), 5.1.1 (Pre-Licensing & Start-Up), and 6.2.1 (Professional Development Information System).

Figure 3. Align and coordinate systems; engagement and importance



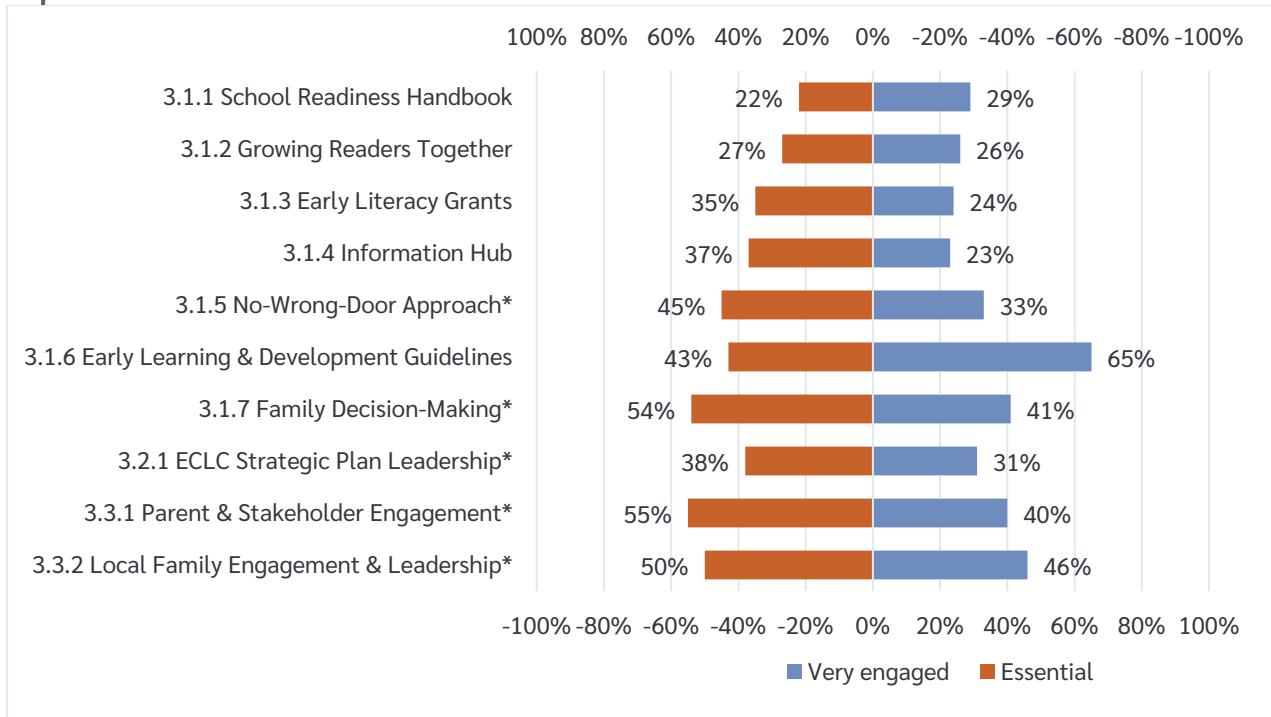
Note. "*" reflects strategies that are not funded through the Preschool Development Grant.

Figure 4 Goal 2: Innovate service delivery; engagement and importance



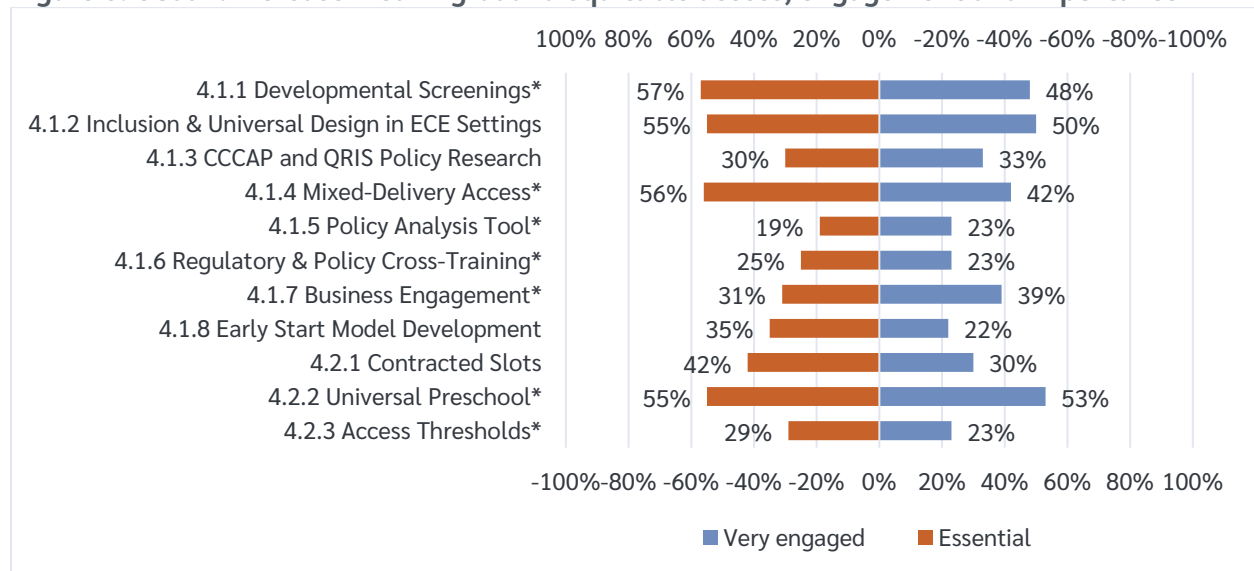
Note. "*" reflects strategies that are not funded through the Preschool Development Grant.

Figure 5. Goal 3: Maximize family knowledge, engagement and support; engagement and importance



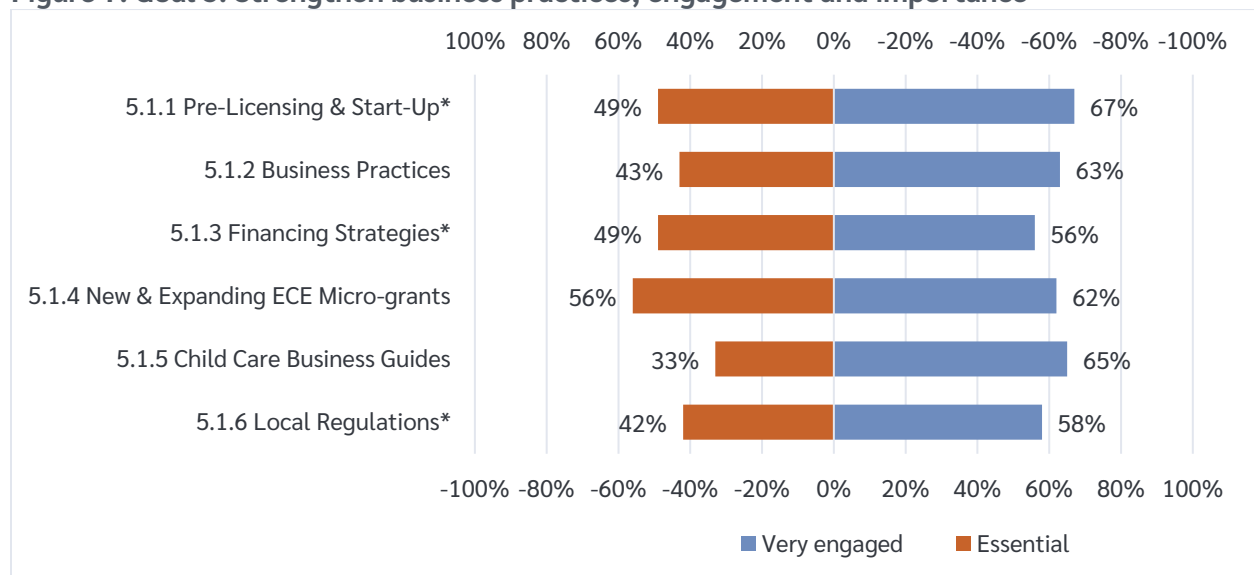
Note. “*” reflects strategies that are not funded through the Preschool Development Grant.

Figure 6. Goal 4: Increase meaningful and equitable access; engagement and importance



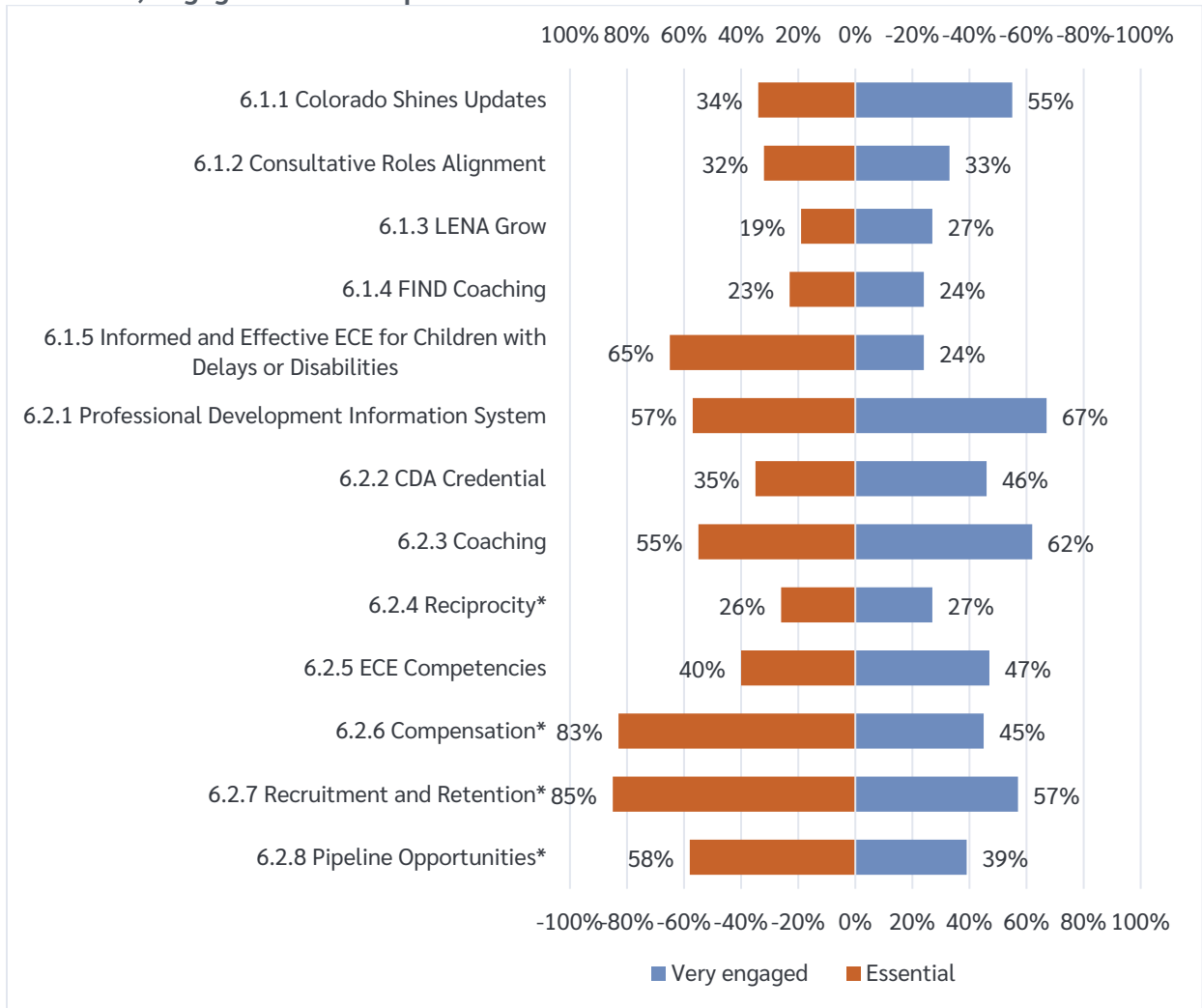
Note. "*" reflects strategies that are not funded through the Preschool Development Grant.

Figure 7. Goal 5: Strengthen business practices; engagement and importance



Note. "*" reflects strategies that are not funded through the Preschool Development Grant.

Figure 8. Goal 6: Improve the quality of early care and education environments and the workforce; engagement and importance



Note. “*” reflects strategies that are not funded through the Preschool Development Grant.

Stakeholders also identified areas that may be missing from the current CSB Strategic Plan strategies and could be an opportunity for the update. The opportunities shared by stakeholders reflect the following general themes.

- Opportunities to emphasize the use of accessible languages and formats for family support, communication, and engagement strategies
- Opportunities for strategies to be inclusive of other programs serving children and families (e.g., Early Intervention, Home Visiting, etc.) and early childhood professionals broadly
- Opportunities to identify CDEC's role with state agencies on appropriate strategies
- Opportunities to support UPK implementation with appropriate strategies
- Opportunities to focus on workforce support and preparation

Activity 3. Strategic Plan Working Group

The Colorado Shines Brighter Strategic Plan Working Group, which sits under the PQAC, was approved by the ECLC on April 23, 2020. The purpose of the Working Group is to identify and monitor activities that support strategies in the Strategic Plan that are not funded through the Preschool Development Grant Birth through Five and to recommend changes annually to update the Strategic Plan based on the current early childhood environment, new findings from ongoing needs assessment activities, recommendations from the program evaluation and continuous quality improvement, and ongoing stakeholder feedback with an emphasis on families and caregivers of children birth through five. Table 1 presents the membership of the Working Group.

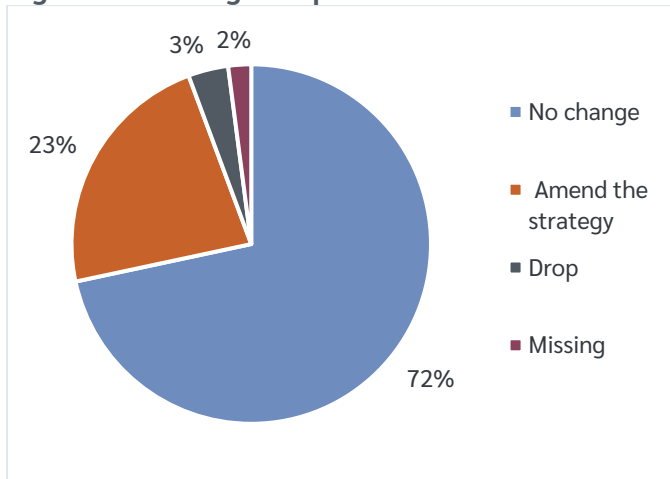
Table 1. Colorado Shines Brighter Strategic Plan Working Group Members

Sector	Name	Organization
B-3/Infants and Toddlers	Melissa Mares	CO Children's Campaign
B-3/Infants and Toddlers	Kelly Esch	Executive Director Early Childhood Network
Businesses/Business Supports	Lindsey Vigoda	Small Business Majority
Colorado Department of Human Services	Ki'i Powell	CDHS Office of Economic Security
County	Peter Manetta	Colorado Association of Local Public Health Officials (CALPHO)
County	Sam Markovitz	Early Childhood Coordinator & Early Childhood SubPAC NW Region Rep: Colorado Human Services Directors Association (CHSDA)
County	Elisabeth Lawrence	Summit County Commissioner
Early Childhood Councils	Clea Willow	Bright Futures (Delta, Montrose, Ouray, San Miguel, San Juan)
Early Intervention	Shannon Banks	Early Intervention, Rocky Mountain Human Services
English Language Learners/ Refugee or Immigrant Populations	Khatira Amn	The Spring Institute
Family Providers	Lorena Garcia	Colorado Statewide Parent Coalition, Providers Advancing Student Outcomes (PASO)
Funders/Philanthropic Partners	Steffanie Clothier	Gary Community Ventures
Head Start	Gayle Perryman	Jefferson County Head Start Director
Head Start	Tracey Lucero	Head Start and Migrant Head Start Program
Home Visiting	Lindsay Sherman	Invest in Kids
Homeless and Migrant Supports	Jenny Lerner	Colorado Department of Education
Licensed Child Care	Dawn Alexander	Early Childhood Education Association of Colorado
Mental Health	Jordana Ash	Consultant

Sector	Name	Organization
Parents/Caregivers	Ealasha Vaughner	
Parents/Caregivers	Janelle Jenkins	
Physical Health and Wellness	Tracy Miller	Colorado Department of Public Health & Environment
Public preschool	Jody Ejnes	Eagle County School District
School Readiness	Megan Rogers	Colorado Department of Education, Elementary Literacy and School Readiness Office
School Readiness	Rebecca Browning-Floyd	Colorado Department of Education, Elementary Literacy and School Readiness Office
Screening/Referral and Early Childhood Comprehensive Systems Grant	Eileen Auer Bennet	Assuring Better Child Health & Development
Special Education	Dawn Klco	Salida School District
State Advisory Committee - ECLC	Jake Williams	Healthier Colorado
State Government	Tamara (Tammi) Hiler	Governor's Office
Workforce	Vail Shoultz-McCole	Colorado Mesa Community College

The Working Group was convened for two meetings. Meeting 1 was to engage the working group members in evaluating the non-PDG B-5 strategies to identify possible updates. In small groups, the members reviewed input from the Colorado early childhood landscape along with their collective experience to assess progress toward meeting the goals and objectives in the Strategic Plan. As a follow-up to the meeting, additional feedback was solicited from members via a survey. The survey asked members to provide input on updates to the non-PDG B-5-funded strategies and any missing strategies under each of the six goals. Eighteen members responded to this follow-up survey. Thirty percent of the responses indicated some amendment was needed to update the strategies, while 61 percent recommended no change across strategies (Figure 9). Only 2 percent of respondents suggested that strategies were missing across the goals, and 3 percent suggested a strategy be dropped.

Figure 9. Working Group Recommendations Across Strategies (n = 18)



The Working Group met a second time to review the survey results and further process recommended updates to the non-PDG B-5-funded strategies. As a follow-up to the meeting, the members received a final set of draft recommended updates electronically for review. All members who responded to the final review email agreed that the recommended updates were responsive to the Working Group’s input. Table 2 presents the final set of recommended updates in the next section.

Activity 4. Recommended Updates to the Strategic Plan



The CSB Strategic Plan currently includes 61 strategies. Thirty-six strategies are funded under the Preschool Development Grant Birth through Five renewal grant, as noted by the symbol . The remaining 25 need to be implemented in partnership with the ECLC and other state and local organizations, noted by the  symbol. For the complete set of current strategies, reference the 2022 [Colorado Shines Brighter Strategic Plan](#). The CSB Strategic Plan strategies have evolved since 2019 in response to 1) input from the Colorado early childhood landscape, 2) ongoing needs assessment activities, 3) the current early childhood environment, and 4) a response to continuous quality improvement (Figure 10). The full CSB Strategic Plan strategies and how they have evolved since 2019 can be found in the appendix.

Figure 10. CSB Strategic Plan Strategy updates over time

Of the 56 2019 strategies

- 4 PDG funded strategies updated
- 16 non-PDG funded strategies updated
- 3 new strategies added

Of the 59 2020 strategies









- 22 PDG funded strategies updated
- 10 non-PDG funded strategies updated
- 2 new strategies added







Of the 61 2021 strategies







- 19 PDG funded strategies updated, 1 dropped
- 19 non-PDG funded strategies updated











19 PDG B-5-funded and 19 non-PDG B-5-funded strategies are recommended for the 2022 update. Twenty-three strategies remain unchanged in the Strategic Plan. Several general updates should be noted throughout the strategies. Local Coordinating Organizations were added where Early Childhood Councils and Family Resource Centers appear in strategies. References to the Colorado Preschool Program (CPP) were updated to Universal Preschool (UPK). Table 2 presents recommended updates for 2022, along with a summary of why the strategy is recommended for the update.







Table 2. 2021 Strategy Update Recommendations









2021 Strategy	Proposed 2022 Update
 <p>1.1.1 IT Solutions Roadmap. Implement the Office of Early Childhood’s Information Technology Solutions Roadmap through a multi-phase plan that: supports collaboration and communication; standardizes design for accessibility and usability; and provides transparency and security for publicly available data.</p>	 <p>1.1.1 IT Solutions Roadmap. Update and implement the Colorado Department of Early Childhood Information Technology Solutions Roadmap through a robust process that: supports collaboration and communication, standardizes design for accessibility and usability, and provides transparency and security for publicly available data.</p>
<p>Summary for the update: Update to reflect a new phase or for accuracy.</p>	
 <p>1.1.2 Data-Driven Decision-Making. Develop a strategic plan to inform implementation of an early childhood integrated data system to support state- and community-level information on the early childhood system and data-driven decisions.</p>	 <p>1.1.2 Data-Driven Decision-Making. Develop an early childhood integrated data system to support state- and community-level information on the early childhood system and data-driven decisions.</p>
<p>Summary for the update: Update to reflect a new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</p>	
 <p>1.1.3 Workforce Data System Modernization. Embark on data system modernization planning to address Office of Early Childhood business needs including stakeholder input, identification of needed improvements, quality assurance analyses, and the development of specific requirements for enhancement.</p>	 <p>1.1.3 Workforce Data System Modernization. Continue data system modernization planning to address Department of Early Childhood business needs, including stakeholder input, identification of needed improvements, quality assurance analyses, and the development of specific requirements for enhancement.</p>
<p>Summary for the update: Update to reflect a new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</p>	
 <p>1.1.4 ECE Workforce LINC Project. Use connected data from the Colorado Department of Human Services, the Colorado Department of Higher Education, and the Colorado Department of Labor and Employment through the Linked Information Network of Colorado (LINC) to gain a comprehensive picture of the early care and education workforce. Develop a model to provide timely information on workforce demographics, turnover, wages, and educational</p>	 <p>1.1.4 ECE Workforce LINC Project. Use connected data from the Colorado Department of Early Childhood, the Colorado Department of Higher Education, and the Colorado Department of Labor and Employment through the Linked Information Network of Colorado (LINC) to gain a comprehensive picture of the early care and education workforce. Develop a model to provide timely information on workforce demographics, turnover, wages, and educational</p>









2021 Strategy	Proposed 2022 Update
pathways and disseminate to relevant local and state stakeholders.	pathways and disseminate to relevant local and state stakeholders.
<p align="center">Summary for the update: Update to reflect a new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</p>	
 <p>1.1.6 Early Childhood Workforce Support. Improve efforts to recruit and retain a quality early childhood workforce, including home visitors, coaches, child health consultants, social workers, early intervention specialists, and early childhood mental health consultants. Ensure efforts are founded on diversity, equity and inclusivity and help to define professions within the sector.</p>	 <p>1.1.6 Early Childhood Workforce Support. Improve efforts to recruit and retain a quality early childhood workforce, including home visitors, coaches, child health consultants, social workers, early intervention specialists, parental and child health workforce, and early childhood mental health consultants. Ensure efforts are founded on diversity, equity, and inclusivity and help to define professions within the sector.</p>
<p>Summary for the update: Update to include “parental and child health workforce” to align with CDEC strategic planning goals and Colorado Early Childhood Comprehensive Systems Grant goals. This strategy is intended to go beyond CDEC alignment and reflects the need to strengthen healthcare as a system partner in the CSB Strategic Plan.</p>	
 <p>1.2.1 Coordinated Application & Local Navigation. Local Research existing national and local models of coordinated application, eligibility and enrollment and service navigation and identify recommendations for a Colorado model. Review early childhood program applications to improve accessibility and usability.</p>	 <p>1.2.1 Local Coordination and Navigation. Maintain and update the Local Early Childhood Systems Coordination Toolkit to empower local entities to improve the coordination of their local B5 systems in the most appropriate, effective manner. Offer local entities and their partners collaborative planning mini-grants to resource the development of more coordinated systems. Review early childhood program applications to improve accessibility, usability, and integration with other programs.</p>
<p align="center">Summary for the update: Update to reflect a new phase or for accuracy.</p>	
 <p>1.2.3 Health Promotion. Promote integrated preventative maternal and child physical, behavioral, oral and environmental health services that are culturally responsive. Explore current models including Head Start and the Colorado Department of Public Health and Environment’s maternal and child health priorities such as increasing prosocial connection and social-emotional well-being.</p>	 <p>1.2.3 Health Promotion. Coordinate preventative maternal and child physical, behavioral, oral, and environmental health services that are culturally responsive across settings, sectors, and locales. Explore current models, including Head Start and the Colorado Department of Public Health and Environment’s maternal and child health priorities, such as increasing prosocial connection and social-emotional well-being.</p>









2021 Strategy	Proposed 2022 Update
<p>Summary for the update: Edit to better reflect the intention to coordinate preventative services among health providers and delivery across settings, sectors, and locations statewide, as this can be a challenge in rural areas.</p>	
<p> 1.2.4 ECC and FRC Organizational Capacity. Partner with Early Childhood Councils (ECCs), Family Resource Centers (FRCs) and leadership organizations to identify, prioritize and implement recommendations to strengthen local collaboration and increase the capacity of ECCs and FRCs to provide services to children and families. Develop and pilot shared data measures for ECCs. Formulate recommendations to improve the 2022 ECC triennial evaluation and include a cost analysis in the 2025 evaluation.</p>	<p> 1.2.4 Local Organizational Capacity. Partner with Early Childhood Councils (ECCs), Family Resource Centers (FRCs), Local Coordinating Organizations (LCOs), and leadership organizations to identify, prioritize and implement recommendations to strengthen local collaboration and increase the capacity of local organizations to provide services to children and families. Continue implementation of ECC Shared Measures with councils and ECCLA.</p>
<p>Summary for the update: Update to reflect a new phase or for accuracy.</p>	
<p> 1.2.5 Core Local Services. Document the core early childhood, family and community support services in each county and implement a plan to address local service gaps.</p>	<p> 1.2.5 Core Local Services. Document core local services in alignment with Community Plans developed by Local Coordinating Organizations (LCOs) to identify service gaps and implement comprehensive early childhood services.</p>
<p>Summary for the update: Update to align local services with LCO community plans.</p>	
<p> 1.2.6 State Organizational Alignment. Expand ongoing coordination and collaboration across state agencies including CDHS, CDPHE, Colorado Department of Education (CDE), Colorado Department of Higher Education (CDHE), Colorado Department of Health Care Policy and Financing (HCPF) and Department of Early Childhood (DEC) to improve child and family outcomes. Identify and address systems and administrative barriers within and across the agencies.</p>	<p> 1.2.6 State Organizational Alignment. Expand ongoing coordination and collaboration across state agencies, including CDHS, CDPHE, Colorado Department of Education (CDE), Colorado Department of Higher Education (CDHE), Colorado Department of Health Care Policy and Financing (HCPF), Colorado Department of Early Childhood (CDEC), and the Colorado Governor’s Office to improve child and family outcomes. Identify and address systems and administrative barriers within and across the agencies.</p>
<p>Summary for the update: Update DEC to CDEC and add the CO Governor’s Office as a state partner in this strategy.</p>	









2021 Strategy	Proposed 2022 Update
 <p>1.2.7 Local ECE Alignment. Support early care and education service providers in the implementation of systemic coordination to improve families’ and children’s transitions to kindergarten.</p>	 <p>1.2.7 Local ECE Alignment. Support early childhood professionals in partnership with receiving organizations in implementing systematic coordination to improve families’ and children’s transitions across programs and settings.</p>
<p>Summary for the update: Broaden to include early childhood professionals and transitions across programs and settings that families and children experience.</p>	
 <p>1.3.1 Transitions Toolkit. Create a transition plan toolkit for early childhood professionals to communicate with families. Engage parents and caregivers to determine appropriate communication strategies.</p>	 <p>1.3.1 Transitions Toolkit. Create resources to deepen awareness of transitions to kindergarten among early care and education professionals and families. Engage families and ECE Professionals to determine appropriate communication strategies.</p>
<p>Summary for the update: Update to reflect a new phase or for accuracy.</p>	
 <p>2.1.1 Trauma-Informed Care Training. Offer Roots™, Branches and Seedlings trauma-informed training to Early Childhood Mental Health Consultation professionals, community support providers, early care and education providers and families.</p>	 <p>2.1.1 Trauma-Informed Care Training. Promote increased trauma-informed care knowledge and application across Colorado by offering a variety of curricula and trainings to mental health professionals, community support providers, early care and education providers and families.</p>
<p>Summary for the update: Update to reflect a new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</p>	
 <p>2.1.3 ECMHC Practices. Develop a Colorado model of Early Childhood Mental Health (ECMH) Consultation that responsively meets the needs of children, families and providers, while also being adopted by practitioners, implemented to fidelity and subject to evaluation. Align and coordinate the larger ECMH field to facilitate statewide implementation.</p>	 <p>2.1.3 ECMHC Practices. Monitor and support implementation of the newly developed Colorado model of Early Childhood Mental Health (ECMH) Consultation. Align and coordinate the larger ECMH field and key partners to facilitate statewide fidelity implementation of a model that responsively meets the needs of children, families, and providers.</p>
<p>Summary for the update: Update to reflect a new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</p>	
 <p>2.2.1 Quality Nutrition in ECE Settings. The Colorado Department of Human Services, Colorado Department of Public Health and Environment and Colorado Department of</p>	 <p>2.2.1 Quality Nutrition in ECE Settings. The Colorado Department of Early Childhood, Department of Public Health and Environment, Department of Education, and other state and</p>







2021 Strategy	Proposed 2022 Update
<p>Education will coordinate to reduce barriers and increase early care and education provider participation in the Child and Adult Care Food Program, National School Lunch Program and School Breakfast Program.</p>	<p>local partners will coordinate to reduce barriers and increase early care and education provider participation in the Child and Adult Care Food Program, National School Lunch Program, and School Breakfast Program.</p>
<p>Summary for the update: Update to reflect a new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</p>	
<p> 2.2.2 ECMHC Support Line & Teleconsultation. Create a statewide Early Childhood Mental Health Support Line, strengthen teleconsultation practices and encourage use of teleconsultation to serve families and early childhood education providers in rural communities.</p>	<p> 2.2.2 ECMHC Support Line & Teleconsultation. Invest in awareness and promotion of innovative service delivery options, including the statewide Early Childhood Mental Health Support Line and teleconsultation to serve families and early childhood education providers in rural communities. Leverage continuous quality improvement, change management, and data-driven decision-making practices to refine services, offer responsive training, and increase statewide access to needed services.</p>
<p>Summary for the update: Update to reflect a new phase or for accuracy.</p>	
<p> 3.1.5 No-Wrong-Door Approach. Support the continued implementation of no-wrong-door strategies to ensure families can access information quickly, make timely connections, and receive support regardless of their initial entry point into the early childhood system.</p>	<p> 3.1.5 No-Wrong-Door Approach. Support the continued implementation of no-wrong-door strategies to ensure families can access information quickly in their preferred language and relevant to their priorities and values to make timely connections. Ensure families receive support regardless of their initial entry point into the early childhood system.</p>
<p>Summary for the update: Update to promote accessibility of information in families’ preferred language and relative to their priorities and values.</p>	
<p> 3.1.7 Family Decision-Making. Engage families in shared decision-making with early care and education service providers through a process that incorporates information on key considerations for selecting programs and providers.</p>	<p> 3.1.7 Family Decision-Making. Engage families in shared decision-making with early childhood, family support, and health care professionals through a process that incorporates families’ values and priorities when considering a selection of programs and providers.</p>
<p>Summary for the update: This strategy intends to engage families in selecting child care. Broaden to include health care professionals in the process, as well as more explicitly call out family values and priorities in the decision-making process.</p>	

2021 Strategy	Proposed 2022 Update
 <p>3.2.1 ECLC Strategic Plan Leadership. The Early Childhood Leadership Commission (ECLC) will identify a leadership role for specific strategies and ensure voices from families and providers representing diverse races, ethnicities, languages spoken and geographic regions are included.</p>	 <p>3.2.1 ECLC Strategic Plan Leadership. The Early Childhood Leadership Commission (ECLC) will identify a leadership role for specific strategies and ensure that voices from families and providers representing diverse races, socio-economic statuses, ethnicities, languages spoken, and geographic regions are included.</p>
<p>Summary for the update: Update to include socio-economic status as a representation factor.</p>	
 <p>3.3.1 Parent & Stakeholder Engagement. The Colorado Department of Human Services (CDHS) will continue to engage with the CDHS Family Voice Council, OEC Family Voice Council, Head Start Collaboration Office, Colorado Head Start Association, Family Leadership Network and state and local family and caregiver networks to support ongoing family engagement and leadership. Develop and disseminate a statewide Family Engagement Framework.</p>	 <p>3.3.1 Parent & Stakeholder Engagement. The CDEC will continue to engage with the Early Childhood Family Voice Council, CDHS Family Voice Council, Head Start Collaboration Office, Colorado Head Start Association, Family Leadership Network, and state and local family and caregivers networks to support ongoing family engagement and leadership. Disseminate the state-wide Family Engagement Framework and develop companion documents to support the implementation of the Framework.</p>
<p>Summary for the update: Update to reflect a new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</p>	
 <p>3.3.2 Local Family Engagement & Leadership. Build capacity and identify points of collaboration with early care and education service providers to empower and engage families in a variety of leadership and advocacy roles.</p>	 <p>3.3.2 Local Family Engagement & Leadership. Build capacity and identify points of collaboration to use the Family Engagement Framework with early childhood and family service providers to empower and engage families in various leadership and advocacy roles.</p>
<p>Summary for the update: Update to include the use of the Family Engagement Framework and broaden beyond early care and education.</p>	
 <p>4.1.1 Developmental Screenings. Increase the availability of developmental screenings and referral processes in appropriate settings where children are served. Explore ways to ensure continuity of services once referrals are made and accessibility for all children and families regardless of systematic barriers.</p>	 <p>4.1.1 Developmental Screenings. Increase the availability of developmental screenings, referrals, and ongoing monitoring processes in appropriate settings where children are served. Explore ways to ensure continuity of services once referrals are made and accessibility for all children and families regardless of systematic barriers.</p>
<p>Summary for the update: Add “ongoing monitoring” to support a continuum of support from screening – referral – monitoring.</p>	

2021 Strategy	Proposed 2022 Update
 <p>4.1.5 Policy Analysis Tool. Develop a tool to analyze how programs and policies affect the availability and funding of infant and toddler child care and the equitable access for priority populations such as dual-language learners, families living in poverty, families living in rural areas and families who have children with special needs. Explore processes to ensure relevant agencies and entities participate in a policy analysis review.</p>	 <p>4.1.5 Policy Analysis. Evaluate how programs and policies impact the availability and funding of infant and toddler child care and equitable access for priority populations. Priority populations include but are not limited to dual-language learners, families living in poverty, families living in rural areas, and families who have children with special needs. Implement processes to ensure relevant agencies and entities participate in a policy analysis review.</p>
<p>Summary for the update: Update that the policy tool is not the driver, but rather ongoing monitoring and evaluation to inform policy. Also, update “explore” to “implement processes” to ensure agencies are participating in monitoring and evaluating policies.</p>	
 <p>4.1.6 Regulatory & Policy Cross-Training. Develop strategies for CDPHE, CDHS, CDE, DEC, ECCs, school districts, local regulatory entities, the Colorado Office of Economic Development and International Trade (OEDIT) and professional associations to cross-train on ECE regulatory and policy changes to improve equitable access to services.</p>	 <p>4.1.6 Regulatory and Policy Cross-Training. Develop strategies for CDPHE, CDHS, CDE, CDEC, ECCs, Head Starts, school districts, local regulatory entities, the Colorado Office of Economic Development and International Trade (OEDIT), and professional associations to cross-train on ECE regulatory and policy change analysis to improve equitable access to services.</p>
<p>Summary for the update: Update to include Head Start as a partner and change DEC to CDEC for accuracy. Add training on regulatory and policy change analysis as the Working Group cites this as a need.</p>	
 <p>4.1.7 Business Engagement. Engage and equip local and state business leaders and business -support organizations with the resources and knowledge they need to support the availability of, and equitable access to, early care and education programs through public-private partnerships.</p>	 <p>4.1.7 Business Engagement. Engage and equip local and state business leaders and business -support organizations with the knowledge and resources they need to support the availability of, and equitable access to, mixed-delivery early care and education programs through public-private partnerships.</p>
<p>Summary for the update: Update to include mixed-delivery early care and education (ECE) to broaden.</p>	
 <p>4.2.2 Universal Preschool. Implement a mixed-delivery high-quality universal preschool program for all Colorado four-year-olds that is coordinated with existing early care and education programs.</p>	 <p>4.2.2 Universal Preschool. Implement and evaluate Colorado’s high-quality mixed-delivery Universal Preschool program with specific attention to equity and inclusiveness of the program and mitigate unintended consequences.</p>

2021 Strategy	Proposed 2022 Update
<p>Summary for the update: Update to reflect a new phase of the strategy to implement and evaluate UPK.</p>	
<p> 5.1.1 Pre-Licensing & Start-Up. Partner with early care and education providers to address pre-licensing and start-up challenges, and connect them to resources to support sustainability and financially sound business practices, including how to achieve livable wages.</p>	<p> 5.1.1 Pre-Licensing & Start-Up. Partner with early care and education providers to address pre-licensing and start-up challenges and connect them to resources accessible in multiple languages to support sustainability and financially sound business practices, including how to achieve livable wages.</p>
<p>Summary for the update: Update to include resources accessible in multiple languages.</p>	
<p> 5.1.4 New & Expanding ECE Microgrants. Provide early care and education micro-grants to support start-up costs, targeting providers in child care deserts and those serving infants, toddlers or children with special health or developmental needs.</p>	<p> 5.1.4 New & Expanding ECE Grants. Provide early care and education grants to support start-up costs, targeting providers in child care deserts and those serving infants, toddlers, or children with special health or developmental needs. Evaluate grants to understand the capital, start-up, and expansion needs of ECE programs.</p>
<p>Summary for the update: Update to reflect a new phase of the strategy to implement and evaluate UPK. CDEC will continue to support but will not use PDG funding in 2023.</p>	
<p> 5.1.5 Child Care Business Guides. Develop and disseminate business guides to early care and education providers to support connections to resources and the adoption of best practices including the blending and braiding of funding streams, budgeting, regulatory compliance and other operational functions of a small business.</p>	<p> 5.1.5 Child Care Business Guides. Maintain, update, and promote business guides to new and existing early care and education providers to support connections to resources and the adoption of best practices, including the blending and braiding of funding streams, budgeting, regulatory compliance, and other operational functions of a small business. Partner with EPIC to develop an Employer-Based Child Care Business Guide.</p>
<p>Summary for the update: Update to reflect a new phase of the strategy. CDEC will continue to support but will not use PDG funding in 2023.</p>	
<p> 5.1.6 Local Regulations. Study the effect of local regulations on the availability of infant and toddler child care and family child care homes. Identify regulations that might cause barriers to increase the availability of infant and toddler care.</p>	<p> 5.1.6 State and Local Regulations. Study the effect of state and local regulations on the availability of infant and toddler child care and family child care homes. Identify regulations that might cause barriers to increase the availability of infant and toddler care.</p>
<p>Summary for the update: Update to include state regulations.</p>	

2021 Strategy	Proposed 2022 Update
 <p>6.1.1 Colorado Shines Updates. Implement the new Colorado Shines Quality Rating and Improvement System (QRIS) Framework and the Environmental Rating Scale 3. Complete a validation study of the Framework in 2023.</p>	 <p>6.1.1 Colorado Shines Updates. Finalize the new Colorado Shines Quality Rating and Improvement System (QRIS) Framework and the Environmental Rating Scale 3 by completing a validation study of the Framework in 2023.</p>
<p>Summary for the update: Update to reflect a new phase of the strategy.</p>	
 <p>6.1.5 Informed and Effective ECE for Children with Delays or Disabilities. Develop state-level infrastructure to pilot and sustain community implementation teams promoting the adoption of inclusive practices in early care and education programs.</p>	 <p>6.1.5 Informed and Effective ECE for Children of all Abilities. Build the capacity of state-level coaches to support inclusion practices in early childhood settings.</p>
<p>Summary for the update: Update to reflect a new phase of the strategy.</p>	
 <p>6.2.2 CDA Credential. Provide Child Development Associate (CDA) scholarships to early care and education professionals, targeting areas with known workforce shortages. Add CDA professional development specialists to support implementation.</p>	 <p>6.2.2 CDA Credential. Provide Child Development Associate (CDA) scholarships to early care and education professionals, targeting areas with known workforce shortages. Look at innovative ways to support the CDA credential as a workforce pathway.</p>
<p>Summary for the update: Update to reflect a new phase of the strategy.</p>	
 <p>6.2.3 Coaching. Pilot a state early care and education coaching model including Colorado Shines Quality Rating Improvement System and Expanding Quality in Infant Toddler Care. Utilize regional coaches to increase data collection and provide data-informed training and formal supports for coaches including reflective supervision. Update courses, transcreate coaching materials and utilize a telehealth approach to coaching.</p>	 <p>6.2.3 Coaching. Expand the state program for early care and education coaching. This program includes CQI, EQ Relates, UPK, and other coaching models actively used across the state. The regional coaching team spearheaded the coaching initiative to provide formal supports for coaches, such as data-informed training and reflective supervision, and to collect data on the effectiveness of their support.</p>
<p>Summary for the update: Update to reflect a new phase of the strategy. CDEC will continue to support but will not use PDG funding in 2023.</p>	






2021 Strategy	Proposed 2022 Update
 <p>6.2.6 Compensation. Explore strategies to ensure worthy and livable compensation for early care and education professionals. Work to enhance compensation, including benefits, and create compensation parity across settings, sectors and age of children served.</p>	 <p>6.2.6 Compensation. Prioritize and implement effective, sustainable strategies to ensure worthy and livable compensation for early care and education professionals. Ensure strategies enhance compensation, including benefits, and create compensation parity across public and private settings, sectors, and age of children served.</p>
<p>Summary for the update: Update to reflect a new phase in the strategy given work underway to study compensation for UPK workforce, EI providers, and other pilots underway to create parity in the system.</p>	
 <p>6.2.7 Recruitment and Retention. Update the Early Childhood Workforce 2020 plan to support the recruitment and retention of early care and education professionals who are from diverse backgrounds and speak the language and reflect the cultures of children in care.</p>	 <p>6.2.7 Recruitment and Retention. Update the Early Childhood Workforce 2020 plan to support the recruitment and retention of early childhood professionals who are from diverse backgrounds and speak the language and reflect the cultures of children in care.</p>
<p>Summary for the update: Change “early care and education” to “early childhood” professionals to reflect that the update happening in 2023 will broaden the plan to EC professionals.</p>	
 <p>6.2.8 Pipeline Opportunities. Explore and expand access to early childhood apprenticeship and peer mentoring programs, including providing concurrent enrollment apprenticeship opportunities for high school students to gain work experience in early care and education settings.</p>	 <p>6.2.8 Pipeline Opportunities. Expand access to apprenticeship and coaching opportunities for early childhood professionals, including providing concurrent enrollment for groups such as family friend and neighbor providers, retirees, and high schoolers through apprenticeships.</p>
<p>Summary for the update: Update to reflect work done statewide on apprenticeships, no longer in explore phase, but can be expanded. Also, broaden to a larger EC workforce.</p>	

Early Childhood Comprehensive Systems Grant

Colorado was awarded a five-year Early Childhood Comprehensive Systems (ECCS) grant in August 2021 by the federal Health Resources and Services Administration (HRSA). As part of the grant, states are required to complete a system gap and gap analysis to inform the development of a prenatal to three statewide strategic plan or updates to an existing strategic plan. The Colorado Early Childhood Comprehensive Systems: Health Integration Prenatal-to-three Project (CO-ECCS) is advancing the infrastructure, capacity, equity, and sustainability of Colorado’s maternal and early childhood systems of care to achieve the vision that “All children are valued, healthy and thriving and have equal access to services, supports, and resources” in Colorado.

The CO-ECCS Working Group guides this work, which sits under the PQAC of the ECLC. The CO-ECCS Working Group identified strategies aligned to the ECCS project currently in the Strategic Plan. It developed five new strategies to address system gaps and embed the project goals into the CSB SP. Table 3 provides the 5 strategies to be added to the Strategic Plan. In addition to these 5 strategies, the CO-ECCS Working Group provided recommendations to further integrate physical health, mental health, oral health, nutrition, and the healthcare system throughout the CSB Strategic Plan.

Table 3. ECCS Strategies to be embedded under CSB Strategic Plan Objectives

CSB Objective	ECCS Strategy
1.1 - Make Data-Informed Decisions	 1.1.7 Prenatal-to-Three Early Childhood Equity Action Plan. Develop an Early Childhood Equity Action Plan that advances equity for prenatal to three that is a collaboration of the early childhood and maternal child health systems.
1.2 - Ensure Coordinated Services	 1.2.8 Integrated Coordinated Intake and Referral Systems. Identify and assess barriers across local and state referral systems, create resources to support community cross-sector integration, and develop recommendations for future improvements to prenatal to three referral systems.
1.3 - Promote and Share Knowledge	 1.3.3 Prenatal-to-Three Policy. Identify and prioritize policy and financing recommendations that support an integrated prenatal-to-three system and mobilize partners to advance those recommendations.
3.3 - Provide Inclusive Opportunities for Family Engagement and Leadership	 3.3.3 Family Voice in Integrated Systems. Ensure structures are in place to receive and incorporate family voices across early childhood and maternal child health policy and initiative planning, implementation, and continuous quality improvement processes.
4.1 - Build Community Capacity	 4.1.9 Sustainable Integrated Programming. Develop resources to increase connections between early childhood and maternal child health systems through cross-sector planning, braiding and blending funds, and sustainable implementation strategies.

Conclusion









This report presents a set of recommended updates to the Colorado Shines Brighter Strategic Plan for the Early Childhood Leadership Commission to consider for endorsement. The recommendations result from findings from the Colorado early childhood landscape document review, ongoing needs assessment data, stakeholder feedback, and the need for continuous quality improvement. During the Preschool Development Grant Birth through Five renewal grant period, the Colorado Shines Brighter Strategic Plan was reviewed and updated annually to incorporate new findings from ongoing needs assessment activities, recommendations from the program evaluation and continuous quality improvement, and ongoing stakeholder feedback with an emphasis on families and caregivers of children birth through five.









Should Colorado receive a PDG B-5 Planning Grant for 2023, a more significant CSB Strategic Plan update will be necessary. As part of that update, the following broader recommendations are provided for consideration.





- The CO-ECCS Working Group recommends including the Behavioral Health Administration (BHA) as a partner in the Colorado Shines Brighter Strategic Plan.
- The CSB Strategic Plan Working Group recommends adding a separate Early Childhood Workforce Goal in alignment with the Early Childhood Workforce Plan update to be completed in 2023.
- The CSB Strategic Plan should also be aligned with the updated Early Childhood Colorado Framework to be completed in 2023.





Appendix








Colorado Shines Brighter Strategic Plan Strategy Evolution





2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
 <p>1.1.1 IT Solutions Roadmap. Implement the Office of Early Childhood’s (OEC) InformationTechnology (IT) Solutions Roadmap through a multi-phase plan that: supports collaboration and communication; standardizes design for accessibility and usability; and provides transparency and security for publicly available data.</p>	 <p>1.1.1 IT Solutions Roadmap. Implement the Office of Early Childhood’s Information Technology Solutions Roadmap through a multi-phase plan that: supports collaboration and communication; standardizes design for accessibility and usability; and provides transparency and security for publicly available data.</p>	 <p>1.1.1 IT Solutions Roadmap. Implement the Office of Early Childhood’s Information Technology Solutions Roadmap through a multi-phase plan that: supports collaboration and communication; standardizes design for accessibility and usability; and provides transparency and security for publicly available data.</p>	 <p>1.1.1 IT Solutions Roadmap. Update and implement the Colorado Department of Early Childhood Information Technology Solutions Roadmap through a robust process that: supports collaboration and communication, standardizes design for accessibility and usability, and provides transparency and security for publicly available data.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: No change • 2021-2022: Update to reflect new phase or for accuracy. 			
 <p>1.1.2 Data-Driven Decision Making. Build a public-facing dashboard to support community-level information on the state of the local early childhood system and data-driven decisions.</p>	 <p>1.1.2 Data-Driven Decision Making. Build a public-facing dashboard to support community-level information on the state of the local early childhood system and data-driven decisions.</p>	 <p>1.1.2 Data-Driven Decision Making. Develop a strategic plan to inform implementation of an early childhood integrated data system to support state- and community-level information on the early childhood system and data-driven decisions.</p>	 <p>1.1.2 Data-Driven Decision-Making. Develop an early childhood integrated data system to support state- and community-level information on the early childhood system and data-driven decisions.</p>





2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: This strategy was updated to reflect the need to first develop a plan to implement an ECIDS and more accurately describe what is occurring under the PDG. • 2021 – 2022: Update to reflect new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023. 			
 <p>1.1.3 Workforce Data System Modernization. Embark on data system modernization planning to address OEC business needs including stakeholder input, identification of needed improvements, quality assurance analyses, and the development of specific requirements for enhancement.</p>	 <p>1.1.3 Workforce Data System Modernization. Embark on data system modernization planning to address Office of Early Childhood business needs including stakeholder input, identification of needed improvements, quality assurance analyses, and the development of specific requirements for enhancement.</p>	 <p>1.1.3 Workforce Data System Modernization. Embark on data system modernization planning to address Office of Early Childhood business needs including stakeholder input, identification of needed improvements, quality assurance analyses, and the development of specific requirements for enhancement.</p>	 <p>1.1.3 Workforce Data System Modernization. Continue data system modernization planning to address Department of Early Childhood business needs, including stakeholder input, identification of needed improvements, quality assurance analyses, and the development of specific requirements for enhancement.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: No change • 2021-2022: Update to reflect new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023. 			
 <p>1.1.4 ECE Workforce LINC Project. Use connected data from the Colorado Department of Human Services (CDHS), the Colorado Department of Higher Education (CDHE), and the Colorado Department of Labor and Employment (CDLE)</p>	 <p>1.1.4 ECE Workforce LINC Project. Use connected data from the Colorado Department of Human Services, the Colorado Department of Higher Education, and the Colorado Department of Labor and Employment through the</p>	 <p>1.1.4 ECE Workforce LINC Project. Use connected data from the Colorado Department of Human Services, the Colorado Department of Higher Education, and the Colorado Department of Labor and Employment through the</p>	 <p>1.1.4 ECE Workforce LINC Project. Use connected data from the Colorado Department of Early Childhood, the Colorado Department of Higher Education, and the Colorado Department of Labor and Employment through the</p>









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<p>through the Linked Information Network of Colorado (LINC) to gain a comprehensive picture of the early care and education (ECE) workforce. Develop a model to provide timely information on workforce demographics, turnover, wages, and educational pathways and disseminate to relevant local and state stakeholders.</p>	<p>Linked Information Network of Colorado (LINC) to gain a comprehensive picture of the early care and education workforce. Develop a model to provide timely information on workforce demographics, turnover, wages, and educational pathways and disseminate to relevant local and state stakeholders.</p>	<p>Linked Information Network of Colorado (LINC) to gain a comprehensive picture of the early care and education workforce. Develop a model to provide timely information on workforce demographics, turnover, wages, and educational pathways and disseminate to relevant local and state stakeholders.</p>	<p>Linked Information Network of Colorado (LINC) to gain a comprehensive picture of the early care and education workforce. Develop a model to provide timely information on workforce demographics, turnover, wages, and educational pathways and disseminate to relevant local and state stakeholders.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: PDG will no longer fund implementation, however that is planned through the new DEC • 2021-2022: Update to reflect new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023. 			
<p> 1.1.5 Unique Child Identifier. Explore barriers and strategies to implementing a unique child identifier (per Colorado House Bill 08-1364) to enable data informed decisions concerning child outcomes. Utilize the upcoming school readiness data pilot program with local school districts to explore existing or needed technologies and data sharing agreements and unique child identifier implementation challenges.</p>	<p> 1.1.5 Unique Child Identifier. Accelerate strategies to implement a unique child identifier (per Colorado House Bill 08-1364) to enable data-informed decisions concerning child outcomes. Coordinate across early childhood settings to explore existing or needed technologies and data-sharing agreements and unique child identifier implementation challenges.</p>	<p> 1.1.5 Unique Child Identifier. Accelerate strategies to implement a unique child identifier (per Colorado House Bill 08-1364) to enable data-informed decisions concerning child outcomes. Coordinate across early childhood settings to explore existing or needed technologies and data-sharing agreements and unique child identifier implementation challenges.</p>	<p> 1.1.5 Unique Child Identifier. Accelerate strategies to implement a unique child identifier (per Colorado House Bill 08-1364) to enable data-informed decisions concerning child outcomes. Coordinate across early childhood settings to explore existing or needed technologies and data-sharing agreements and unique child identifier implementation challenges.</p>




2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: Changes were made to directly address the comments to amend the strategy. The language to “explore barriers” was removed, as several comments noted that barriers are already known. To make the strategy more inclusive, “coordinate across early childhood settings” was added. The “school readiness data pilot program” was removed so as not to limit when and how the exploration of needed technologies and data-sharing agreements could be explored. 2020-2021: No change 2021-2022: No change 			
 <p>1.1.6 Early Childhood Workforce Support. Identify current and new opportunities to better support the broader early childhood workforce including home visitors, coaches, child health consultants, and mental health consultants.</p>	 <p>1.1.6 Early Childhood Workforce Support. Identify current and new opportunities to better recruit, retain, and define ECE professions with a foundation of diversity, equity, and inclusivity in professional development to increase the quality of the broader early childhood workforce, including home visitors, coaches, child health consultants, social workers, early intervention specialists, and early childhood mental health consultants.</p>	 <p>1.1.6 Early Childhood Workforce Support. Improve efforts to recruit and retain a quality early childhood workforce, including home visitors, coaches, child health consultants, social workers, early intervention specialists, and early childhood mental health consultants. Ensure efforts are founded on diversity, equity and inclusivity and help to define professions within the sector.</p>	 <p>1.1.6 Early Childhood Workforce Support. Improve efforts to recruit and retain a quality early childhood workforce, including home visitors, coaches, child health consultants, social workers, early intervention specialists, parental and child health workforce, and early childhood mental health consultants. Ensure efforts are founded on diversity, equity, and inclusivity and help to define professions within the sector.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: Additional specificity was added to the language to address input on the need to not just support but also recruit and retain. The word “support” is vague and it was replaced with additional language to explicitly emphasize professionalism and added diversity, equity, and inclusion for ECE professionals. Additional early childhood personnel were added to further expand the “broader workforce” that is called out. 2020-2021: No change 			









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<ul style="list-style-type: none"> 2021-2022: Update to include “parental and child health workforce” to align with CDEC strategic planning goals and Colorado Early Childhood Comprehensive Systems Grant goals. This strategy is intended to go beyond CDEC alignment and reflects the need to strengthen healthcare as a system partner in the CSB Strategic Plan. 			
 <p>1.2.1 Coordinated Application & Local Navigation. Research existing national and local models of coordinated enrollment/application and service navigation and identify recommendations for local implementation.</p>	 <p>1.2.1 Coordinated Application & Local Navigation. Research existing national and local models of coordinated enrollment/application and service navigation and identify recommendations for local implementation.</p>	 <p>1.2.1 Coordinated Application & Local Navigation. Research existing national and local models of coordinated application, eligibility, and enrollment and service navigation and identify recommendations for a Colorado model. Review early childhood program applications to improve accessibility and usability.</p>	 <p>1.2.1 Local Coordination and Navigation. Maintain and update the Local Early Childhood Systems Coordination Toolkit to empower local entities to improve the coordination of their local B5 systems in the most appropriate, effective manner. Offer local entities and their partners collaborative planning mini-grants to resource the development of more coordinated systems. Review early childhood program applications to improve accessibility, usability, and integration with other programs.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: No change 2020-2021: This strategy was updated to better reflect the work of the Coordinated Application, Eligibility, and Enrollment workgroup facilitated by OEC and the PDG B-5 TA Center and the CCCAP Application Rewrite workgroup. 2021-2022: Update to reflect new phase or for accuracy. 			
 <p>1.2.2 Medicaid Billing Manual. Develop a Medicaid</p>	 <p>1.2.2 Medicaid Billing Manual. Develop and make</p>	 <p>1.2.2 Medicaid Billing Guides. Develop and make</p>	<p>1.2.2 Completed, no new phase</p>





2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<p>billing process manual for Healthy Steps, Early Childhood Mental Health Consultation (ECMHC) and home visiting programs. Provide training and technical assistance to support utilization.</p>	<p>updates to Medicaid billing process manuals for Child First, Healthy Steps, Early Intervention Colorado, Early Childhood Mental Health Consultation, Nurse-Family Partnership, SafeCare Colorado, and other state-funded home visiting programs. Provide training and technical assistance to support utilization.</p>	<p>updates to Medicaid billing process guides for Child First, Healthy Steps, Early Intervention Colorado, Early Childhood Mental Health Consultation, Nurse-Family Partnership, SafeCare Colorado, and other state-funded home visiting programs. Provide training and technical assistance to support utilization.</p>	
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: The Advancing Medicaid in Early Childhood project led by HCPF is intended to expand access to Medicaid for children up to age three. Through the Working Group directing this project, the Child First and SafeCare Colorado programs were identified as additional programs to add to the strategy that qualify for Medicaid billing. The working group also identified updates to existing Medicaid billing manuals for Early Intervention Colorado and the Nurse-Family Partnership. 2020-2021: This strategy was updated to reflect current work by a vendor that will end in 2021. Additionally, “Manual” was changed to “Guides” for accuracy. 2021-2022: This strategy was completed, and there is no new phase of the work. 			
<p> 1.2.3 Health Promotion. Promote integrated and preventative maternal and child physical, behavioral, oral, and environmental health services. Explore current models including Head Start and the Colorado Department of Public Health and Environment’s (CDPHE) maternal and child</p>	<p> 1.2.3 Health Promotion. Promote integrated preventative maternal and child physical, behavioral, oral, and environmental health services that are culturally responsive. Explore current models including Head Start and the Colorado Department of Public Health and Environment’s</p>	<p> 1.2.3 Health Promotion. Promote integrated preventative maternal and child physical, behavioral, oral and environmental health services that are culturally responsive. Explore current models including Head Start and the Colorado Department of Public Health and Environment’s</p>	<p> 1.2.3 Health Promotion. Coordinate preventative maternal and child physical, behavioral, oral, and environmental health services that are culturally responsive across settings, sectors, and locales. Explore current models, including Head Start and the Colorado Department of Public</p>









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
health priorities such as increasing prosocial connection and social emotional well-being.	(CDPHE) maternal and child health priorities such as increasing prosocial connection and social-emotional well-being.	maternal and child health priorities such as increasing prosocial connection and social-emotional well-being.	Health and Environment’s maternal and child health priorities, such as increasing prosocial connection and social-emotional well-being.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: The change made was to further promote culturally responsive approaches to preventative maternal and child health based on comments. Other comments provided were related to implementation of actions under the strategy. • 2020-2021: No change • 2021-2022: Edit to better reflect the intention to coordinate preventative services among health providers and delivery across settings, sectors, and locations statewide, as this can be a challenge in rural areas. 			
 <p>1.2.4 Local Organizational Capacity. Review the 2019 Early Childhood Council (ECC) and Family Resource Center (FRC) organizational capacity study. Through stakeholder workgroups identify, prioritize, and implement recommendations to increase the capacity of ECCs and FRCs to enable the provision of ECE and wraparound services to more underserved children and families. Expand the ECC triennial evaluation to include a cost analysis of the resources needed to fully fund the local system.</p>	 <p>1.2.4 ECC and FRC Organizational Capacity. Review the 2019 Early Childhood Council (ECC) and Family Resource Center (FRC) organizational capacity study. Through stakeholder workgroups identify, prioritize, and implement recommendations to increase the capacity of ECCs and FRCs to enable the provision of early care and education and wraparound services to more underserved children and families. Expand the ECC triennial evaluation to include a cost analysis of the resources</p>	 <p>1.2.4 ECC and FRC Organizational Capacity. Partner with Early Childhood Councils (ECCs), Family Resource Centers (FRCs), and leadership organizations to identify, prioritize, and implement recommendations to strengthen local collaboration and increase the capacity of ECCs and FRCs to provide services to children and families. Develop and pilot shared data measures for ECCs. Formulate recommendations to improve the 2022 ECC triennial evaluation and include a cost analysis in the 2025 evaluation.</p>	 <p>1.2.4 Local Organizational Capacity. Partner with Early Childhood Councils (ECCs), Family Resource Centers (FRCs), Local Coordinating Organizations (LCOs), and leadership organizations to identify, prioritize and implement recommendations to strengthen local collaboration and increase the capacity of local organizations to provide services to children and families. Continue implementation of ECC Shared Measures with councils and ECCLA.</p>









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
	needed to fully fund the local system.		
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: No change 2020-2021: The strategy was updated to reflect the ECC Triennial that is legislatively mandated and due October 1, 2022. A work team is currently identifying the strategies for measuring effectiveness for the 2025 Triennial reporting. 2021-2022: Update to reflect new phase or for accuracy. 			
 <p>1.2.5 Core Local Services. Determine the core early childhood and family and community support services to be made available in each county and create a plan to address local service gaps.</p>	 <p>1.2.5 Core Local Services. Determine the core early childhood and family and community support services to be made available in each county and create a plan to address local service gaps.</p>	 <p>1.2.5 Core Local Services. Document the core early childhood, family, and community support services in each county and implement a plan to address local service gaps.</p>	 <p>1.2.5 Core Local Services. Document core local services in alignment with Community Plans developed by Local Coordinating Organizations (LCOs) to identify service gaps and implement comprehensive early childhood services.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: No change 2020-2021: The strategy was updated for accuracy. Specifically, “Determine” was changed to “Document.” Additionally, “implement” a plan replaces “create” a plan to move the strategy further toward action. 2021-2022: Update to align local services with LCO community plans. 			
 <p>1.2.6 State Organizational Alignment. Enhance ongoing coordination and collaboration across state agencies including CDHS, CDPHE, Colorado Department of Education (CDE), and Colorado Department of Health Care Policy and Financing (HCPF). Identify</p>	 <p>1.2.6 State Organizational Alignment. Expand ongoing coordination and collaboration across state agencies including CDHS, CDPHE, Colorado Department of Education (CDE), Colorado Department of Higher Education (CDHE), and Colorado</p>	 <p>1.2.6 State Organizational Alignment. Expand ongoing coordination and collaboration across state agencies including CDHS, CDPHE, Colorado Department of Education (CDE), Colorado Department of Higher Education (CDHE), Colorado</p>	 <p>1.2.6 State Organizational Alignment. Expand ongoing coordination and collaboration across state agencies, including CDHS, CDPHE, Colorado Department of Education (CDE), Colorado Department of Higher Education (CDHE), Colorado Department of Health Care</p>




2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
opportunities to address systems and administrative barriers.	Department of Health Care Policy and Financing (HCPF) to improve child and family outcomes. Identify opportunities to address systems and administrative barriers.	Department of Health Care Policy and Financing (HCPF), and Department of Early Childhood (DEC) to improve child and family outcomes. Identify and address systems and administrative barriers within and across the agencies.	Policy and Financing (HCPF), Colorado Department of Early Childhood (CDEC), and the Colorado Governor’s Office to improve child and family outcomes. Identify and address systems and administrative barriers within and across the agencies.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: “Enhance” was changed to “expand” in order to acknowledge the coordination and collaboration that is occurring already among agencies. Additionally, CDHE was added as another collaborative agency and a focus for coordination and collaboration to “improve child and family outcomes.” 2020-2021: The strategy was updated to include the new Department of Early Childhood as a collaborator on this strategy and removed “opportunity” to move this strategy forward to action. 2021-2022: Update DEC to CDEC and add the CO Governor’s Office as a state partner in this strategy. 			
1.2.7 Did not exist	 <p>1.2.7 Local ECE Alignment. Support school district implementation of systemic coordination with community based ECE programs to improve children’s transitions to kindergarten (and early elementary school grades).</p>	 <p>1.2.7 Local ECE Alignment. Support early care and education service providers in the implementation of systemic coordination to improve families’ and children’s transitions to kindergarten.</p>	 <p>1.2.7 Local ECE Alignment. Support early childhood professionals in partnership with receiving organizations in implementing systematic coordination to improve families’ and children’s transitions across programs and settings.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: A strategy to explicitly support children’s transition from preschool to kindergarten (and early elementary school grades) is needed under Goal 1, as Colorado prepares to implement universal preschool and because COVID has disrupted normal learning services for preschoolers. Effective coordination between preschool settings and school districts requires transition 			









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<p>agreements to include, at a minimum, coordination plans and policies on children’s records, parent-teacher communication, and teacher professional development.</p> <ul style="list-style-type: none"> 2020-2021: This strategy was broadened to include community partners, both public and private, using the terminology of “early care and education service providers.” Additionally, content in parentheses was removed and “families” added. 2021-2022: Broaden to include EC professionals and transitions across programs and settings that families and children experience. 			
 <p>1.3.1 Transitions Toolkit & Marketplace. Create a transition plan toolkit and online marketplace for early childhood professionals to communicate with families. Engage parents and caregivers to determine appropriate communication strategies for families.</p>	 <p>1.3.1 Transitions Toolkit & Marketplace. Create a transition plan toolkit and online marketplace for early childhood professionals to communicate with families. Engage parents and caregivers to determine appropriate communication strategies for families.</p>	 <p>1.3.1 Transitions Toolkit. Create a transition plan toolkit for early childhood professionals to communicate with families. Engage parents and caregivers to determine appropriate communication strategies.</p>	 <p>1.3.1 Transitions Toolkit. Create resources to deepen awareness of transitions to kindergarten among early care and education professionals and families. Engage families and ECE Professionals to determine appropriate communication strategies.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: No change 2020-2021: Change Language for Accuracy Heather Craiglow: Remove Marketplace. We will create transition resources to reside on our revised website. 2021-2022: Update to reflect new phase or for accuracy. 			
 <p>1.3.2 Transitions Roadmap. The OEC and the CDE Preschool through Third Grade (P-3) Office will develop a birth through five (B-5) transitions roadmap and identify the needed local training and tools for implementation. The roadmap will encompass</p>	 <p>1.3.2 Transitions Roadmap. The Office of Early Childhood and the Preschool through Third Grade Office will develop a birth through five transitions roadmap and identify the needed local training and tools for implementation. The roadmap</p>	 <p>1.3.2 Transitions Roadmap. Develop and disseminate a kindergarten transitions roadmap and training and tools for implementation. The roadmap should encompass support for children, including those with special health or developmental</p>	 <p>1.3.2 Transitions Roadmap. Develop and disseminate a kindergarten transitions roadmap and training and tools for implementation. The roadmap should encompass support for children, including those with special health or developmental</p>









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
support for children, including those with special health or developmental needs, their families, and ECE and K-3 professionals, as well as home visitors, early intervention, child health, and ECMH professionals.	will encompass support for children, including those with special health or developmental needs, their families, and early care and education and K-3 professionals, as well as home visitors, early intervention, child health, and early childhood mental health professionals.	needs, their families, and early care and education and K-3 professionals, as well as home visitors, early intervention, child health, and early childhood mental health professionals.	needs, their families, and early care and education and K-3 professionals, as well as home visitors, early intervention, child health, and early childhood mental health professionals.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: The strategy was updated to reflect a new phase of implementation to develop and disseminate the transitions roadmap. • 2021-2022: No change 			
 <p>2.1.1 Trauma-informed Care Training. Offer Roots™, Branches and Seedlings trauma-informed training to Early Childhood Mental Health Consultation (ECMHC) professionals, community support providers, ECE providers, and families.</p>	 <p>2.1.1 Trauma-informed Care Training. Offer Roots™, Branches and Seedlings trauma-informed training to Early Childhood Mental Health Consultation professionals, community support providers, early care and education providers, and families.</p>	 <p>2.1.1 Trauma-Informed Care Training. Offer Roots™, Branches and Seedlings trauma-informed training to Early Childhood Mental Health Consultation professionals, community support providers, early care and education providers and families.</p>	 <p>2.1.1 Trauma-Informed Care Training. Promote increased trauma-informed care knowledge and application across Colorado by offering a variety of curricula and trainings to mental health professionals, community support providers, early care and education providers and families.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: No change • 2021-2022: Update to reflect new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023. 			









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
 2.1.2 Home Visiting for ECE Home Providers. Continue the Home Visiting for Child Care Homes Pilot Program through 2020. Evaluate outcomes to inform practice and future expansion.	 2.1.2 Home Visiting for ECE Home Providers. Continue the Home Visiting for Child Care Homes Pilot Program through 2020. Evaluate outcomes to inform practice and future expansion.	 2.1.2 Home Visiting for ECE Home Providers. Disseminate the Home Visiting for Child Care Homes Pilot Program case study to share outcomes, inform practice, and identify opportunities for expansion.	 2.1.2 Home Visiting for ECE Home Providers. Disseminate the Home Visiting for Child Care Homes Pilot Program case study to share outcomes, inform practice, and identify opportunities for expansion.
Summary of the update over time: <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: The strategy was updated to reflect a new phase of implementation. The project has transitioned to case study completion, followed by community dissemination. • 2021-2022: No change 			
 2.1.3 ECMHC Practices. Complete an ECMHC service delivery model evaluation to inform workforce standards, model-development and quality improvement.	 2.1.3 ECMHC Practices. Complete an Early Childhood Mental Health Consultation service delivery model evaluation to inform workforce standards, model development, and quality improvement.	 2.1.3 ECMHC Practices. Develop a Colorado model of Early Childhood Mental Health (ECMH) Consultation that responsively meets the needs of children, families, and providers, while also being adopted by practitioners, implemented to fidelity, and subject to evaluation. Align and coordinate the larger ECMH field to facilitate statewide implementation.	 2.1.3 ECMHC Practices. Monitor and support implementation of the newly developed Colorado model of Early Childhood Mental Health (ECMH) Consultation. Align and coordinate the larger ECMH field and key partners to facilitate statewide fidelity implementation of a model that responsively meets the needs of children, families, and providers.
Summary of the update over time: <ul style="list-style-type: none"> • 2019-2020: No change 			





2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<ul style="list-style-type: none"> 2020-2021: The strategy was updated for accuracy. This strategy will be awarded in the updated QRIS framework. There is also new work to align and coordinate the larger ECMH field to facilitate a statewide model implemented to fidelity. 2021-2022: Update to reflect new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023. 			
 <p>2.2.1 Quality Nutrition in ECE Settings. Coordinate with CDHS, CDPHE and CDE to increase ECE provider participation in the Child and Adult Care Food Program and the National School Lunch Program.</p>	 <p>2.2.1 Quality Nutrition in ECE Settings. Coordinate with the Colorado Department of Human Services, Colorado Department of Public Health and Environment, and Colorado Department of Education to increase early care and education provider participation in the Child and Adult Care Food Program, National School Lunch Program, and the School Breakfast Program.</p>	 <p>2.2.1 Quality Nutrition in ECE Settings. The Colorado Department of Human Services, Colorado Department of Public Health and Environment, and Colorado Department of Education will coordinate to reduce barriers and increase early care and education provider participation in the Child and Adult Care Food Program, National School Lunch Program, and the School Breakfast Program.</p>	 <p>2.2.1 Quality Nutrition in ECE Settings. The Colorado Department of Early Childhood, Department of Public Health and Environment, Department of Education, and other state and local partners will coordinate to reduce barriers and increase early care and education provider participation in the Child and Adult Care Food Program, National School Lunch Program, and School Breakfast Program.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: The “School Breakfast Program” was added to this strategy as a result of input from CDE partners that it should be included because of its alignment with the other programs. The addition of the program increases efficiency in service delivery and is a response to continuous quality improvement. 2020-2021: This strategy was updated for accuracy, adding that these practices within ECE programs will be awarded in the updated QRIS framework. 2021-2022: Update to reflect new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023. 			
 <p>2.2.2 ECMHC Warmline & Telehealth. Create an ECMHC warm-line and explore telehealth options for both families and early childhood</p>	 <p>2.2.2 ECMHC Warmline & Telehealth. Create an Early Childhood Mental Health Consultation warm-line and explore telehealth options for</p>	 <p>2.2.2 ECMHC Support Line & Teleconsultation. Create a statewide Early Childhood Mental Health Support Line, strengthen</p>	 <p>2.2.2 ECMHC Support Line & Teleconsultation. Invest in awareness and promotion of innovative service delivery options, including the statewide</p>









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
education providers in rural communities.	both families and early childhood education providers in rural communities.	teleconsultation practices, and encourage use of teleconsultation to serve families and early childhood education providers in rural communities.	Early Childhood Mental Health Support Line and teleconsultation to serve families and early childhood education providers in rural communities. Leverage continuous quality improvement, change management, and data-driven decision-making practices to refine services, offer responsive training, and increase statewide access to needed services.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: No change 2020-2021: This strategy was updated for accuracy, to reflect use of telehealth since 2020. ECMHC Warmline is now called ECMHC Support Line. 2021-2022: Update to reflect new phase or for accuracy. 			
2.2.3 Did not exist	 2.2.3 Physical Activity in ECE Settings. Increase physical activity in early care and education settings.	 2.2.3 Physical Activity in ECE Settings. Promote moderate to vigorous physical activity that is developmentally appropriate and carried out in a variety of modalities and settings.	 2.2.3 Physical Activity in ECE Settings. Promote moderate to vigorous physical activity that is developmentally appropriate and carried out in a variety of modalities and settings.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: Objective 2.2 is to promote strong relationships, social and emotional development, appropriate nutrition, and physical activity. Currently, this objective lacks a strategy that addresses physical activity. Building in a strategy focused on physical activity will help support the objective overall. 			





2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<ul style="list-style-type: none"> 2020-2021: This strategy changed “Increase” to “Promote.” It also added “moderate to vigorous,” “developmentally appropriate,” and “variety of modalities and settings” to be specific about the types of physical activity and broaden to different places and ways the activity can occur. 2021-2022: No change 			
 <p>3.1.1 School Readiness Handbook. Develop a school readiness handbook for families and informal child care providers to share best practices and resources to support children’s learning and development. Implement a plan for dissemination and use including online and print distribution in multiple languages.</p>	 <p>3.1.1 School Readiness Handbook. Develop a school readiness handbook for families and informal child care providers to share best practices and resources to support children’s learning and development. Implement a plan for dissemination and use, including online and print distribution in multiple languages.</p>	 <p>3.1.1 School Readiness Handbook. Disseminate The PLAYbook to families and informal child care providers to inform best practices and resources to support children’s learning and development. Translate The PLAYBook into multiple languages.</p>	 <p>3.1.1 School Readiness Handbook. Disseminate The PLAYbook to families and informal child care providers to inform best practices and resources to support children’s learning and development. Translate The PLAYBook into multiple languages.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: No change 2020-2021: This strategy was updated to reflect a new phase of implementation. 2021-2022: No change 			
 <p>3.1.2 Growing Readers Together. Expand Growing Readers Together to increase quality in informal care environments and support early literacy for children not in formal (licensed) ECE programs.</p>	 <p>3.1.2 Growing Readers Together. Expand Growing Readers Together to increase quality in informal care environments and support early literacy for children not in formal (licensed) early care and education programs.</p>	 <p>3.1.2 Growing Readers Together. Expand Growing Readers Together to increase quality in informal care environments and support early literacy for children not in formal (licensed) early care and education programs.</p>	 <p>3.1.2 Growing Readers Together. Expand Growing Readers Together to increase quality in informal care environments and support early literacy for children not in formal (licensed) early care and education programs.</p>
<p>Summary of the update over time:</p>			









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: No change • 2021-2022: No change 			
 <p>3.1.3 Early Literacy Grants. Expand the Comprehensive Early Literacy Grant Program to ensure the essential components of reading instruction are embedded into public preschool through third grade instruction including universal, targeted and intensive interventions. Increase focus on family knowledge and engagement.</p>	 <p>3.1.3 Early Literacy Grants. Expand the Comprehensive Early Literacy Grant Program to ensure the essential components of reading instruction are embedded into public preschool through third grade instruction including universal, targeted and intensive interventions. Increase focus on family knowledge and engagement.</p>	 <p>3.1.3 Early Literacy Grants. Expand the Comprehensive Early Literacy Grant Program to ensure the essential components of reading instruction are embedded into public preschool through third grade instruction including universal, targeted and intensive interventions. Increase focus on family knowledge and engagement.</p>	 <p>3.1.3 Early Literacy Grants. Review grantee evaluation summaries and summarize the impact of the Early Literacy Grant Preschool Expansion.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: No change • 2021-2022: Update to reflect new phase or for accuracy. 			
 <p>3.1.4 Information Hub. Consolidate parent-facing websites into a single online resource that will connect parents to information about ECE, developmental milestones, early screenings, and other programs and services to</p>	 <p>3.1.4 Information Hub. Consolidate parent-facing websites into a single online resource that will connect parents to information about early care and education, developmental milestones, early screenings, and other</p>	 <p>3.1.4 Information Hub. Consolidate parent-facing websites into a single online resource that will connect parents to information about early care and education, developmental milestones, early screenings and other</p>	 <p>3.1.4 Information Hub. Consolidate parent-facing websites into a single online resource that will connect parents to information about early care and education, developmental milestones, early screenings and other</p>





2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
support young children and their families.	programs and services to support young children and their families.	programs and services to support young children and their families.	programs and services to support young children and their families.
Summary of the update over time: <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: No change • 2021-2022: No change 			
 3.1.5 No-Wrong-Door Campaign. Support the continued implementation of the no-wrong-door strategy which ensures families can access information quickly, make timely connections, and receive support regardless of their initial entry point into the early childhood system.	 3.1.5 No-Wrong-Door Campaign. Support the continued implementation of the no-wrong-door strategy, which ensures families can access information quickly, make timely connections, and receive support regardless of their initial entry point into the early childhood system.	 3.1.5 No-Wrong-Door Approach. Support the continued implementation of no-wrong-door strategies to ensure families can access information quickly, make timely connections, and receive support regardless of their initial entry point into the early childhood system.	 3.1.5 No-Wrong-Door Approach. Support the continued implementation of no-wrong-door strategies to ensure families can access information quickly in their preferred language and relevant to their priorities and values to make timely connections. Ensure families receive support regardless of their initial entry point into the early childhood system.
Summary of the update over time: <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: This strategy was updated to reflect stakeholder comments to change the word “campaign” and to add language related to carrying out or implementing the strategy. • 2021-2022: Update to promote accessibility of information in families’ preferred language and relative to their priorities and values. 			
 3.1.6 Early Learning & Development Guidelines. Distribute the updated Colorado Early Learning & Development	 3.1.6 Early Learning & Development Guidelines. Distribute the updated Colorado Early Learning & Development	 3.1.6 Early Learning & Development Guidelines. Distribute the updated Colorado Early Learning & Development	 3.1.6 Early Learning & Development Guidelines. Distribute the updated Colorado Early Learning & Development Guidelines print and online









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<p>Guidelines print and online materials, including new videos on transitions and parents' experiences, to parents, caregivers, ECE providers, and early childhood professionals.</p>	<p>Guidelines print and online materials, including new videos on transitions and parents' experiences, to parents, caregivers, early care and education providers, and early childhood professionals.</p>	<p>Guidelines print and online materials, including new videos on transitions and parents' experiences, to parents, caregivers, early care and education providers and early childhood professionals.</p>	<p>materials, including new videos on transitions and parents' experiences, to parents, caregivers, early care and education providers and early childhood professionals.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: No change • 2021-2022: No change. CDEC will continue to support but will not use PDG funding in 2023. 			
<p> 3.1.7 Family Attitudes & Decision-Making. Explore family opinions and decision-making in the mixed-delivery system, including the influence of Colorado Shines ratings on provider selection and considerations of reputation, cost, and teacher qualifications.</p>	<p> 3.1.7 Family Attitudes & Decision-Making. Increase shared decision-making with families in the mixed-delivery system, incorporating family opinions, Colorado Shines ratings, and considerations of reputation, cost, and teacher qualifications on provider selection.</p>	<p> 3.1.7 Family Decision-Making. Engage families in shared decision-making with early care and education service providers through a process that incorporates information on key considerations for selecting programs and providers.</p>	<p> 3.1.7 Family Decision-Making. Engage families in shared decision-making with early childhood, family support, and health care professionals through a process that incorporates families' values and priorities when considering a selection of programs and providers.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: To reflect Working Group input, “explore” was changed to “increase” to be more action-oriented and reflect the desire to call out the importance of including families in shared decision-making more explicitly. • 2020-2021: This strategy was updated to broaden to “early care and education service providers” to be more inclusive of the types of services families access. The word “Increase” was changed to “Engage” families. • 2021-2022: This strategy focuses on engaging families in selecting child care. Broaden to include health care professionals in the process as well as more explicitly call out family values and priorities in the decision-making process. 			









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
 <p>3.2.1 ECLC Strategic Plan Leadership. The Early Childhood Leadership Commission (ECLC) will consider a leadership role for specific strategies and incorporate input from families and early childhood professionals.</p>	 <p>3.2.1 ECLC Strategic Plan Leadership. The Early Childhood Leadership Commission (ECLC) will identify a leadership role for specific strategies and ensure voices from families and providers representing diverse races, ethnicities, languages spoken, and geographic regions are included.</p>	 <p>3.2.1 ECLC Strategic Plan Leadership. The Early Childhood Leadership Commission (ECLC) will identify a leadership role for specific strategies and ensure voices from families and providers representing diverse races, ethnicities, languages spoken, and geographic regions are included.</p>	 <p>3.2.1 ECLC Strategic Plan Leadership. The Early Childhood Leadership Commission (ECLC) will identify a leadership role for specific strategies and ensure that voices from families and providers representing diverse races, socio-economic statuses, ethnicities, languages spoken, and geographic regions are included.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: More explicit language regarding the role of the ECLC to “identify” leadership roles for strategies and ensure inclusion of families and providers of color and diverse geographic locales was included. • 2020-2021: No change • 2021-2022: Update to include socio-economic status as a representation factor. 			
 <p>3.3.1 Parent & Stakeholder Engagement. CDHS will continue to engage with the CDHS Family Voice Council, Head Start Collaboration Office, Colorado Head Start Association, and state and local family and caregiver networks to support ongoing family engagement and leadership.</p>	 <p>3.3.1 Parent & Stakeholder Engagement. The Colorado Department of Human Services (CDHS) will continue to engage with the CDHS Family Voice Council, Head Start Collaboration Office, Colorado Head Start Association, and state and local family and caregiver networks to support ongoing family engagement and leadership.</p>	 <p>3.3.1 Parent & Stakeholder Engagement. The Colorado Department of Human Services (CDHS) will continue to engage with the CDHS Family Voice Council, OEC Family Voice Council, Head Start Collaboration Office, Colorado Head Start Association, Family Leadership Network, and state and local family and caregiver networks to support ongoing</p>	 <p>3.3.1 Parent & Stakeholder Engagement. The CDEC will continue to engage with the Early Childhood Family Voice Council, CDHS Family Voice Council, Head Start Collaboration Office, Colorado Head Start Association, Family Leadership Network, and state and local family and caregivers networks to support ongoing family engagement and leadership. Disseminate the</p>



2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
		family engagement and leadership. Develop and disseminate a statewide Family Engagement Framework.	state-wide Family Engagement Framework and develop companion documents to support the implementation of the Framework.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: No change 2020-2021: This strategy was updated for accuracy, to include creation of the OEC Family Voice Council & Family Engagement Framework. 2021-2022: Update to reflect new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023. 			
 <p>3.3.2 Early Childhood Council Capacity. Build capacity of local ECCs to engage family leaders, including consultation and engagement with local FRCs and Head Start programs to ensure families are empowered to become community leaders.</p>	 <p>3.3.2 Local Family Engagement & Leadership. Build capacity and identify points of collaboration with community-based organizations and ECCs to engage family leaders, including consultation and engagement with local FRCs and Head Start programs, state-funded preschool, and school districts to ensure families are empowered to become community leaders.</p>	 <p>3.3.2 Local Family Engagement & Leadership. Build capacity and identify points of collaboration with early care and learning service providers to empower and engage families in a variety of leadership and advocacy roles.</p>	 <p>3.3.2 Local Family Engagement & Leadership. Build capacity and identify points of collaboration to use the Family Engagement Framework with early childhood and family service providers to empower and engage families in various leadership and advocacy roles.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: The strategy was amended to acknowledge the important role of community-based organizations in the system. Additionally, state-funded preschool and school districts were added to the list of collaborators to support family engagement. Other comments related to this strategy were more focused on implementation of actions. 2020-2021: In response to stakeholder input to broaden the strategy, specific entities were removed and replaced with “early care and learning service providers.” Additionally, the strategy was broadened from families being “community leaders” to engaging in a “variety of leadership and advocacy roles.” 			









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<ul style="list-style-type: none"> 2021-2022: Update to include the use of the Family Engagement Framework and broaden beyond early care and education. 			
 <p>4.1.1 Developmental Screenings. Increase the availability of developmental screenings and referral processes in appropriate settings where children are served.</p>	 <p>4.1.1 Developmental Screenings. Increase the availability of developmental screenings and referral processes in appropriate settings where children are served. Explore ways to ensure continuity of services once referrals are made and accessibility for all children and families regardless of systematic barriers.</p>	 <p>4.1.1 Developmental Screenings. Increase the availability of developmental screenings and referral processes in appropriate settings where children are served. Explore ways to ensure continuity of services once referrals are made and accessibility for all children and families regardless of systematic barriers.</p>	 <p>4.1.1 Developmental Screenings. Increase the availability of developmental screenings, referrals, and ongoing monitoring processes in appropriate settings where children are served. Explore ways to ensure continuity of services once referrals are made and accessibility for all children and families regardless of systematic barriers.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: To reflect the importance of continuity of services once a referral is made, additional language was added to support the system to not just increase screenings and referrals but to ensure services are available to support children and families once a referral is made. Additional suggested changes through the entire goal 4 strategies were to emphasize equity and access to children and families of color. 2020-2021: No change 2021-2022: Add “ongoing monitoring” to support a continuum of support from screening – referral – monitoring. 			
 <p>4.1.2 Inclusive ECE Environments. Increase the ability of ECE professionals and programs to care for and educate children with developmental delays or disabilities and to connect families to supportive services. Provide ECE micro-grants to</p>	 <p>4.1.2 Inclusion & Universal Design in ECE Settings. Increase the ability of early care and education professionals and programs to care for and educate all children by providing coaching, training, and materials focused on universal design and inclusion.</p>	 <p>4.1.2 Inclusion & Universal Design in ECE Settings. Increase the ability of early care and education professionals and programs to care for and educate all children by providing coaching, training and materials focused on universal design and inclusion.</p>	 <p>4.1.2 Inclusion & Universal Design in ECE Settings. Increase the ability of early care and education professionals and programs to care for and educate all children by providing coaching, training and materials focused on universal design and inclusion.</p>









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
purchase adaptive materials or make facility changes to support greater inclusivity.			
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: The update to the strategy builds on existing support from the Center for Inclusive Design and Engineering at UC Denver to provide coaching, training, and materials to increase ECE professionals’ abilities to care for all children. In lieu of one-time micro-grants, these investments have demonstrated increased effectiveness and better opportunities for sustainability of the strategy. 2020-2021: No change 2021-2022: No change 			
 <p>4.1.3 Local Impact Study. Study local Colorado Child Care Assistance Program (CCCAP) and Colorado Shines Quality Rating and Improvement System (QRIS) policies for the impact on ECE providers and families, including how new reimbursement rate policies have impacted family participation and access to high-quality ECE programs, and implement indicated changes.</p>	 <p>4.1.3 CCCAP and QRIS Policy Research. Study local Colorado Child Care Assistance Program (CCCAP) and Colorado Shines Quality Rating and Improvement System (QRIS) policies for their impact on early care and education providers and families, including how new reimbursement rate policies have impacted family participation and access to high-quality early care and education programs, and implement indicated changes.</p>	 <p>4.1.3 CCCAP and QRIS Policy Research. Study local Colorado Child Care Assistance Program (CCCAP) and Colorado Shines Quality Rating and Improvement System (QRIS) policies for their impact on early care and education providers and families, including h ow new reimbursement rate policies have impacted family participation and access to high- quality early care and education programs, and implement indicated changes.</p>	 <p>4.1.3 CCCAP and QRIS Policy Research. Study local Colorado Child Care Assistance Program (CCCAP) and Colorado Shines Quality Rating and Improvement System (QRIS) policies for their impact on early care and education providers and families, including h ow new reimbursement rate policies have impacted family participation and access to high- quality early care and education programs, and implement indicated changes.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: No change 2020-2021: No change 2021-2022: No change 			





2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
 <p>4.1.4 Mixed-Delivery Access. Explore opportunities to increase access to a system of mixed-delivery ECE programs with an emphasis on serving infants and toddlers.</p>	 <p>4.1.4 Mixed-Delivery Access. Explore opportunities to increase and ensure equitable access to a system of mixed-delivery ECE programs with an emphasis on serving infants and toddlers.</p>	 <p>4.1.4 Mixed-Delivery Access. Explore opportunities to increase and ensure equitable access to a system of mixed-delivery early care and education programs with an emphasis on serving infants and toddlers.</p>	 <p>4.1.4 Mixed-Delivery Access. Explore opportunities to increase and ensure equitable access to a system of mixed-delivery early care and education programs with an emphasis on serving infants and toddlers.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: Stakeholder input did not reflect the need for specific changes to this strategy, other than adding language to emphasize equity and access to children and families of color. Other comments on this strategy were more related to action steps to implement it. • 2020-2021: No change • 2021-2022: No change 			
 <p>4.1.5 Policy Analysis Tool. Develop a tool to analyze how programs and policies affect the availability and funding of infant and toddler child care and the equitable access for priority populations such as dual language learners, families living in poverty, families living in rural areas, and families who have children with special needs. Explore processes to ensure relevant agencies and entities participate in a policy analysis review.</p>	 <p>4.1.5 Policy Analysis Tool. Develop a tool to analyze how programs and policies affect the availability and funding of infant and toddler child care and the equitable access for priority populations such as dual-language learners, families living in poverty, families living in rural areas, and families who have children with special needs. Explore processes to ensure relevant agencies and entities participate in a policy analysis review.</p>	 <p>4.1.5 Policy Analysis Tool. Develop a tool to analyze how programs and policies affect the availability and funding of infant and toddler child care and the equitable access for priority populations such as duallanguage learners, families living in poverty, families living in rural areas and families who have children with special needs. Explore processes to ensure relevant agencies and entities participate in a policy analysis review.</p>	 <p>4.1.5 Policy Analysis. Evaluate how programs and policies impact the availability and funding of infant and toddler child care and equitable access for priority populations. Priority populations include but are not limited to dual-language learners, families living in poverty, families living in rural areas, and families who have children with special needs. Implement processes to ensure relevant agencies and entities participate in a policy analysis review.</p>









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: No change • 2021-2022: Update that the policy tool is not the driver, but rather ongoing monitoring and evaluation to inform policy. Also, update “explore” to “implement” processes to ensure agencies are participating in monitoring and evaluating policies. 			
 <p>4.1.6 Regulatory & Policy Cross-Training. Explore the potential for CDHS, ECCs, local regulatory entities, the Office of Economic Development, and professional associations to cross-train on ECE regulatory and policy changes.</p>	 <p>4.1.6 Regulatory & Policy Cross-Training. Explore the potential for CDHS, CDE, ECCs, school districts, local regulatory entities, the Colorado Office of Economic Development and International Trade (OEDIT), and professional associations to cross-train on ECE regulatory and policy changes to improve equitable access to services.</p>	 <p>4.1.6 Regulatory & Policy Cross-Training. Develop strategies for CDPHE, CDHS, CDE, DEC, ECCs, school districts, local regulatory entities, the Colorado Office of Economic Development and International Trade (OEDIT), and professional associations to cross-train on ECE regulatory and policy changes to improve equitable access to services.</p>	 <p>4.1.6 Regulatory and Policy Cross-Training. Develop strategies for CDPHE, CDHS, CDE, CDEC, ECCs, Head Starts, school districts, local regulatory entities, the Colorado Office of Economic Development and International Trade (OEDIT), and professional associations to cross-train on ECE regulatory and policy change analysis to improve equitable access to services.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: Changes reflect comments on the impact of preschool regulations on school-based services and the need to engage school districts at the local level. Additional language to improve coordination and communication between CDE and CDHS on this topic was also added to reflect the comments citing the critical role the state agencies play to ensure this happens effectively. Other comments related to implementation of this strategy. • 2020-2021: To reflect progress with the strategy and the need to move forward, “Explore” was changed to “Develop strategies.” Additionally, the new Department of Early Childhood and CDHPE were added as collaborators on strategy. • 2021-2022: Update to include Head Start as a partner and change DEC to CDEC for accuracy, add training on regulatory and policy change analysis as the Working Group cite this as a need. 			
 <p>4.1.7 Business Engagement. Engage and equip local and state business leaders</p>	 <p>4.1.7 Business Engagement. Engage and equip local and state business leaders</p>	 <p>4.1.7 Business Engagement. Engage and equip local and state business leaders</p>	 <p>4.1.7 Business Engagement. Engage and equip local and state business leaders</p>









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
and business support organizations with the resources and knowledge they need to support the availability of, and access to, ECE programs through public-private partnerships.	and business support organizations with the resources and knowledge they need to support the availability of, and equitable access to, ECE programs through public-private partnerships.	and business-support organizations with the resources and knowledge they need to support the availability of, and equitable access to, early care and education programs through public-private partnerships.	and business -support organizations with the knowledge and resources they need to support the availability of, and equitable access to, mixed-delivery early care and education programs through public-private partnerships.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: Stakeholder input did not reflect the need for specific changes to this strategy beyond adding more focus on equity. Comments on this strategy were more related to action steps to implement this strategy. 2020-2021: No change 2021-2022: Update to include mixed-delivery early care and education (ECE) to broaden. 			
4.1.8 Did not exist	 <p>4.1.8 Early Start Model Development. Develop a model of direct service, care coordination, and parenting support to connect families of children up to age three who do not meet eligibility for IDEA Part C Early Intervention to programs and services that can address children’s developmental needs.</p>	 <p>4.1.8 Early Start Model Implementation. Identify resources to implement a model of direct service, care coordination, and parenting support to connect families of children up to age three who do not meet eligibility for IDEA Part C Early Intervention but have identified delays or risk factors to programs and services that can address children’s developmental needs.</p>	No longer a PDG strategy effective 12/2021
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: In 2020, the state budget deficit resulted in a reduction in state funds for the Early Intervention Colorado (EI) program (IDEA Part C). To flatten caseload and reduce future intake, the definition for EI eligibility changed in state rule. Previously, children were eligible for service if they demonstrated a 25 percent or higher delay in one or more developmental domains. The new 			





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<p>definition requires a 33 percent or higher delay in one or more domains. To ensure children who would have previously been eligible for EI can access needed supports, the state proposed a new definition, “risk factor,” meaning a 25 percent delay in two or more domains and, if sufficient appropriations are available, a 25 percent delay in one domain, or other factors determined by the department to have research that supports the potential for impact on development at a later age. Under new state rules, children eligible under the “risk factor” definition may receive services through “Early Intervention Early Start,” a program separate from early intervention services provided in accordance with IDEA Part C.</p> <ul style="list-style-type: none"> 2020-2021: Changes were made to reflect a new phase in strategy implementation from development of a model to identification of resources to support implementation of the model. 2021-2022: No longer a PDG strategy effective 12/2021 			
 <p>4.2.1 Contracted Slots. Develop policies and processes to support county implementation of CCCAP Contract for Slots to support an increase in local access to high-quality ECE programs.</p>	 <p>4.2.1 Contracted Slots. Develop policies and processes to support county implementation of Colorado Child Care Assistance Program Contract for Slots to support an increase in local access to high-quality early care and education programs.</p>	 <p>4.2.1 Contracted Slots. Develop policies and processes to support county implementation of Colorado Child Care Assistance Program Contract for Slots to support an increase in local access to high-quality early care and education programs.</p>	 <p>4.2.1 Contracted Slots. Develop policies and processes to support county implementation of Colorado Child Care Assistance Program Contract for Slots to support an increase in local access to high-quality early care and education programs.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: No change 2020-2021: No change 2021-2022: No change 			
 <p>4.2.2 Universal Preschool. Expand and enhance affordable pre-kindergarten options for all Colorado 4-year-olds.</p>	 <p>4.2.2 Universal Preschool. Implement a mixed-delivery high-quality universal preschool program for all Colorado four-year-olds that is coordinated with existing early childhood care and education programs.</p>	 <p>4.2.2 Universal Preschool. Implement a mixed-delivery high-quality universal preschool program for all Colorado four-year-olds that is coordinated with existing early care and education programs.</p>	 <p>4.2.2 Universal Preschool. Implement and evaluate Colorado’s high-quality mixed-delivery Universal Preschool program with specific attention to equity and inclusiveness of</p>









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
			the program and mitigate unintended consequences.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: Changes were made to recognize policy changes related to implementation of universal preschool and the need to coordinate with system partners to provide care beyond the 10 hours per week that universal preschool will provide. 2020-2021: No change 2021-2022: Update to reflect a new phase of the strategy to implement and evaluate UPK. 			
 <p>4.2.3 Access Thresholds. Analyze eligibility and family income thresholds across multiple early childhood and family support programs to provide more consistent, equitable access.</p>	 <p>4.2.3 Access Thresholds. Analyze eligibility and family income thresholds across multiple early childhood and family support programs to reduce administrative burden and increase consistent and equitable access.</p>	 <p>4.2.3 Access Thresholds. Analyze eligibility and family income thresholds across multiple early childhood and family support programs to reduce administrative burden and increase consistent and equitable access.</p>	 <p>4.2.3 Access Thresholds. Analyze eligibility and family income thresholds across multiple early childhood and family support programs to reduce administrative burden and increase consistent and equitable access.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: The change reflects input that individuals seeking assistance encounter administrative burdens that deter them from accessing support programs. 2020-2021: No change 2021-2022: No change 			
 <p>5.1.1 Pre-licensing & Start-Up. Explore challenges to ECE program pre-licensing and start-up activities, and investigate how business consultants/navigators could support start-ups through technical assistance on launching and sustaining a</p>	 <p>5.1.1 Pre-licensing & Start-Up. Explore challenges to ECE program pre-licensing and start-up activities, including license-exempt ECE providers, such as FFN, and investigate how business consultants/navigators could support through technical assistance on launching and</p>	 <p>5.1.1 Pre-licensing & Start-Up. Partner with early care and education providers to address pre-licensing and start-up challenges, and connect them to resources to support sustainability and financially sound business practices, including how to achieve livable wages.</p>	 <p>5.1.1 Pre-Licensing & Start-Up. Partner with early care and education providers to address pre-licensing and start-up challenges and connect them to resources accessible in multiple languages to support sustainability and financially sound business practices,</p>









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
financially sound ECE program with livable wages.	sustaining a financially sound, licensed ECE program with livable wages.		including how to achieve livable wages.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: Family, friends, and neighbors (FFN) were added to more explicitly call out the importance in supporting unlicensed providers such as FFN as start-up businesses because they play a key role in providing care for many families and children in Colorado. 2020-2021: To be more proactive, the strategy was updated from “Explore” to “Partner to address” pre-licensing and start-up challenges. Additionally, the strategy was broadened to “early care and education service providers” to acknowledge business support needed for all providers. The second sentence was updated to connect “achieving livable wages” as part of sustainability and sound business practices. 2021-2022: Update to include resources accessible in multiple languages. 			
 <p>5.1.2 Business Practices. Provide the “Strengthening Business Practices for Child Care Programs” training series to ECE providers to strengthen foundational knowledge of sound fiscal management and business operations. Develop a business resource toolkit to accompany the training series.</p>	 <p>5.1.2 Business Practices. Provide the “Strengthening Business Practices for Child Care Programs” training series to early care and education providers to strengthen foundational knowledge of sound fiscal management and business operations. Develop a business resource toolkit to accompany the training series.</p>	 <p>5.1.2 Business Practices. Partner with OEDIT, Small Business Development Center Network, and Early Childhood Councils to provide business training and individualized consultation to strengthen early care and education providers’ foundational knowledge of sound fiscal management and business operations.</p>	 <p>5.1.2 Business Practices. Partner with OEDIT, Small Business Development Center Network, and Early Childhood Councils to provide business training and individualized consultation to strengthen early care and education providers’ foundational knowledge of sound fiscal management and business operations.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: No change 2020-2021: This strategy was updated for accuracy. 2021-2022: No change 			









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
 <p>5.1.3 Financing Strategies. Study and implement financing strategies to incentivize weekend and off-hours services and ECE for children with special health or developmental needs.</p>	 <p>5.1.3 Financing Strategies. Study and implement financing strategies to incentivize weekend and off-hours services and early care and education for children with special health or developmental needs.</p>	 <p>5.1.3 Financing Strategies. Study and implement financing strategies to incentivize weekend and off-hours services and early care and education for children with special health or developmental needs.</p>	 <p>5.1.3 Financing Strategies. Study and implement financing strategies to incentivize weekend and off-hours services and early care and education for children with special health or developmental needs.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: No change • 2021-2022: No change 			
 <p>5.1.4 Micro-grants. Provide ECE micro-grants to support start-up costs, targeting providers in child care deserts and those serving infants, toddlers, or children with special health or developmental needs.</p>	 <p>5.1.4 New & Expanding ECE Micro-grants. Provide early care and education micro-grants to support start-up costs, targeting providers in child care deserts and those serving infants, toddlers, or children with special health or developmental needs.</p>	 <p>5.1.4 New & Expanding ECE Microgrants. Provide early care and education micro-grants to support start-up costs, targeting providers in child care deserts and those serving infants, toddlers or children with special health or developmental needs.</p>	 <p>5.1.4 New & Expanding ECE Grants. Provide early care and education grants to support start-up costs, targeting providers in child care deserts and those serving infants, toddlers, or children with special health or developmental needs. Evaluate grants to understand the capital, start-up, and expansion needs of ECE programs.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: This work moved to stimulus funding in 2020 • 2021-2022: Update to reflect a new phase of the strategy. CDEC will continue to support but will not use PDG funding in 2023. 			





2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
 <p>5.1.5 Integrated Financing. Develop tools to inform and support the integration of ECE funding streams including CCCAP, Colorado Preschool Program, Head Start, and local subsidies, and provide guidance on blending and braiding funds.</p>	 <p>5.1.5 Integrated Financing. Develop tools to inform and support the integration of early care and education funding streams including Colorado Child Care Assistance Program, Colorado Preschool Program, Head Start, and local subsidies, and provide guidance on blending and braiding funds.</p>	 <p>5.1.5 Child Care Business Guides. Develop and disseminate business guides to early care and education providers to support connections to resources and the adoption of best practices including the blending and braiding of funding streams, budgeting, regulatory compliance, and other operational functions of a small business.</p>	 <p>5.1.5 Child Care Business Guides. Maintain, update, and promote business guides to new and existing early care and education providers to support connections to resources and the adoption of best practices, including the blending and braiding of funding streams, budgeting, regulatory compliance, and other operational functions of a small business. Partner with EPIC to develop an Employer-Based Child Care Business Guide.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: This strategy was updated for accuracy. These guides will be a high-level compendium of resources covering business best practices, including the integration of early care and education funding streams, blending and braiding funds, budgeting, legal structures, regulatory compliance, marketing, and more. • 2021-2022: Update to reflect a new phase of the strategy. CDEC will continue to support but will not use PDG funding in 2023. 			
 <p>5.1.6 Local Regulations. Study the effect of local regulations on the availability of infant and toddler child care, and family child care homes, including minimum wage thresholds.</p>	 <p>5.1.6 Local Regulations. Study the effect of local regulations on the availability of infant and toddler child care and family child care homes. Identify regulations that might cause barriers to increase the availability of infant and toddler care.</p>	 <p>5.1.6 Local Regulations. Study the effect of local regulations on the availability of infant and toddler child care and family child care homes. Identify regulations that might cause barriers to increase the availability of infant and toddler care.</p>	 <p>5.1.6 State and Local Regulations. Study the effect of state and local regulations on the availability of infant and toddler child care and family child care homes. Identify regulations that might cause barriers to increase the</p>









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
			availability of infant and toddler care.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: Changes were made to more broadly identify conflicting regulations that might serve as barriers to implementing infant and toddler care, removing references to any specific barrier. Additional comments on this strategy were related to action steps to implement this strategy. 2020-2021: No change 2021-2022: Update to include state regulations. 			
 <p>6.1.1 Colorado Shines Updates. Continue to retool the Colorado Shines Quality Rating and Improvement System (QRIS) for the Environmental Rating Scale 3 (ERS 3) and implement other tools. Support more ratings, including alternative pathways, through an increase in rating assessors. Incorporate stakeholder workgroup findings into the QRIS Framework, including an increased emphasis on cultural and linguistic responsiveness. Complete a validation study in 2022.</p>	 <p>6.1.1 Colorado Shines Updates. Continue to retool the Colorado Shines Quality Rating and Improvement System (QRIS) for the Environmental Rating Scale 3 and implement other tools. Support more ratings, including alternative pathways, through an increase in rating assessors. Incorporate stakeholder workgroup findings into the QRIS Framework, including an increased emphasis on cultural and linguistic responsiveness. Complete a validation study in 2022.</p>	 <p>6.1.1 Colorado Shines Updates. Implement the new Colorado Shines Quality Rating and Improvement System (QRIS) Framework and the Environmental Rating Scale 3. Complete a validation study of the Framework in 2023.</p>	 <p>6.1.1 Colorado Shines Updates. Finalize the new Colorado Shines Quality Rating and Improvement System (QRIS) Framework and the Environmental Rating Scale 3 by completing a validation study of the Framework in 2023.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: No change 2020-2021: The strategy was updated to reflect a new phase in the work. The framework was updated and released as of September 2021. The implementation will be January 2022. The validation will start in late 2022 and will be completed in 2023 to have enough data to make determinations that the structure is valid. 2021-2022: Update to reflect a new phase of the strategy. 			







2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
 <p>6.1.2 Consultative Roles Alignment. Review key consultative roles, including Expanding Quality in Infant Toddler Care (EQIT) Specialist Network, ECMH Consultants, Colorado Shines QRIS Coaches, and Child Care Health Consultants, to ensure coordination and collaboration between roles. Identify qualifications and ongoing professional development supports to ensure individuals are equipped to support quality practices within licensed ECE programs.</p>	 <p>6.1.2 Consultative Roles Alignment. Review key consultative roles, including Expanding Quality in Infant Toddler Care Specialist Network, Early Childhood Mental Health Consultants, Colorado Shines QRIS Coaches, and Child Care Health Consultants, to ensure coordination and collaboration between roles. Identify qualifications and ongoing professional development supports to ensure individuals are equipped to support quality practices within licensed early care and education programs.</p>	 <p>6.1.2 Consultative Roles Alignment. Review key consultative roles, including Expanding Quality in Infant Toddler Care Specialist Network, Early Childhood Mental Health Consultants, Colorado Shines QRIS Coaches, and Child Care Health Consultants, to ensure coordination and collaboration between roles. Identify qualifications and ongoing professional development supports to ensure individuals are equipped to support quality practices within licensed early care and education programs.</p>	 <p>6.1.2 Consultative Roles Alignment. Review key consultative roles, including Expanding Quality in Infant Toddler Care Specialist Network, Early Childhood Mental Health Consultants, Colorado Shines QRIS Coaches, and Child Care Health Consultants, to ensure coordination and collaboration between roles. Identify qualifications and ongoing professional development supports to ensure individuals are equipped to support quality practices within licensed early care and education programs.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: No change • 2021-2022: No change 			
 <p>6.1.3 LENA Grow. Build infrastructure through public-private partnerships to support and coordinate LENA Grow implementation across the state.</p>	 <p>6.1.3 LENA Grow. Build infrastructure through public-private partnerships to support and coordinate LENA Grow implementation across the state.</p>	 <p>6.1.3 LENA Grow. Continue to build infrastructure that empowers local implementation partners to expand access to LENA Grow across the state.</p>	 <p>6.1.3 LENA Grow. Continue to build infrastructure that empowers local implementation partners to expand access to LENA Grow across the state.</p>
<p>Summary of the update over time:</p>			



2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<ul style="list-style-type: none"> 2019-2020: No change 2020-2021: The strategy was updated to reflect the next phase of implementation. 2021-2022: No change 			
 <p>6.1.4 FIND Coaching. Build relationships and infrastructure to pilot Filming Interactions to Nurture Development (FIND) Coaching, and explore opportunities to expand FIND through public-private partnerships.</p>	 <p>6.1.4 FIND Coaching. Build relationships and infrastructure to pilot Filming Interactions to Nurture Development (FIND) Coaching, and explore opportunities to expand FIND through public-private partnerships.</p>	 <p>6.1.4 FIND Coaching. Build relationships and infrastructure to pilot Filming Interactions to Nurture Development (FIND) Coaching and explore opportunities to expand FIND through public-private partnerships.</p>	 <p>6.1.4 FIND Coaching. Build relationships and infrastructure to pilot Filming Interactions to Nurture Development (FIND) Coaching and explore opportunities to expand FIND through public-private partnerships.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: No change 2020-2021: No change 2021-2022: No change 			
 <p>6.1.5 Informed and Effective ECE for Children with Delays or Disabilities. Enhance and align the roles of consultative support professionals. Train consultative support professionals to help providers make referral determination concerning IDEA Part C or Part B Section-619, early childhood mental health services, and other supports.</p>	 <p>6.1.5 Informed and Effective ECE for Children with Delays or Disabilities. Explore the development of local communities of practice to help formal (licensed) early care and education providers adopt inclusive practices and connect to early childhood mental health services and other resources in their community.</p>	 <p>6.1.5 Informed and Effective ECE for Children with Delays or Disabilities. Develop state-level infrastructure to pilot and sustain community implementation teams promoting the adoption of inclusive practices in early care and education programs.</p>	 <p>6.1.5 Informed and Effective ECE for Children of all Abilities. Build the capacity of state-level coaches to support inclusion practices in early childhood settings.</p>
<p>Summary of the update over time:</p>			

2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<ul style="list-style-type: none"> 2019-2020: In response to continuous quality improvement and to increase efficiency, the recommended updates recognize the efficiencies to be gained by leveraging current referral partners, such as CCBs, to be a resource for ECE providers. Furthermore, it is recommended that this strategy move under objective 6.1, as the outcome is more focused on quality environments than workforce development and retention. 2020-2021: The strategy was updated to reflect the next phase of implementation. 2021-2022: Update to reflect a new phase of the strategy. 			
 <p>6.2.1 Professional Development Information System. Re-platform the Colorado Shines Professional Development Information System (PDIS) to improve user experience, enhance data collection, and enable transcreation of the site into Spanish. Add 24 eLearning course hours based on identified needs.</p>	 <p>6.2.1 Professional Development Information System. Re-platform the Colorado Shines Professional Development Information System to improve user experience, enhance data collection, and enable transcreation of the site into Spanish. Add 24 eLearning course hours based on identified needs.</p>	 <p>6.2.1 Professional Development Information System. Support user access to, and participation in, the updated Colorado Shines Professional Development Information System. Add new eLearning course hours in English and Spanish based on identified needs.</p>	 <p>6.2.1 Professional Development Information System. Support user access to, and participation in, the updated Colorado Shines Professional Development Information System. Add new eLearning course hours in English and Spanish based on identified needs.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: No change 2020-2021: The strategy was updated to reflect the next phase of implementation. 2021-2022: No change 			
 <p>6.2.2 CDA Credential. Provide Child Development Associate (CDA) Scholarships to 250 ECE professionals, targeting areas with known workforce shortages. Add CDA professional</p>	 <p>6.2.2 CDA Credential. Provide Child Development Associate (CDA) scholarships to 250 early care and education professionals, targeting areas with known workforce shortages. Add CDA professional</p>	 <p>6.2.2 CDA Credential. Provide Child Development Associate (CDA) scholarships to early care and education professionals, targeting areas with known workforce shortages. Add CDA professional</p>	 <p>6.2.2 CDA Credential. Provide Child Development Associate (CDA) scholarships to early care and education professionals, targeting areas with known workforce shortages. Look at innovative</p>

2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
development specialists to support implementation.	development specialists to support implementation.	development specialists to support implementation.	ways to support the CDA credential as a workforce pathway.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: The strategy was updated to reflect the next phase of implementation. • 2021-2022: Update to reflect a new phase of the strategy. 			
 <p>6.2.3 Coaching. Pilot a state ECE coaching model including Colorado Shines QRIS and EQIT. Increase staff to meet the needs of known coaching deserts and provide additional meetings and formal supports for coaches. Update courses, transcreate coaching materials, and explore a telehealth approach to coaching.</p>	 <p>6.2.3 Coaching. Pilot a state early care and education coaching model including Colorado Shines Quality Rating Improvement System and Expanding Quality in Infant Toddler Care. Increase staff to meet the needs of known coaching deserts and provide additional meetings and formal supports for coaches. Update courses, transcreate coaching materials, and explore a telehealth approach to coaching.</p>	 <p>6.2.3 Coaching. Pilot a state early care and education coaching model including Colorado Shines Quality Rating Improvement System and Expanding Quality in Infant Toddler Care. Utilize regional coaches to increase data collection and provide data-informed training and formal supports for coaches including reflective supervision. Update courses, transcreate coaching materials, and utilize a telehealth approach to coaching.</p>	 <p>6.2.3 Coaching. Expand the state program for early care and education coaching. This program includes CQI, EQ Relates, UPK, and other coaching models actively used across the state. The regional coaching team spearheaded the coaching initiative to provide formal supports for coaches, such as data-informed training and reflective supervision, and to collect data on the effectiveness of their support.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: The strategy was updated to reflect the next phase of implementation, specifically, expansion to use regional coaches to support reflective supervision. • 2021-2022: Update to reflect a new phase of the strategy. CDEC will continue to support but will not use PDG funding in 2023. 			

2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
 <p>6.2.4 Reciprocity. Explore reciprocity in credentials and licensure across states (starting with Region VIII) and countries (starting with countries with the highest migration to Colorado), and provide supports for review of transcripts and other approval processes.</p>	 <p>6.2.4 Reciprocity. Consider developing a framework to explore reciprocity in credentials and licensure across states (starting with Region VIII) and countries (starting with countries with the highest migration to Colorado), and provide supports for review of transcripts and other approval processes.</p>	 <p>6.2.4 Reciprocity. Consider a framework to address reciprocity in credentials and licensure across states (starting with Region VIII) and countries (starting with countries with the highest migration to Colorado), and provide supports for review of transcripts and other approval processes.</p>	 <p>6.2.4 Reciprocity. Consider a framework to address reciprocity in credentials and licensure across states (starting with Region VIII) and countries (starting with countries with the highest migration to Colorado), and provide supports for review of transcripts and other approval processes.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: The change reflects comments to move beyond exploring reciprocity to developing a framework to support the efforts to implement this strategy. The intent of this change is to streamline a process for determining reciprocity from other jurisdictions so that the onus does not fall on Colorado to predetermine reciprocity with every other licensing jurisdiction. • 2020-2021: The word “developing” was removed and “address” was added to support further action with this strategy. • 2021-2022: No change 			
 <p>6.2.5 ECE Competencies. Enhance the training alignment process to increase the number of trainings aligned with Colorado Competencies for Early Childhood Educators and Administrators.</p>	 <p>6.2.5 ECE Competencies. Enhance the training alignment process to increase the number of trainings aligned with Colorado’s Competencies for Early Childhood Educators and Administrators.</p>	 <p>6.2.5 ECE Competencies. Enhance the training alignment process to increase the number of trainings aligned with Colorado’s Competencies for Early Childhood Educators and Professionals.</p>	 <p>6.2.5 ECE Competencies. Enhance the training alignment process to increase the number of trainings aligned with Colorado’s Competencies for Early Childhood Educators and Professionals.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: This strategy was updated with the new ECE competencies document name. • 2021-2022: No change 			

2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
 <p>6.2.7 Compensation. Explore strategies to ensure worthy and livable compensation for early care and education professionals. Work to enhance compensation, including benefits, and create compensation parity across settings, sectors, and age of children served.</p>	 <p>6.2.6 Compensation. Explore strategies to ensure worthy and livable compensation for early care and education professionals. Work to enhance compensation, including benefits, and create compensation parity across settings, sectors, and age of children served.</p>	 <p>6.2.6 Compensation. Explore strategies to ensure worthy and livable compensation for early care and education professionals. Work to enhance compensation, including benefits, and create compensation parity across settings, sectors and age of children served.</p>	 <p>6.2.6 Compensation. Prioritize and implement effective, sustainable strategies to ensure worthy and livable compensation for early care and education professionals. Ensure strategies enhance compensation, including benefits, and create compensation parity across public and private settings, sectors, and age of children served.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change • 2020-2021: No change • 2021-2022: Update to reflect new phase in the strategy given work underway to study compensation for UPK workforce, EI providers, and other pilots underway to create parity in the system. 			
<p>6.2.7 Formely compensation</p>	<p>6.2.7 Did not exist</p>	 <p>6.2.7 Recruitment and Retention. Update the Early Childhood Workforce 2020 plan to support the recruitment and retention of early care and education professionals who are from diverse backgrounds and speak the language and reflect the cultures of children in care.</p>	 <p>6.2.7 Recruitment and Retention. Update the Early Childhood Workforce 2020 plan to support the recruitment and retention of early childhood professionals who are from diverse backgrounds and speak the language and reflect the cultures of children in care.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> • 2019-2020: No change 			

2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<ul style="list-style-type: none"> 2020-2021: This non-PDG funded strategy is recommended for addition to reflect the need to develop a plan to recruit and retain professionals from diverse backgrounds and who speak the language and reflect the cultures of children in care. This strategy is necessary in order for children and families to experience equitable and inclusive services, and to see themselves represented in the places where they access services. PD requirements for the field are almost exclusively available in English, and sometimes in Spanish. This prevents potential educators from receiving PD in their preferred language, which further perpetuates our workforce development problems in the field. If a para or support staff role is the only role available due to lack of access to PD, we are (our systems are) actually preventing children from experiencing a diverse culture of care. 2021-2022: Change “early care and education” to “early childhood” professionals to reflect that the update happening in 2023 will broaden the plan to EC professionals. 			
6.2.8 Did not exist	6.2.8 Did not exist	 6.2.8 Pipeline Opportunities. Explore and expand access to early childhood apprenticeship and peer mentoring programs, including providing concurrent enrollment apprenticeship opportunities for high school students to gain work experience in early care and education settings.	 6.2.8 Pipeline Opportunities. Expand access to apprenticeship and coaching opportunities for early childhood professionals, including providing concurrent enrollment for groups such as family friend and neighbor providers, retirees, and high schoolers through apprenticeships.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> 2019-2020: No change 2020-2021: This non-PDG funded strategy is recommended for addition to reflect the momentum around apprenticeship as a strategy for ECE professional recruitment. 2021-2022: Update to reflect work being done statewide on apprenticeships, no longer in explore phase, but can be expanded. Also, broaden to the larger EC workforce. 			



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