



**Thursday, October 24, 2019**

**9:30 am – 12:30 pm**

**Health Care Policy & Financing: 303 East 17<sup>th</sup> Avenue, Denver  
11<sup>th</sup> Floor Conference Room**

**Please join my meeting from your computer, tablet or  
smartphone. <https://global.gotomeeting.com/join/925779453>**

**Join the Conference Call: 515-606-5125 Code: 690666#**

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Meeting Objectives:

- Approve Meeting Minutes from August 22, 2019 Meeting
- Discuss the Colorado Workforce Development Council, Education Career Pathways
- Review Updates on Senate Bill 19-063
- Listen to a Recap of Colorado Project LAUNCH and Discuss Lessons Learned
- Discuss the Preschool Development Grant (PDG)
- Hear from the Early Childhood Community during Public Comment

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<b>9:30-9:40am</b>	Welcome & Business Meeting (Elsa Holguín) <ul style="list-style-type: none"><li>• Welcome to New Members and Co-Chairs!</li><li>• <b>ACTION:</b> Approval of August 22, 2019 Meeting Minutes</li></ul>
<b>9:40-9:55am</b>	Colorado Workforce Development Council: Education Career Pathways (Melissa Martin)
<b>9:55-10:10am</b>	Young Child Wellness Council: Colorado Project LAUNCH Recap (Phuonglan Nguyen, Princess Mack & Katherine Casillas)
<b>10:10-10:30am</b>	Subcommittee Updates <ul style="list-style-type: none"><li>• Program Quality and Alignment Subcommittee</li><li>• Data Subcommittee<ul style="list-style-type: none"><li>○ Areas of Opportunity Data Indicators Report</li></ul></li><li>• Communications Subcommittee</li></ul>
<b>10:30-10:45am</b>	Updates from the Governor's Office
<b>10:45-10:55am</b>	Public Comment & Commissioner Updates (Susan Steele) <ul style="list-style-type: none"><li>• 2020 Census Updates (Heather Craiglow)</li></ul>
<b>10:55-11:15am</b>	Senate Bill 19-063 Updates (Kristen Lang & Amanda Pelletier)
<b>11:15-11:55am</b>	PDG B-5 Needs Assessment, Strategic Plan, and Renewal Grant (Lindsey Dorneman)

- 11:55-12:25pm** Department Updates
- Colorado Department of Health Care Policy and Financing (Tom Massey)
  - Colorado Department of Human Service, Office of Early Childhood Updates (Mary Anne Snyder)
  - Colorado Department of Public Health and Environment (Carrie Cortiglio)
  - Colorado Department of Higher Education (Angie Paccione)
  - Colorado Department of Education (Melissa Colman)

**12:25-12:30pm** Co-Chairs' Final Thoughts and Adjourn (Tom Massey)

**ECLC 2020 Meeting Schedule:**

- February 27, 2020
- April 23, 2020
- June 25, 2020
- August 27, 2020
- October 22, 2020
- December 17, 2020

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

**ECLC Meetings:**

The next **ECLC Meeting** will be held on December 19, 2019 at Health Care Policy & Financing at 303 East 17<sup>th</sup> Ave, Denver, 11<sup>th</sup> Floor Conference Room

For information about future meeting dates, times and locations, visit [www.earlychildhoodcolorado.org](http://www.earlychildhoodcolorado.org).



## Early Childhood Leadership Commission Minutes

Thursday, August 22, 2019

9:30 am - 12:30 pm

Health Care Policy and Financing

303 East 17<sup>th</sup> Ave, Denver, CO

Join the Conference Call: 515-606-5125 Code: 690666

### Meeting Objectives:

- Approve Meeting Minutes from June 27, 2019 Meeting
- Understand how to utilize Child Care Immunization Database
- Hear Updates on Early Childhood Council Waivers
- Vote on the Mesa County Partnership for Children and Families Waiver Application
- Learn about the activities and projects of the ECLC Subcommittees
- Vote on Endorsement of the Early Learning & Development Guidelines Update
- Learn and Discuss the Implementation Strategies for Full Day Kindergarten
- Hear from the Early Childhood Community during Public Comment

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### Attendees:

Elsa Holguín, Melissa Colman, Mary Anne Snyder, Susan Steele, George Welsh (phone), Gerri Gomez Howard, Kristina Heyl (phone), Amanda Pelletier, Kate Reinemund, Pamela Harris, Angie Paccione, Letty Bass, Jeanne McQueeney, Sue Renner, Heather Craiglow, Ida Rhodes, Jai Scott

### Welcome and Business Meeting

Elsa Holguín called the meeting to order at 9:33am. She welcomed new Commissioners and asked for the Commissioners to introduce themselves and to review the meeting objectives.

### Approval of December 13, 2018 Meeting Minutes

Elsa Holguín called for a motion to approve the minutes from the June 27, 2019 meeting. Melissa Colman moved to approve the minutes as distributed, Jeanne McQueeney seconded the motion; the minutes were approved by unanimous voice vote.

### Department Updates

#### **Colorado Department of Health Care Policy and Financing (HCPF)**

Rachel Reiter shared HCPF updates on behalf of Tom Massey. She shared case load updates for the CHIP and Medicaid programs. She stated that the Department has hired a Medicaid Director, Dr. Casey Johnson. She also discussed HB 19-1038 Dental Services for Pregnant Women on Children's Basic Health Plan Plus; this act requires the medical services board to include dental services to children and pregnant women. The Department will be working on implementation in October.

#### **Colorado Department of Human Services (CDHS) Office of Early Childhood (OEC) Updates**

Mary Anne Snyder shared that the Behavioral Health Task force is holding testimony sessions around the state to hear from people on their experiences and suggestions with the mental health system. She discussed the Preschool Development Grant, updating the group on the progress of the Needs Assessment and Strategic Plan. The Funding Opportunity Announcement is still scheduled for release in September. Mary Anne then discussed Senate Bill 19-063 Infant and Child Care Strategic Action Plan. The Senate Bill 63 Toolkit is available to support groups/organizations in planning an event to gather local perspectives on the reasons for the decline in family child care homes and infant care in Colorado. She shared that funding is available to support these meetings.

Mary Alice Cohen shared changes to the Division of Community and Family Supports (DCFS) in the Office.

### **Colorado Department of Public Health and Environment (CDPHE)**

Carrie Cortiglio from the Colorado Department of Public Health and Environment shared updates on behalf of CDPHE. She discussed HB19-1122 Colorado Department of Public Health and Environment Maternal Mortality Review Committee, the Farmers Market Nutrition Program and the Child and Adult Care Food Program work currently happening to align with CDE programs.

### **Colorado Department of Education (CDE)**

Melissa Colman shared updates on SB 19-199 READ Act Implementation Measures stating that the bill makes several changes concerning implementation of the READ Act.

### Early Childhood & School Readiness Legislative Commission (ECSRLC)

Kristina Heyl shared the ECSRLC meeting schedule for the summer and fall and the six members of the Commission. She reminded the Commissioners that the ECSRLC can run potential bills around school readiness and early childhood. She stated that their statute calls them to work with the ECLC to help inform and educate their Commission members. Kristina asked that if there are any projects, issues or activities that the Commissioners and stakeholders are interested in having presentations on for the ECSRLC to please email her them.

### Update on Colorado Preschool Program (CPP), Early Childhood At-Risk Enhancement (ECARE) Distribution and Full-Day Kindergarten Funding Implementation

Anji Gallanos and Heidi McCaslin shared updates on the implementation of full day kindergarten, the transition of ECARE positions to preschool positions and the estimation of unmet need in Colorado. They discussed two bills that address implementation of full day kindergarten: HB 19-1262 asked each local board of education not currently offering kindergarten to submit a plan addressing how it could phase in full day kindergarten and plans allowed CDE to assess needs across the state. HB 19-1055 provided \$25 million in formula-based grants to assist with acquiring furniture fixtures or equipment for full day kindergarten or preschool and disallowed use of ECARE for full day kindergarten. Based upon the responses to date, districts will implement full-day K in SY19-20 for an estimated 414 schools representing 97% of the 13,324 students enrolled in half-day programs in SY18-19. They discussed how CDE is offering district support by providing transition support from regional preschool specialist, new position created for Kindergarten support at CDE, listening session for district leaders and ongoing webinars.

Heidi then discussed the transition of ECARE kindergarten positions to preschool. She provided history on the ECARE positions and shared that due to full day kindergarten no longer allowing the use of ECARE positions, over 5,100 ECARE positions diverted to preschool. She shared the distribution of the ECARE positions and that districts that used ECARE in Kindergarten had "first right of refusal" to re-purpose the positions for at-risk preschoolers. Heidi discussed some of the reasons school districts were returning positions including:

- Need to develop new partnerships with community providers,
- Lack of physical space to add preschool classrooms,
- Inability to serve additional eligible children,
- Lack of time to adequately prepare for expansion

Heidi shared that CPP ECARE position diverted to preschool from kindergarten for the upcoming school year is 5,651 in total, with 71% kept by districts and 29% redistributed to other districts. Lastly, Heidi discussed the Colorado Preschool Program unmet need sharing that an estimated 8,845 age 4 children are not being served.

### Overview of Immunization Requirements and Current Data

The Immunization branch operates within the Disease Control and Environmental Epidemiology Division at CDPHE and works to reduce vaccine-preventable diseases by developing and implementing programs designed to positively influence the uptake of immunizations across the lifespan. The two major programs

the branch administers are the Vaccines for Children Program and the Colorado Immunization Information System. Diana Herrero & Heather Roth shared an overview of the immunization requirements, current data and provided a demo of their website where you can find up to date information on immunization data in Colorado. Colorado law (Board of Health rule 6 CCR 1009-2) requires all students attending schools and licensed child cares to be vaccinated against certain diseases, unless an exemption is filed. They shared the vaccines required for child care entry and a chart by which age each vaccine is required. Heather discussed vaccine exemptions stating that Colorado allows vaccine exemptions for medical and non-medical (person or religious beliefs).

#### Updates from the Governor's Office

Scott Groginsky shared that the Data Subcommittee of the Early Childhood Leadership Commission (ECLC) has expressed interest in looking at whether and how the state could take a comprehensive approach to examining and publicly reporting data about children's levels of proficiency on the state's Kindergarten Readiness Assessment. Many in the early childhood community have indicated that such an approach could help inform decision-making and benefit children. With interest from the field in this effort, the Governor is supportive of the ECLC Data Subcommittee exploring these issues and developing potential recommendations in this area to the full ECLC, the Governor, and state agencies.

#### Public Comment & Commissioner Updates

Sarah Konradi from Early Childhood Health Outdoors (ECHO) shared that ECHO is a comprehensive program of landscape design assistance, seed grant funding, training and ongoing technical assistance to connect young children to nature by improving the spaces where they spend time each day, transforming traditional playgrounds into natural, engaging, and dynamic outdoor learning environments. Michelle Palbolten from Step by Step joined Sarah to share her experience with ECHO. She shared about the great experience she had and how easy it was to make their outdoor play area one that supported children's development. She expressed that if anyone would like to tour Step by Step to reach out to her.

Mike Keglovits from CollegenInvest discussed three programs he asked the Commission to share with their networks:

1. CollegenInvest will give \$100 to any family that opens their new child a savings account
2. Another CollegenInvest program uses matching grant for low and middle income families for \$500 a year for up to five years
3. Colorado Able program creates an account for people with disabilities that friends and family can put money into that does not disqualify them from their benefits.

#### Subcommittee Updates

**Data Subcommittee:** Susan Steele shared that Governor's office has asked the Data Subcommittee to provide guidance / recommendations on understanding what children need to be ready for kindergarten. Data Subcommittee has already started to do a deep dive into understanding the current landscape and we are hopeful that they can bring suggestions to the ECLC and ultimately bring recommendations forward.

**Communication Subcommittee:** Kristina Heyl shared that the Family, Friend and Neighbor (FFN) Network joined the first half of the meeting for a presentation from the Preschool Development Grant (PDG) communication vendor SE2 leading the Maximizing Parent Choice and Knowledge activity. The rest of the meeting the group discussed entering a proposal for a presentation at the Rocky Mountain Early Childhood Conference.

**Program Quality and Alignment Subcommittee:** Letty Bass shared that the Program Quality and Alignment Subcommittee continues to meet monthly to advise the Preschool Development Grant (PDG). She thanked the PDG team for all their amazing work to date.

### Review and Vote on Early Learning & Developmental Guidelines Update

Carrie Germeroth reminded the group that one of the strategies Colorado proposed under the PDG activity to Maximize Parental Choice and Knowledge is an update to the Colorado Early Learning and Developmental Guidelines (ELDGs). This included updating the ELDGs by aligning them with the Colorado Department of Education Academic Standards (CAS) and Head Start Early Learning Outcomes Framework (ELOF). It also included an update based on current research and best practices concerning children's development, including social emotional and behavioral issues and early childhood mental health and physical health and development. Carrie noted that the update to the ELDGs is not a broad change to the content or organization of the Guidelines, rather the update will enhance the ELDGs. She discussed the process to update the ELDGs by engaging with the Program Quality and Alignment Subcommittee and a small group of subject matter experts. Carrie then reviewed all the updates made to align the ELDGs with CAS, ELOF and current research. Angie Paccione moved to approve the ELDGs update, Melissa Colman seconded the motion, and the ELDG update was approved unanimously by members.

### Early Childhood Council Waiver Updates

Kristina Heyl shared an overview of the ECLC statute on rule waivers, the waiver process and role of the Commissioners.

#### **18-01 Early Childhood Council of Larimer County**

Christina Taylor & Lauren Powers shared an overview of the Larimer Provisional Early Childhood Teacher (P-ECT) Waiver. During the first year of implementation of the waiver, Larimer had 8 child care programs sign agreements for the waiver, and 5 active P-ECTs. Lauren shared that they continue to evaluate the waiver implementation process by surveying and have received positive feedback. Moving forward they plan on continuing the evaluations and continuing to promote the waiver.

#### **18-02 Denver County Early Childhood Council**

Kelly Bowes & Erin Gager shared an overview of the Denver Early Childhood Council (DECC) #18-02 Waiver. Highlights from the past six months of implementation included 83% of participants earned their ECT qualification and secured a teaching position, 60% of participating programs reported improved classroom ratios and 50 % of participants expressed interest in continuing higher education. The DECC will be implementing a "No Wrong Door" career support model in the upcoming year. The waiver has 13-15 participants moving forward with the milestone program this fall. They started the first community-based ECE1-1 class and plan to create job matching for those who need it, start on-the-job supports, connect participants to partner resources and ongoing career navigation and have a rolling deadline for new applications.

#### **19-02 Mesa County Partnership for Children and Families**

The waiver #19-02 was requested for approval to create a Provisional- Early Childhood Teacher (P-ECT) qualification. The Mesa County Partnership for Children and Families is asking for Child Care Centers Preschools and school districts which meet specific conditions to be allowed to hire people into an Early Childhood Teacher (ECT) position who have certain education or experiences but have not yet met all of the ECT qualifications and allows them a period of up to 12 months to complete all ECT requirements. During this time, the program would provide additional supports, such as enhanced coaching, reflective supervision and classroom observations.

Jeanne McQueeney moved to approve waiver #19-02, Heather Craiglow seconded the motion; waiver #19-02 was approved by unanimous voice vote.

### Co-Chairs' Final Thoughts and Adjourn

Elsa Holguín thanked all for their work and for being at the meeting. Elsa reminded the Commissioners that

after the next meeting there is a Commissioner Retreat. The meeting was adjourned at 12:27 pm.

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For information about future meeting dates, times and locations, visit [www.earlychildhoodcolorado.org](http://www.earlychildhoodcolorado.org).

DRAFT



# **Early Childhood in Colorado**

## **A Shared Commitment to Children and Families**

Monitoring and Measuring  
Progress in Colorado's  
Early Childhood

# Areas of Opportunity



2019



# MONITORING AND MEASURING PROGRESS IN COLORADO'S EARLY CHILDHOOD AREAS OF OPPORTUNITY

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## INTRODUCTION AND ACKNOWLEDGEMENTS

This report was developed as a technical resource on the indicators selected to measure progress on the Colorado Early Childhood Leadership Commission's (ECLC) Areas of Opportunity, 2018. It includes the methods, selected indicators, data gaps, and baseline data for each of the Areas of Opportunity. The ECLC wishes to express gratitude to members of the Data Subcommittee and its partners who participated in this important process.

Charlotte Brantley, Co-Chair, Data Subcommittee Clayton Early Learning	Anji Gallanos Colorado Department of Education	Jennifer O'Brien Colorado Department of Education
Susan Steele, Co-Chair, Data Subcommittee Buell Foundation	Christina Gotfredson Gary Community Investments	Nick Ortiz Colorado Department of Education
Renee Alarcon Colorado Department of Human Services	Sheridan Green Clayton Early Learning	Amanda Pelletier Early Childhood Leadership Commission
Carsten Baumann Colorado Department of Public Health and Environment	Shannon Hagerman University of Colorado Denver	Phil Perrin Denver Early Childhood Council
Stacy Buchanan Qualistar Early Learning	Kristina Heyl Early Childhood Leadership Commission	Lydia Prado Barton Institute for Philanthropy and Social Enterprise
Emily Bustos Denver Early Childhood Council	Stacey Kennedy Colorado Department of Human Services	Brett Reeder Colorado Department of Human Services
Mary Alice Cohen Colorado Department of Human Services	Ian Kleats Colorado Department of Human Services	Keller Anne Ruble Gary Community Investments
Brian Conly Colorado Department of Human Services	Mark Kling Colorado Family Resource Center Association	Stuart Sims Colorado Family Resource Center Association
Tracie Corner Denver Early Childhood Council	Laura Knudtson Parent Possible	Tracey Stewart Gary Community Investments
Heather Craiglow Colorado Department of Human Services	Whitney Leboeuf University of Denver	Antoinette Taranto Colorado Department of Health Care Policy and Finance
Miriam Estrada Mental Health Colorado	Zarah Levy Clayton Early Learning	Michael Taylor Early Learning Ventures
Kayla Frawley Clayton Early Learning	Maegan Lokteff Grand Beginnings	Giorgianna Venetis Colorado Department of Human Services
	Hanna Nichols The Civic Canopy	Rick Winter Early Childhood Council Leadership Alliance

Thank you to Heather Matthews for guiding us through this work.

## BACKGROUND

### COLORADO'S EARLY CHILDHOOD LEADERSHIP COMMISSION

The ECLC is Colorado's statutorily recognized state advisory council for early childhood. The role of the ECLC is to be a statewide leader, subject matter expert and champion of best and promising practices throughout the state. The ECLC is comprised of 20 individuals representing parents, business, five state departments, school districts, local municipalities, foundations, nonprofits and other important early childhood stakeholders. The ECLC serves as the trusted and proactive early childhood champion for high quality, outcome-focused learning and development, health and well-being, and family support and education for pregnant women and children birth through age eight and their families. The ECLC:

- Develops strategies to monitor and align efforts that increase the access, quality and equity of services through the Early Childhood Colorado Framework;
- Assists in the development of public-private partnerships to coordinate and enhance services and supports and;
- Champions the use of relevant data and makes recommendations to the Governor's Office, the General Assembly and state agencies.

### ECLC DATA SUBCOMMITTEE

The purpose of the ECLC Data Subcommittee is to promote the sharing and use of common data for planning and accountability by state programs and agencies that support young children. The Subcommittee works to ensure the interagency data system infrastructure allows for statewide needs assessments concerning the quality and availability of early childhood services. The Subcommittee also monitors progress across early childhood systems, supports continued collection of data, and evaluates progress on the ECLC's strategic priorities in order to leverage and connect existing data efforts and encourage effective data use in decision-making.

### ECLC AREAS OF OPPORTUNITY

While Colorado has experienced progress in the early childhood sector, there are still challenges that must be addressed at the local and state level to ensure everyone has access to the services and supports that optimize the well-being of their child and family. Further, with a new Colorado administration, the ECLC sought to unite Colorado's early childhood community around priorities that could be readily communicated and represent the areas most ready for implementation and continued investment. The ECLC encourages efforts to support and enhance the following three Areas of Opportunity (Areas).

## ▶ IMPROVE ACCESS TO HIGH QUALITY EARLY CARE AND EDUCATION FOR ALL FAMILIES

High quality early care and education environments provide a stable place for children to grow and thrive, allowing them to build the strong foundation of cognitive and social-emotional skills they need to be prepared to succeed in school and develop life-long positive outcomes. Unfortunately, the availability of high quality services is severely lacking and poses a significant expense to families. Additional investments are needed to deliver services through a combination of programs, providers and settings, including licensed family and center-based child care programs, public schools, informal family/friend/neighbor care and other community-based organizations. This mixed delivery system provides early childhood care and education options that ensure wherever children are cared for, they are in high quality, supportive environments. Particular attention should be paid to infant and toddler care, which is significantly more difficult for families to access and afford.

## ▶ ELEVATE THE EARLY CHILDHOOD WORKFORCE TO ENSURE COORDINATED CAREER PATHWAYS AND APPROPRIATE COMPENSATION

Early childhood educators provide the critical foundation for children in out-of-home care to develop the literacy and social-emotional skills they need to succeed in school. The early care and education sector is a cornerstone of local and state economic health, enabling parents to work and provide for their families while employing a large workforce of educators. However, as professional development opportunities and expectations for these educators have increased, compensation lags behind most other industries, and communities throughout Colorado are facing significant challenges recruiting and retaining a stable early childhood workforce. Ensuring that Colorado has a qualified, consistent and diverse early childhood workforce is critical to supporting the healthy development of children and maintaining a thriving economy.

## ▶ SUPPORT IMPROVED FAMILY HEALTH AND ECONOMIC SECURITY THROUGH A TWO-GENERATION APPROACH

Parents are their children's first and most important teachers. Ensuring that parents have the health and economic supports they need to provide a nurturing home environment and meet their children's basic needs is essential for a child's healthy development. Children who are cared for in stable environments with access to health services, nutritious foods, safe water, stable housing and high quality learning environments are better able to develop the skills they need to succeed in school and thrive in their communities. Unfortunately, many children are living in environments without these basic supports, which research suggests can lead to poor mental and physical health, less success at school and work, and lower socioeconomic status in adulthood. Colorado should continue to support family health and economic security through state and local programs and ensure that interventions provide opportunities for both children and caregivers.

## IDENTIFYING THE INDICATORS

### PURPOSE

After identifying the three Areas of Opportunity, the ECLC committed to identifying a process to explicitly track progress over the next four years. This task was entrusted to the ECLC Data Subcommittee, which simultaneously identified data gaps, specifically related to each of the Areas.

### METHODS

The ECLC Data Subcommittee spent three months with the support of a consultant during 2018-2019 identifying indicators that would best measure progress on each of the Areas in four years. The process began by developing an initial list of available indicators for each of the Areas. This involved accessing an indicator inventory that had been previously developed by the Early Childhood Colorado Partnership in their Shared Data Agenda. The process continued through several key informant interviews with subject matter experts in early care and education, early education workforce, health and well-being, and economic security. The resulting list of indicators were reviewed by the Data Subcommittee and assessed for relevance and robustness of information that could be gleaned from the indicator.

Following that process, the Data Subcommittee requested greater definition of the Areas from the ECLC in order to be more precise in the selection of indicators. The consultant worked with the ECLC and stakeholders to identify desired outcomes for each of the Areas, drawing many from the Early Childhood Colorado Framework, while others were derived from relevant current Colorado efforts.

### ECLC OUTCOMES BY AREA OF OPPORTUNITY

<p><b><i>Improve access to high quality early care and education for all families.</i></b></p>	<ul style="list-style-type: none"> <li>● A supported, funded mixed-delivery system exists to meet family needs.</li> <li>● Adults understand and support children’s learning and development, including social and emotional.</li> <li>● Early care and education options meet the needs, expectations of families.</li> <li>● Families, including those with high needs, experience timely and coordinated services and supports.</li> <li>● Families have affordable child care options.</li> <li>● Family engagement and leadership opportunities exist within programs, schools, and communities.</li> <li>● Families advocate for high quality comprehensive services and supports that lead to future success.</li> </ul>
<p><b><i>Elevate the early childhood workforce to ensure coordinated career pathways and appropriate</i></b></p>	<ul style="list-style-type: none"> <li>● Early care and learning providers have higher compensation across all early childhood settings.</li> <li>● Early childhood educators obtain higher levels of training and professional development, measured through formal education and the Professional Development Information System.</li> <li>● Education, coaching and ongoing training exist for caregivers, teachers and other professionals (aligned with Colorado’s early childhood competencies).</li> <li>● Clear, consistent qualifications and career pathways exist for individuals in the early childhood profession.</li> </ul>

compensation.	<ul style="list-style-type: none"> <li>• Early care and education providers of color and of diverse cultures are actively recruited/encouraged/incentivized to become early care and education professionals.</li> <li>• Turnover rates among early learning and education providers across all formal care settings are reduced.</li> </ul>
<i>Support improved family health and economic security through a Two-Generation approach.</i>	<ul style="list-style-type: none"> <li>• Family engagement and leadership opportunities exist within programs, schools, and communities.</li> <li>• Family knowledge and capacity support children's healthy development and learning.</li> <li>• Families advocate for high quality comprehensive services and supports that lead to future success.</li> <li>• Education, employment, housing, financial and legal supports contribute to family economic security.</li> <li>• Families, including those with high needs, experience timely and coordinated services and supports.</li> <li>• Family-friendly policies and practices exist in the workplace.</li> <li>• Economic policies positively impacting families are enhanced or maintained (e.g. Earned Income Tax Credit).</li> <li>• Services and supports promote the well-being and resiliency of parents and caregivers and children.</li> <li>• Settings and practices promote strong relationships, social and emotional development, appropriate nutrition and physical activity.</li> </ul>

Next, building upon the outcomes, a small group of Data Subcommittee members and additional subject matter experts worked together to develop themes in the outcomes. The themes were used to develop a comprehensive list of existing indicators. The indicators in the comprehensive lists were then critiqued by the full Data Subcommittee using Results Based Accountability criteria in order to identify three to five indicators per Area.

**RESULTS BASED  
ACCOUNTABILITY  
CRITERIA**

**Proxy Power:** Does the indicator say something of central importance to the result?

**Communication Power:** Does the indicator communicate to a broad range of audiences?

**Data Power:** Is quality data available on a timely, consistent, reliable basis?

While the Areas related to early care and education (ECE) and workforce were narrower in focus and more concrete, the third Area related to family health and economic security through a Two-Generation approach was more complex and required a different approach. For example, the initial, comprehensive lists of indicators for ECE and workforce included 8-10 indicators; while the comprehensive list for health and Two-Generation approach included approximately 25 indicators. In order to recognize and communicate the complexity of this Area without including too many indicators, the Data Subcommittee chose to use an existing, related index, which incorporates multiple factors into one measurement. The Data Subcommittee members committed to continuing to explore this area based on more discussion and guidance from the ECLC to identify future process or qualitative indicators.

## SELECTED INDICATORS BY AREA OF OPPORTUNITY, INCLUDING SOURCE

<p><i>Improve access to high quality early care and education for all families.</i></p>	<p><b>Accessibility</b></p> <ul style="list-style-type: none"> <li>• Percent of eligible children age three to five who were able to participate in Head Start or Colorado Preschool Program by region (Colorado Department of Education)</li> <li>• Number of licensed child care slots compared to Colorado children up to 12 months, 1-2 year olds, 3-5 year olds by region (include child care deserts map) (Colorado Department of Human Services, Office of Early Childhood)</li> </ul> <p><b>Affordability</b></p> <ul style="list-style-type: none"> <li>• Percent of children in low income homes able to participate in Colorado Child Care Assistance Program (Colorado Department of Human Services, Office of Early Childhood)</li> </ul> <p><b>Meeting Needs of Families</b></p> <ul style="list-style-type: none"> <li>• Percent of families that quit a job, did not take a job, or changed a job because of problems with child care (Colorado Department of Labor and Employment)</li> </ul> <p><b>Quality</b></p> <ul style="list-style-type: none"> <li>• Percent of licensed providers attaining a level 3-5 in Colorado Shines (Colorado Department of Human Services, Office of Early Childhood)</li> </ul>
<p><i>Elevate the early childhood workforce to ensure coordinated career pathways and appropriate compensation.</i></p>	<p><b>Compensation</b></p> <ul style="list-style-type: none"> <li>• Child care worker wage increase when adjusted for inflation (Bureau of Labor Statistics)</li> <li>• Percent of ECE professionals who received public benefits for low income families (Colorado Workforce Survey)</li> </ul> <p><b>Workforce Diversity</b></p> <ul style="list-style-type: none"> <li>• ECE worker diversity across roles compared to children in care (American Community Survey, Colorado Workforce Survey)</li> </ul>
<p><i>Support improved family</i></p>	<p><b>Opportunity Index</b></p>

<p><i>health and economic security through a Two-Generation approach.</i></p>	<ul style="list-style-type: none"> <li>• Economy</li> <li>• Education</li> <li>• Health</li> <li>• Community</li> </ul> <p>Process/Qualitative Measures TBD (See Appendix C)</p>
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While the Opportunity Index served as a good starting point for measuring this Area of Opportunity, the Subcommittee has continued to refine the desired outcomes and has developed a set of associated key indicators. A list of these indicators has been included as Appendix C, and the data for these indicators will be used to track progress in this Area in subsequent monitoring and reports.



### IMPROVE ACCESS TO HIGH QUALITY EARLY CARE AND EDUCATION FOR ALL FAMILIES

High quality ECE environments provide a stable place for children to grow and thrive, allowing them to build the strong foundation of cognitive and social-emotional skills they need to be prepared to succeed in school and develop life-long positive outcomes. Unfortunately, the availability of high-quality services is severely lacking and poses a significant expense to families, creating barriers to stable employment. Additional investments are needed to deliver ECE services through a combination of programs, providers and settings, including licensed family and center-based child care programs, public schools, informal family/friend/neighbor care and other community-based organizations. This combination, frequently referred to as a mixed delivery system, provides early childhood care and education options that ensure wherever children are cared for, they are in high quality, supportive environments. Particular attention should be paid to infant and toddler care availability, which is significantly more difficult for families to access and afford.

#### ACCESSIBILITY

Here, accessibility of high-quality ECE is measured by the potential ability of eligible children to participate in two publicly-funded preschool programs: Head Start and Colorado Preschool Program (CPP)<sup>1</sup>. While this method presents some challenges and limitations, these are the best data available to develop an estimate of access among potentially eligible preschool-age children.

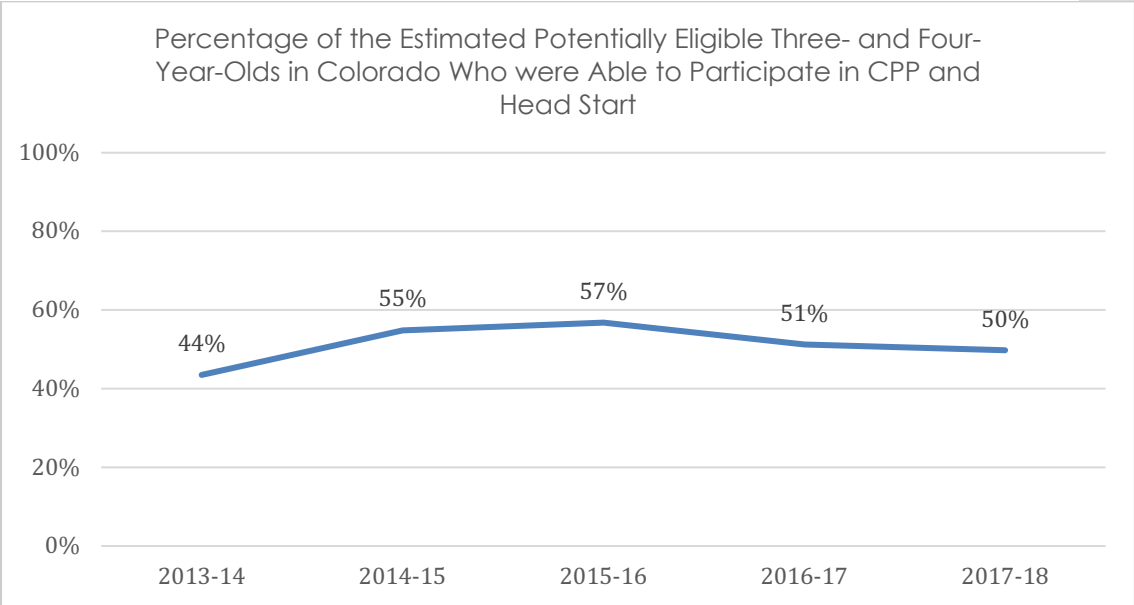
Figure 1, below, shows that over five school years (2013-2018), the statewide percentage of potentially eligible three- and four-year-olds able to participate in the CPP or Head Start briefly increased, then decreased (though it did not return to the 2013 level). Further analysis shows the number of authorized CPP positions increased 21 percent over this period, driven by an expansion of 5,000 positions in 2014-15. However, Head Start enrollment decreased 17 percent during that same 5 year period. The increase in CPP and decrease in Head Start equates to a net increase of nine percent across these publicly-funded preschool programs.

A closer look at the potentially eligible population shows an increase in three- and four-year old children who are potentially eligible for these programs. This accounts for the decreased percentage of potentially eligible children able to participate, despite an absolute net increase in capacity. At the time of this report, approximately half of the potentially eligible three- and four-year-olds are able to participate in these public programs.

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<sup>1</sup> Source: CPP Position Allocations: Preschool through Third Grade Office, CO Department of Education; At-Risk Factor: Public School Pupil Membership (School Finance Unit, CO Department of Education); Head Start Enrollment: Head Start Program Information Report (Head Start Collaboration Office, CO Department of Human Services); Population of Three- and Four-Year-Olds, State Demography Office, CO Department of Local Affairs

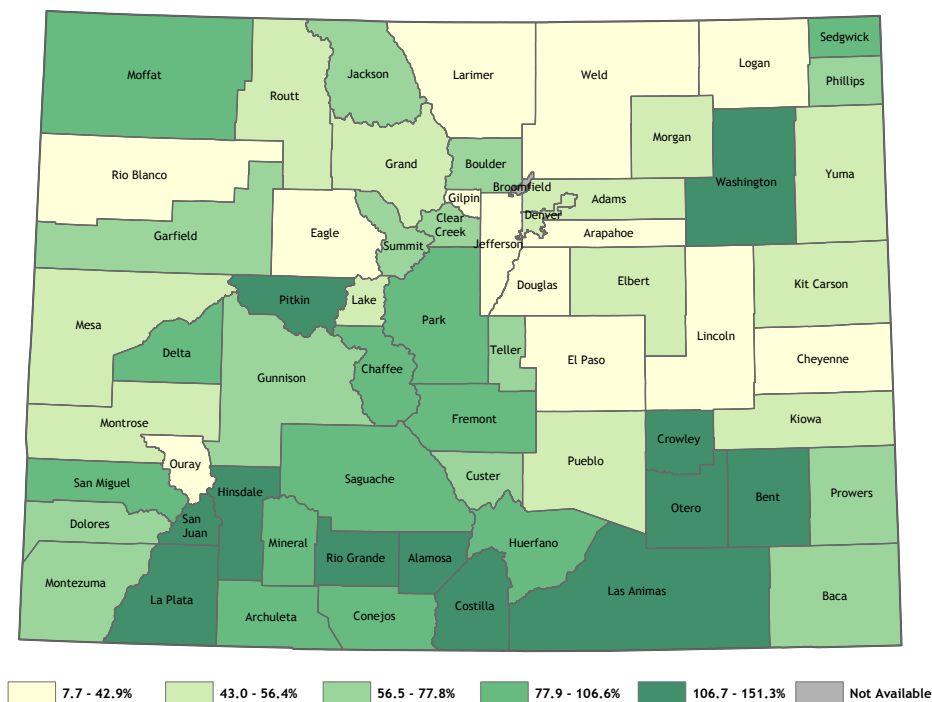
**Figure 1: Statewide Access to CPP and Head Start Programs by School Year, 2013-2018 (Colorado Department of Education and Colorado Department of Human Services)**



Colorado counties vary significantly in the degree to which they are able to serve the potentially eligible population with publicly funded preschool programs. There is also variability in how communities utilize CPP positions. This analysis assumes that all CPP positions are used maximally to serve the greatest possible number of preschoolers, with one half-day position per child. However, actual preschool enrollment through CPP is lower since some communities may serve children full day using two CPP positions. In addition, from 2013-2018, some CPP positions known as Early Childhood At-Risk Enhancement (ECARE) positions were able to be used to serve full-day kindergarteners. The model in Figure 1 assumes all CPP positions were used for preschoolers. However, if only preschool head counts were considered in the numerator during these years (i.e., if ECARE-funded kindergarteners had been removed), the percentages would be lower. This model also assumes that 20 percent of Head Start-funded children are dually enrolled in CPP (in CPP and another program), based on estimates from prior analysis.

Figure 2: Access to CPP and Head Start Programs by County, 2019 (Colorado Department of Education, Colorado Department of Human Services)<sup>2 3</sup>

Percentage of the Estimated Potentially Eligible Three- and Four-Year-Olds in Colorado Who were Able to Participate in CPP and Head Start



Another means of arriving at ECE accessibility is through licensed child care capacity, which is measured through the number of licensed child care slots compared to the number of Colorado children. Mapping this capacity geographically provides a demarcation of child care deserts in Colorado. The child care desert maps shown below divides licensed capacity by age: infants (up to 12 months old), toddlers (1-2 years old), and children ages 2-5 years old (preschoolers). These designations were created in order to capture the most accurate count due to challenges in data collection. It is noteworthy that licensed capacity is not actually a measure of supply as it does not account for informal care settings; nor does the child population reflect demand as it does not consider parent preference or need, or that **parents may cross county** boundaries to seek care. However, this measurement offers a proxy for where there may be greater needs.

<sup>2</sup> Results cannot be determined for Broomfield county through this methodology. CPP slot allocations are determined at the school district level. School districts are coded to the county in which the majority of the population reside, although district boundaries can overlap counties. Due to this coding methodology, no districts are mapped to Broomfield county.

<sup>3</sup> Estimates of children who may qualify for CPP and Head Start become less stable in rural communities with fewer children. >100% capacity is due to the fact that we are estimating access and do not have access to verifiable data on the true population of children who may qualify for CPP and Head Start based on all combine eligibility factors.

Desert counties, or those with the greatest measured need, were more common in the infant and toddler age groups. Figure 3 shows eight counties have no licensed infant care, and only 10 have licensed capacity equal to or greater than 50 percent of the population. Two counties have no licensed toddler care, show in Figure 4, although 32 counties have licensed capacity equal to or greater than 50 percent of the population. For ages 2-5, each Colorado community had some licensed capacity, and most had licensed capacity equal to or greater than 50 percent of the 2-5 year old population.

**Figure 3: Infant Child Care Deserts by County, December 2018 (Colorado Department of Human Services)**

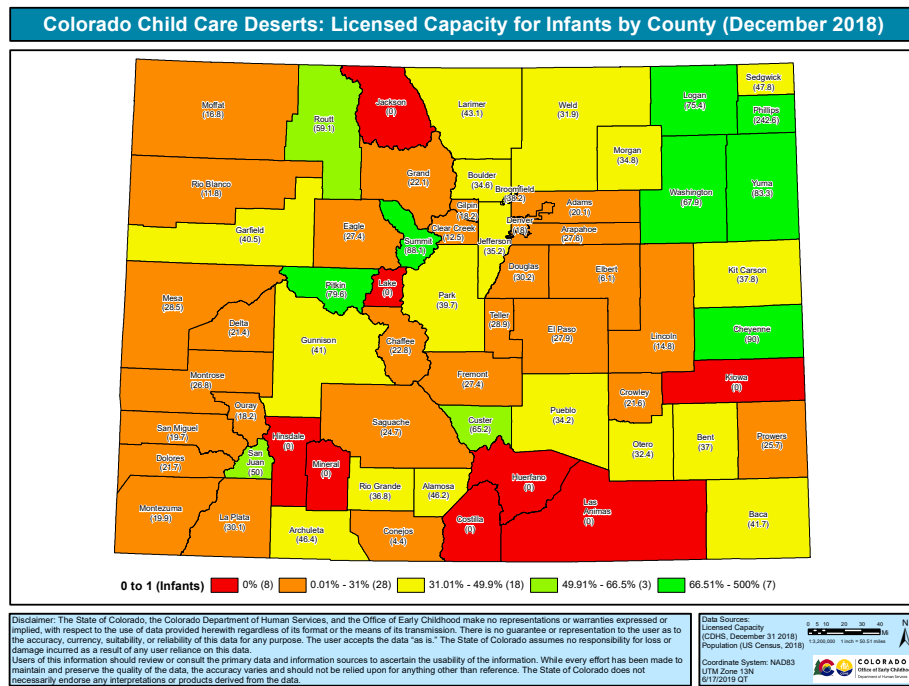


Figure 4: Toddler Child Care Deserts by County, December 2018 (Colorado Department of Human Services)

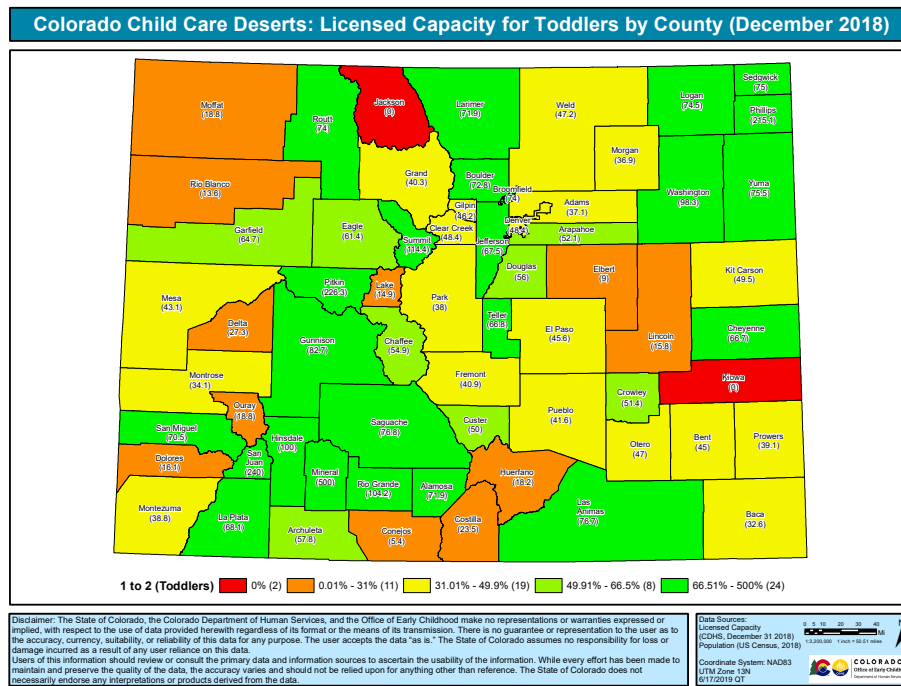
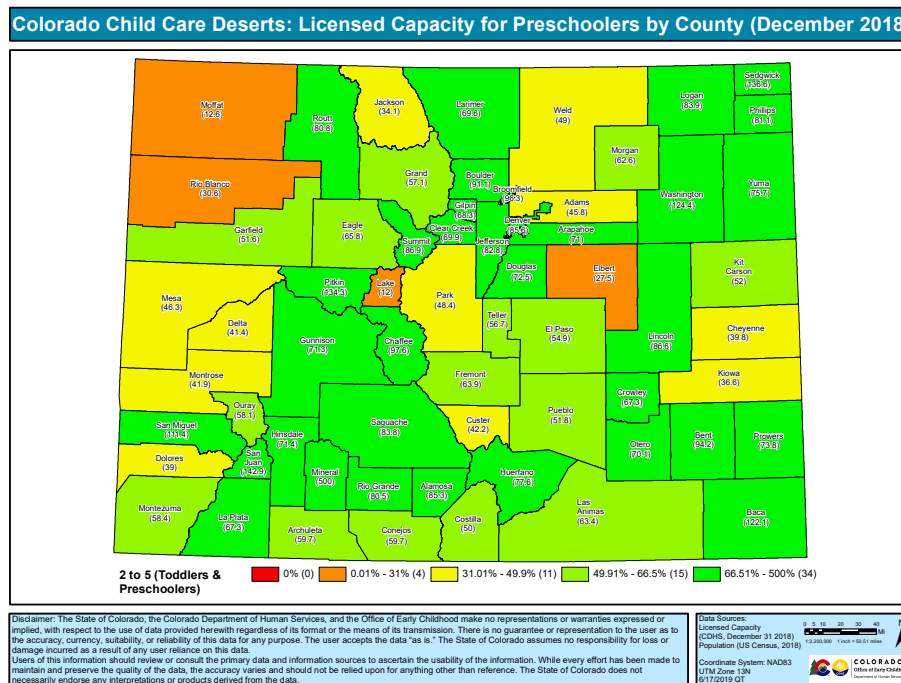


Figure 5: Preschool Child Care Deserts by County, December 2018 (Colorado Department of Human Services)

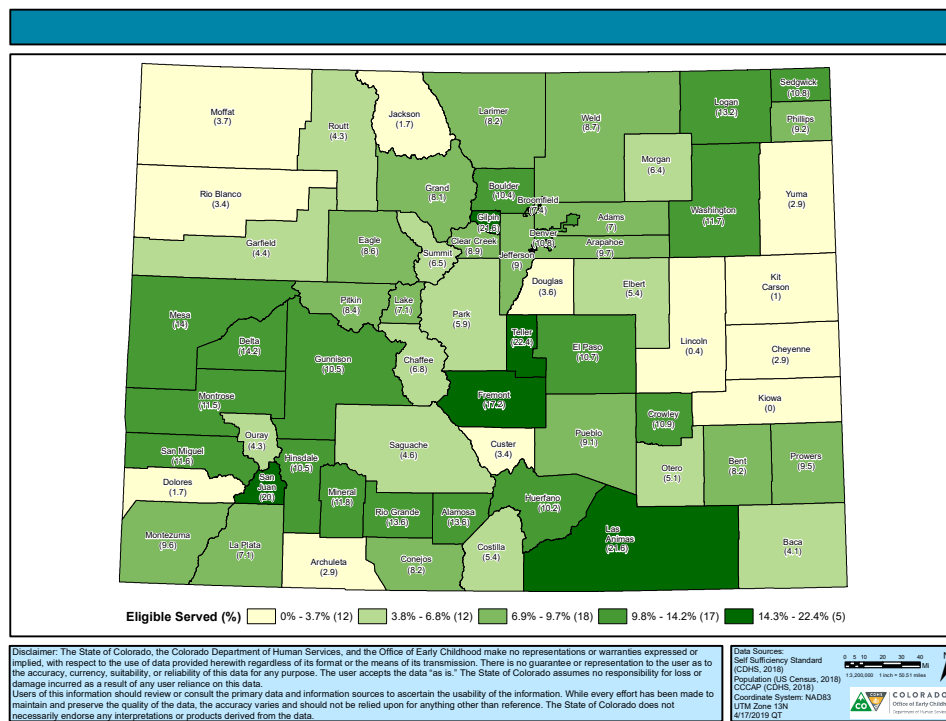


## AFFORDABILITY

For this report, affordability is measured by the percent of families with income not meeting the Self Sufficiency Standard (SSS)<sup>4</sup> for their area who are able to participate in the Colorado Child Care Assistance Program (CCCAP).<sup>5</sup> Since child care is recognized as a considerable factor in cost of living for families with young children, and is accounted for in the SSS, this measure provides a sense of the number of families who would benefit from CCCAP compared with those who receive it. Also, each Colorado county determines its own methodology for distribution of CCCAP funds. As such, it is difficult to ascertain a statewide measure of eligibility and of those receiving support.

The data indicate that in most Colorado counties, approximately 4 to 14 percent of families who would benefit from CCCAP actually receive it. Families would likely benefit from expansion of services, because when families do not have access to stable care, it is harder for them to work productively and consistently. We do not have data as to whether families would benefit more from an expansion of family eligibility criteria or from expansion in the total number of settings or providers who accept CCCAP reimbursement.

**Figure 6: Colorado Child Care Assistance Program Eligible Served, 2019 (Colorado Department of Human Services)**

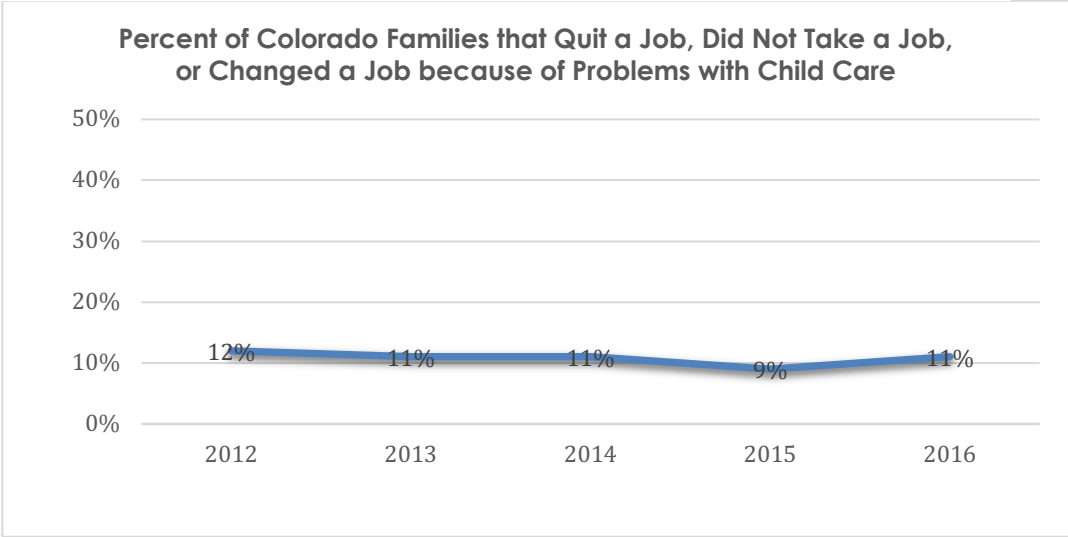


<sup>4</sup> University of Washington, (2018). Colorado Self Sufficiency Standard <http://www.selfsufficiencystandard.org/colorado>

<sup>5</sup> Numerator is families participating in CCCAP; denominator is families not meeting SSS for their area.

MEETING THE NEEDS OF FAMILIES

Figure 7: Impact of child care on family employment.  
(Colorado Child Health Survey, 2012-2016)



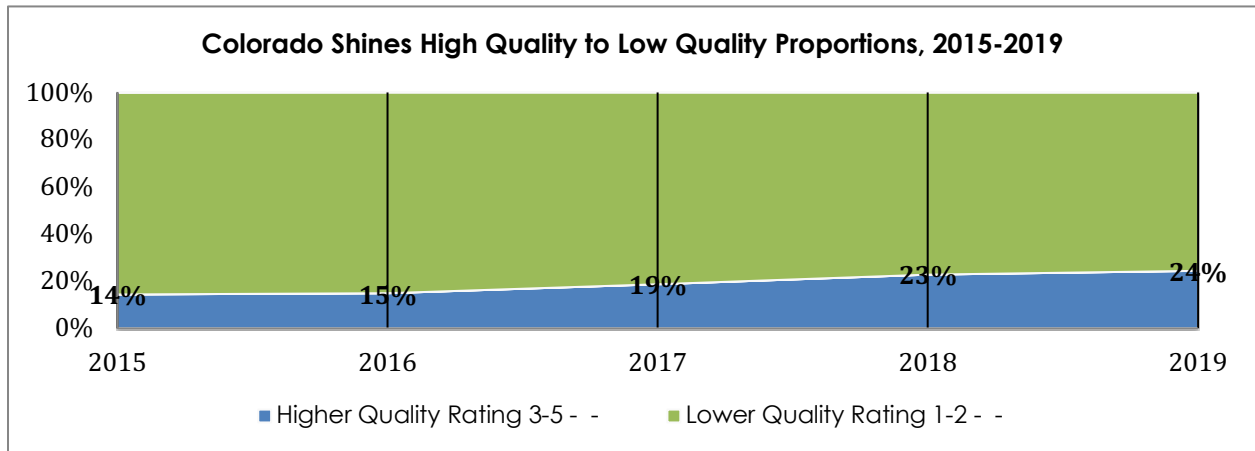
There is a need for additional assessment of the degree to which existing ECE services are meeting the needs of families. Current data are very limited to accurately assess this factor, though anecdotal evidence suggests that families struggle greatly to meet their time, affordability, and quality needs. The Colorado Child Health Survey previously asked families if parents had ever quit a job, did not take a job, or changed a job because of problems with child care. From 2012-2016, the percentage of families who responded positively to this question ranged from 9 to 12 percent, indicating little change over that five-year period with approximately 1 in every 10 parents surveyed reporting this challenge. This, again, is a limited measure of the impact of child care on families. Additional analysis or assessment through the Colorado Child Care Assistance Program might further illuminate economic barriers of families due to the “cliff effect”, that is when a family’s income changes and exceeds eligibility criteria for a program<sup>6</sup>. Cliff effect may cause a family to lose benefits, or to decline a financial opportunity in order to avoid losing benefits.

EARLY CARE AND EDUCATION QUALITY

The standard benchmark of high quality for licensed child care facilities is a Colorado SHINES Quality Rating Information System (QRIS) rating of level 3 or higher on a scale from 1-5. Though all licensed facilities must participate in SHINES to be licensed, some facilities do not actively participate in quality rating improvement efforts. This may mean some centers are delivering high quality care though they aren’t rated as such. Despite participation challenges, this is the best available measure of quality. Between 2015-2019, Colorado increased its percentage of levels 3-5 rated, licensed child care facilities by ten percentage points (as shown in Figure 8), increasing from 14 percent to 24 percent.

<sup>6</sup> Aspen Institute. (2018). Reducing the cliff effect to support working families. <https://ascend.aspeninstitute.org/reducing-the-cliff-effect-to-support-working-families/>

**Figure 8: Colorado Shines High Quality to Low Quality Proportions, 2015-2019**  
(Colorado Department of Human Services)



### **SUMMARY: IMPROVE ACCESS TO HIGH QUALITY EARLY CARE AND EDUCATION FOR ALL FAMILIES**

1. While the data do not currently present a full picture of ECE access and quality in Colorado, a few observations can be noted.
  - Overall, ECE supports and services do not likely meet demand and needs of Colorado families.
  - Families with infants and toddlers may be most likely to struggle to find and afford quality ECE services.
2. Less can be determined about meeting the needs of families and quality of ECE settings.
3. There are significant data gaps in each of the factors measured for this Area of Opportunity. Specific needs include:
  - A more precise measure of ECE demand and need across settings and sectors.
  - More accurate reporting on utilization of publicly funded slots.
  - A deeper assessment of the ECE needs of families and the degree to which those needs have been met by existing services.



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## ELEVATE THE EARLY CHILDHOOD WORKFORCE TO ENSURE COORDINATED CAREER PATHWAYS AND APPROPRIATE COMPENSATION.

Early childhood educators provide the critical foundation for children in out-of-home care to develop the literacy and social-emotional skills they need to succeed in school. The early care and education sector is a cornerstone of local and state economic health, enabling parents to work and provide for their families while employing a large workforce of educators. However, as professional development opportunities and expectations for these educators have increased, compensation lags behind most other industries, and communities throughout Colorado are facing significant challenges recruiting and retaining a stable early childhood workforce. Ensuring that Colorado has a qualified, consistent and diverse early childhood workforce is critical to supporting the healthy development of children and maintaining a thriving economy.

### WORKFORCE COMPENSATION

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In 2018, the median annual child care worker wage in Colorado was \$26,880, approximately two-thirds of Colorado's 2018 median annual wage of \$42,307<sup>7</sup>. There has been minimal increase in wage over the five-year period, increasing from \$22,970 to \$26,880. More importantly, salaries have not kept pace with inflation as compared with 2018 dollars (Figure 1), meaning that child care workers have had less spending power despite a small increase in wages. Figure 9 also demonstrates that median child care worker salaries in the Denver Metro area are, overall, higher than the state median. This suggests lower salaries in rural areas. This follows a similar wage trend nationwide, where most wage increases have been seen for higher-paid workers.<sup>8</sup> A report by the Center for the Study of Child Care Employment also notes that states with minimum wage increases have typically seen greater increases in child care worker wages.<sup>9</sup> However, this does not appear to be the case in Colorado.

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<sup>7</sup> Colorado Department of Labor and Employment. (2018). Statewide Occupational Wages.

<https://www.colorado.gov/pacific/cdle/news/colorado-occupational-employment-and-wages-2018>

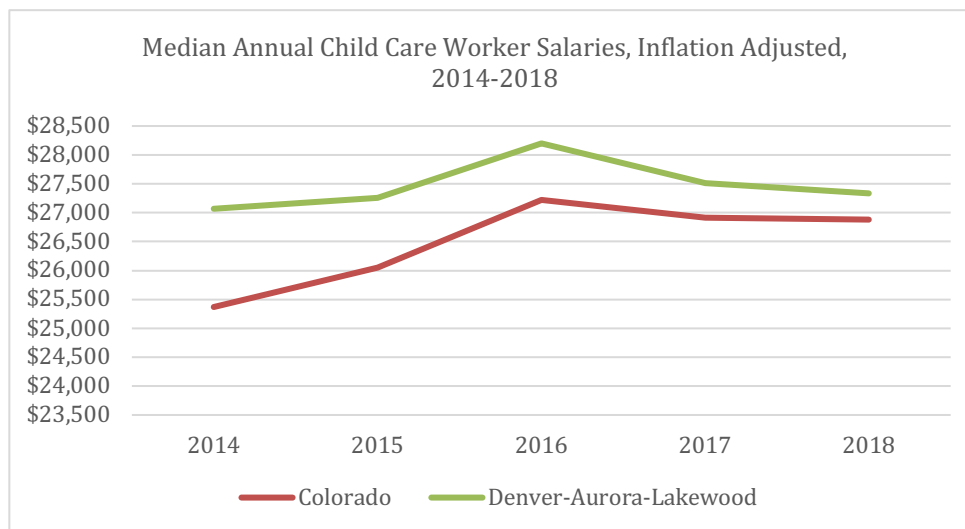
<sup>8</sup> Pew Research Center. (2018). For most U.S. workers, real wages have barely budged in decades.

<http://www.pewresearch.org/fact-tank/2018/08/07/for-most-us-workers-real-wages-have-barely-budged-for-decades>

<sup>9</sup> Center for the Study of Child Care Employment. (2018). Early Childhood Workforce Index 2018.

<https://www.packard.org/wp-content/uploads/2018/07/Early-Childhood-Workforce-Index-2018.pdf>

**Figure 9: Inflation Adjusted Child Care Worker Salaries,  
(Bureau of Labor and Statistics, Occupational Employment Statistics, 2014-2018)**



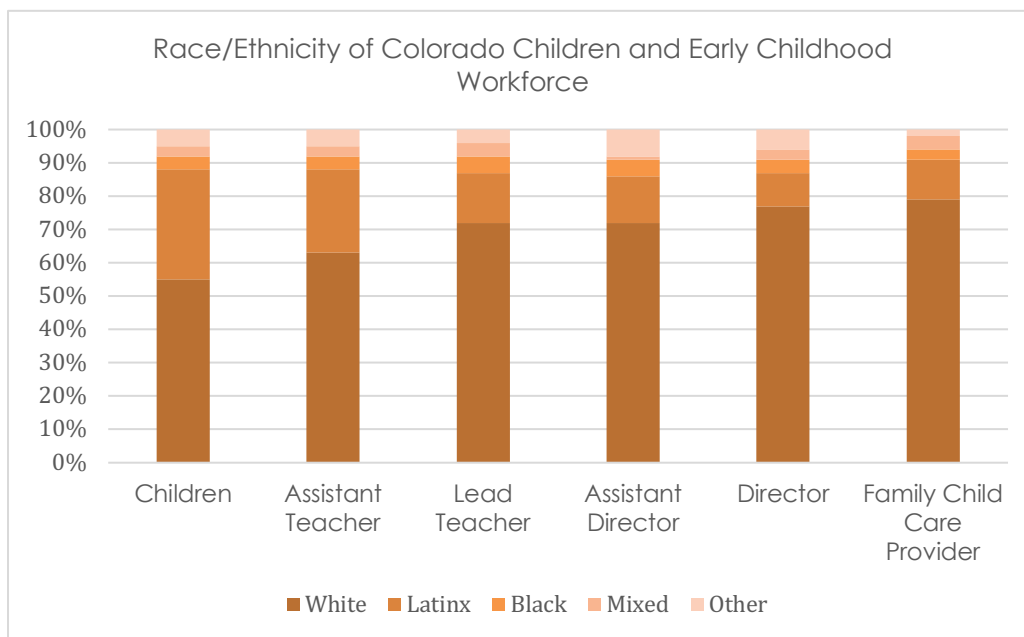
Further, it is important to consider the ability of ECE providers to make ends meet in their communities. In the 2017 Colorado Workforce Survey, teachers and family child care providers were asked about any low-income public subsidies or financial support they currently utilize (e.g. Supplemental Nutrition Assistance Program, Section 8 Housing vouchers, public housing, Medicaid, Temporary Assistance for Needy Families (TANF), or free or reduced lunches). Findings include that, “Approximately 32 percent of teachers across service sectors and job roles and 31% of the family child care providers reported that they received at least one form of public assistance due to their low-incomes.” It is noteworthy that this survey did not include the Earned Income Tax Credit as a public subsidy category. If it had been included, the rate would likely have been closer to the national reporting of 46 percent.<sup>10</sup>

## WORKFORCE DIVERSITY

While diversity in the ECE workforce varies by setting, a great majority of the workforce identify as white, non-Hispanic. In Colorado, children of non-white race and ethnicity comprise approximately 45 percent of the population. Early childhood professional representation of Black, Latinx, Mixed, and other races and ethnicities as identified in the Colorado Early Childhood Workforce Survey range from 37 percent (assistant teacher) to 21 percent (family child care provider). The proportional representation decreases in higher levels of authority and pay, suggesting structural inequities in opportunity.

<sup>10</sup> Diana D. Schaack & Vi-Nhuan Le. (2017). Colorado Early Childhood Workforce Survey 2017: At the Heart of the Matter: The Compensation of Colorado’s Early Educator Workforce.

**Figure 10: Child and Early Childhood Workforce Race/Ethnicity**  
 (American Community Survey, Colorado Early Childhood Workforce Survey)



**SUMMARY: ELEVATE THE EARLY CHILDHOOD WORKFORCE TO ENSURE COORDINATED CAREER PATHWAYS AND APPROPRIATE COMPENSATION**

1. While the data do not currently present a full picture of workforce pathways and compensation in Colorado, a few observations can be noted.
  - ECE provider salaries have not kept pace with inflation and many ECE provider salaries are low enough to warrant access of public benefits in order to make ends meet.
  - Diversity of ECE providers varies by position and the field of ECE providers is generally less diverse than Colorado's children.
2. There are significant data gaps for this Area of Opportunity. Specific needs include:
  - More comprehensive data on provider salaries and demographics.
  - Colorado data on salaries by sector and setting, which would provide deeper insight into areas of greater need. Some national data is available.
  - Colorado data on salaries by race and ethnicity, which would illuminate disparities that may impact workforce diversity.
  - Professional Development Information System data could be strengthened to provide more comprehensive race and ethnicity data of child care providers.
  - Colorado data on languages spoken by providers, which would further understanding of equity issues in child care.

## SUPPORT IMPROVED FAMILY HEALTH AND ECONOMIC SECURITY THROUGH A TWO-GENERATION APPROACH

Parents are their children's first and most important teachers. Ensuring that parents have the health and economic supports they need to provide a nurturing home environment and meet their children's basic needs is essential for a child's healthy development. Children who are cared for in stable environments with access to health services, nutritious foods, safe water, stable housing and high quality learning environments are better able to develop the skills they need to succeed in school and thrive in their communities. Unfortunately, many children are living in environments without these basic supports, which research suggests can lead to poor mental and physical health, less success at school and work, and lower socioeconomic status in adulthood. Colorado should continue to support family health and economic security through state and local programs and ensure that interventions provide opportunities for both children and caregivers.

### OPPORTUNITY INDEX

As previously noted in this report, this Area required a different approach to measurement given the high complexity of the factors included in the Area, and the difficulty in limiting the number of indicators. The Data Subcommittee determined that the Opportunity Index<sup>11</sup>, produced through Child Trends and Opportunity Nation, incorporates indicators similar to those that were identified during their selection process. The use of an index provides a simpler means of communication while maintaining an authentic measure of the complexity. The Opportunity Index measures across "four dimensions of community well-being": economy, education, health, and community. The Data Subcommittee found that the Opportunity Index best captured the risk and protective factors that impact the relationships and environments in which young children develop.

A complete list of indicators for the Opportunity Index can be found in Appendix B of this report.

In 2017, Colorado Ranked number 25 of 50 states and the District of Columbia on the overall Opportunity Index, with a score of 54.1 out of 100, staying approximately the same in both rank and score as 2016. Colorado scored highest in its Economy Score at 60.9, and lowest in its Health Score at 49.9. Colorado scores Overall and for Education and Community are relatively similar to national averages. Colorado scores higher for Economy and lower for Health than national scores. Colorado's economic strengths include relatively high median household income, lower poverty rate, and access to broadband internet service. Factors contributing to Colorado's lower Health Score include a higher low-birthweight rate and higher rate of deaths related to alcohol/drug abuse or suicide.

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<sup>11</sup> Opportunity Index, Child Trends and Opportunity Nation, <https://opportunityindex.org/>

More locally, Overall Opportunity Index scores were highest in Boulder, Douglas, Eagle, Gunnison, Pitkin, and Routt Counties. Overall scores were lowest in Fremont, Montezuma, and Pueblo Counties. Overall Scores could not be generated for several rural and frontier counties.

**Figure 11: 2017 Colorado and National Opportunity Index Scores (Out of 100)**

	Colorado	National	Difference
Overall Score	54.1	52.4	+1.7
Economy Score	60.9	52.9	+8.0
Education Score	54.7	54.4	+0.3
Community Score	50.7	46.8	+3.9
Health Score	49.9	55.5	-5.6

The indicators used to measure the Opportunity Index are not specific to young children. However, the well-being of both family and community, (i.e. the relationships and environments that surround young children) were noted by the Data Subcommittee to be particularly pertinent to child outcomes in this Area.

Within the Economic Score, one might question whether all Coloradans enjoy the economic benefits captured by the score since there is no comparison between sub-populations and demographic characteristics.

**NEXT STEPS TO IDENTIFY INDICATORS**

While the Opportunity Index served as a good starting point for measuring this Area of Opportunity, the Subcommittee has continued to refine the desired outcomes and has developed a set of associated key indicators. A list of these indicators has been included as Appendix C, and the data for these indicators will be used to track progress in this Area in subsequent monitoring and reports.

## SUMMARY: SUPPORT IMPROVED FAMILY HEALTH AND ECONOMIC SECURITY THROUGH A TWO-GENERATION APPROACH

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1. The Opportunity Index places Colorado 25<sup>th</sup> of 50 states in Overall Opportunity, with its Health Score lagging slightly.
2. Examining opportunity more locally highlighted differences between counties, with more affluent communities scoring higher. Neighborhood level data were not available but would likely illuminate greater differences between metropolitan areas. This approach also fails to examine differences between populations.
3. This Area of Opportunity will require further narrowing and specificity of outcomes in order to develop indicators. The Data Subcommittee anticipates identifying process measures or intermediate measures for this Area in order to better capture progress on implementation of Two-Generation approaches and other aspects of this very broad area.

## DATA DEVELOPMENT AGENDA: IDENTIFYING DATA GAPS

### WHAT IS A DATA DEVELOPMENT AGENDA?

An important component of this process was initiating a Data Development Agenda for the ECLC. Results Based Accountability<sup>12</sup> defines this as “measures for which you might want to invest resources to develop quality data that would be available on a timely basis”. In some cases, existing indicators or data collection methods may not go far enough to answer important questions with sufficient precision to inform early childhood efforts. In other cases, the data to answer relevant questions do not exist. The Data Subcommittee has begun to identify these gaps as they relate to the Areas of Opportunity and will continue this work into 2019. Themes emerged in data needs and the Data Development Agenda is developed according to those themes. Additional notes are included in the summary of each Area of Opportunity on specific data development needs related to each.

### ECLC DATA DEVELOPMENT AGENDA

<b>Early Care and Education</b>	<ul style="list-style-type: none"> <li>• Transforming the Workforce – deeper understanding of current ECE workforce demographics*</li> <li>• Index: child care affordability**</li> <li>• % eligible population enrolled in Early Head Start**</li> <li>• Data collected on informal or unlicensed care settings***</li> <li>• Use of culturally relevant/diverse curricula</li> <li>• Measure of retention in ECE workforce</li> <li>• Various indicators (e.g. quality, total compensation, etc.) across sectors/settings of a mixed delivery system</li> </ul>
<b>Families</b>	<ul style="list-style-type: none"> <li>• Meeting child care needs of families***</li> <li>• Impact of stressors on parent-child bond</li> <li>• Family engagement, leadership, advocacy</li> <li>• Impact of “stacking” of basic needs barriers</li> <li>• Assessment of implementation of policies supporting families</li> <li>• Availability of relevant supports/services for families</li> </ul>
<b>Tracking and</b>	<ul style="list-style-type: none"> <li>• Tracking and monitoring of screening, referral, evaluation, services for Early</li> </ul>

<sup>12</sup> Clear Impact, (2016). What is Results Based Accountability? <https://clearimpact.com/results-based-accountability/>

<b>Monitoring</b>	Intervention/Child Find systems****
<b>Equity</b>	<ul style="list-style-type: none"> <li>Indicators across prioritized populations (e.g. children with special needs, families experiencing homelessness, etc.) to measure status and progress of all children</li> </ul>

\*In progress through Colorado Department of Human Services, Colorado Department of Education, Barton Institute/CEAL

\*\*In progress through Colorado Department of Human Services

\*\*\*Point-in-time data in progress through Preschool Development Grant.

\*\*\*\*In progress through Colorado Early Childhood Screening and Referral Policy Council

## DATA PARTNERSHIPS AND OPPORTUNITIES

As previously mentioned, proxies or limited data have been used in several cases in the absence of the “right” data. Partnerships in the following agencies or sectors might support access to data that more accurately measures the indicators.

- **Data Champion** - While there are individual data champions in the early childhood landscape, there has been no lead entity to step forward to comprehensively address early childhood data gaps, needs, and quality in Colorado. This role would require the right expertise, resources, and interagency support.
- **Workforce and Labor** - In two instances, the data may have been available through workforce or labor sources: 1) measuring the impact of child care access and affordability on the current workforce, 2) measuring workforce salaries and benefits.
- **Workforce Pathways** - Due to challenges with existing databases, the Subcommittee was not able to identify an appropriate indicator for workforce pathways. While an initial conversation with the community college system did not reveal immediate opportunities, further conversation over time may provide shared understanding of the need with higher education. Further work with the Professional Development Information System (PDIS) would also benefit this effort.
- **Preschool Development Grant** - The needs assessment currently under way (2019) for the Preschool Development Grant may provide additional assessment and analyses to inform ECLC Areas of Opportunity.
- **Equity** - Concepts of equity and strategies to this end require a shared learning process and understanding. In order to deepen the Areas of Opportunity, engage in a learning process to more clearly determine the ECLC's intent and desired outcomes of equity across the state.



## PROCESS RECOMMENDATIONS

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The process of obtaining the data for this report required several months. Some of the analyses were new, and at times there was a need to develop consensus. In the future, accessing the data should be more streamlined. However, the following recommendations should help with that process.

- Prioritize and actively pursue the Data Subcommittee data development agenda in partnership with other Colorado entities who share an interest in shared measurement and have data development agendas.
- Monitor progress through these indicators and update progress on the Data Development Agenda, annually. Also, capture intermediate milestones in efforts.
- Develop memoranda of understanding with agencies holding data in order to streamline annual requests.

## APPENDIX A: COMPREHENSIVE LIST OF INDICATORS BY AREA OF OPPORTUNITY

### IMPROVE ACCESS TO HIGH QUALITY EARLY CARE AND EDUCATION FOR ALL FAMILIES

#### Supply and Accessibility (geography)

1. # of children age birth to five living in households where all available parents are working (Census)
2. % of eligible children age three to five who were able to participate in Head Start or Colorado Preschool Program by region (Colorado Department of Education)
3. # licensed child care slots compared to Colorado children up to 12 months, 1-2 year olds, 3-5 year olds by region (include child care deserts map) (Colorado Department of Human Services)
4. % of families living in child care deserts (Colorado Department of Human Services/Center for American Progress)

#### Affordability

1. % children in low income homes able to participate in Colorado Child Care Assistance Program (Colorado Department of Human Services)
2. % of families spending less than 10% of their income on child care, market rate compared to self-sufficiency index (Colorado Department of Human Services)

#### Meeting Needs

1. % of families that quit a job, did not take a job, or changed a job because of problems with child care (Colorado Child Health Survey)
2. Average % of children with developmental delays in population vs. percent receiving services through Part C/Part B in Colorado (Colorado Department of Human Services/Colorado Department of Education)

#### Quality

1. % of licensed providers attaining a level 3-5 in Colorado Shines (Colorado Department of Human Services)

Engagement and Advocacy (Data Development)

### ELEVATE THE EARLY CHILDHOOD WORKFORCE TO ENSURE COORDINATED CAREER PATHWAYS AND APPROPRIATE COMPENSATION

#### Compensation

1. % of ECE professionals earning a living wage by region, sector, setting (Professional Development Information System/Department of Labor)
2. % of ECE professionals who received public benefits for low income families (Colorado Workforce Survey)

#### Professional Development and Competencies

1. % of ECE professionals in PDIS working directly with young children at each level of the Early Childhood Professional Credential; # who have initiated level I (Professional Development Information System)
2. Credential achieved by provider race/ethnicity (Professional Development Information System)

#### Diversity

1. ECE worker diversity compared to children in care OR Diversity in providers across settings (American Community Survey, Colorado Workforce Survey, Colorado Kids Count)

#### Retention

1. % of ECE professionals remaining in the profession after 3 years (Professional Development Information System)

## **SUPPORT IMPROVED FAMILY HEALTH AND ECONOMIC SECURITY THROUGH A TWO-GENERATION APPROACH**

### **Aggregate Measures**

1. Opportunity Index (Opportunity Nation/Child Trends)
2. Social Capital Index (Social Capital Project)
3. Prosperity Now Scorecard

### **Family Knowledge and Understanding of Child Development and Resources (Data Development)**

#### **Advocacy and Leadership**

1. # of family-friendly family economic stability bills passed by the Colorado legislature (or selection of most impactful)

#### **Risk/Resiliency**

1. % of parents with children ages 1-8 who have concerns about a child's emotions, concentration, behavior, or ability to get along with others (Colorado Child Health Survey)
2. % of parents with young children reporting poor mental health in the past month (Behavioral Risk Factors Surveillance Survey)
3. Children born at healthy birth weight (Birth Certificate)
4. Children at risk for developmental delay (Colorado Kids Count)
5. % of children receiving a developmental screen (EPSDT)
6. % of women screened for pregnancy-related depression (Pregnancy Risk Assessment Monitoring System)
7. Number/rate of confirmed cases of child maltreatment

#### **Community Assets and Social Capital (Environments, Relationships)**

1. Opportunity Index (Opportunity Nation/Child Trends)
2. Social Capital Index (Social Capital Project)

#### **Economic Security**

1. % of families with children with income exceeding self-sufficiency standard (Colorado Center on Law and Policy)
2. % of families with young children earning a living wage (Living Wage Calculator MIT)
3. % of families receiving eligible tax credits (Earned Income Tax Credit, health care)
4. % of lower-income families that have enough liquid assets to weather an income interruption for at least 3 months (Census/Survey of Income and Program Participation)
5. % of lower-income families that have increased opportunities to build longer-term savings and assets (Survey of Income and Program Participation)
6. % of lower-income families who are banked and actively saving (Census/Survey of Income and Program Participation)

#### **Housing**

1. % of households with children spending more than 30% of income on housing (American Community Survey/Equity Index by race, ethnicity)
2. % of families with children evicted or at risk of eviction (Colorado Judicial Branch/Colorado Center on Law and Policy)
3. % of families with children experiencing homelessness (Housing and Urban Development)
4. % of families with children feeling safe in their neighborhood (Voter data)

#### **Other Basic Needs**

1. % of children living in food deserts (Colorado Kids Count)
2. % of eligible population in WIC/SNAP/TANF (Program)
3. % of eligible child population in Medicaid (Colorado Department of Health Care Policy and Finance)
4. % of mothers using Medicaid for prenatal care (Colorado Department of Health Care Policy and Finance)

## APPENDIX B: OPPORTUNITY INDEX INDICATORS

For additional information on Opportunity Index indicators and sources, please visit [www.opportunityindex.org](http://www.opportunityindex.org)

<b>ECONOMY</b>	Jobs	Unemployment rate (percentage of the population ages 16 and older who are not working but available for and seeking work)
	Wages	Median household income (in 2010 dollars)
	Poverty	Percentage of the population below the federal poverty level (the amount of pretax cash income considered adequate for an individual or family to meet basic needs)
	Income Inequality	80/20 ratio (ratio of household income at the 80th percentile to that at the 20th percentile)
	Access to Banking Services	Number of banking institutions (commercial banks, savings institutions and credit unions) per 10,000 residents
	Affordable Housing	Percentage of households spending less than 30 percent of their income on housing-related costs
	Broadband Internet Subscription	Percentage of households with subscriptions to broadband internet service
<b>EDUCATION</b>	Preschool Enrollment	Percentage of 3- and 4-year olds attending preschool
	High School Graduation	On-time high school graduation rate (percentage of freshmen who graduate in four years)
	Postsecondary Education	Percentage of adults ages 25 and older with an associate degree or higher
<b>HEALTH</b>	Low Birth Weight	Percentage of infants born weighing less than 5.5 pounds
	Health Insurance Coverage	Percentage of the population (under 65) without health insurance coverage
	Deaths Related to Alcohol/Drug Use and Suicide	Deaths attributed to alcohol or drug poisoning, or suicide (age-adjusted rate per 100,000 population)
<b>COMMUNITY</b>	Volunteering	Percentage of adults (ages 18 and older) who reported they volunteered during the previous year
	Voter Registration	Percentage of adults ages 18 and older who are registered to vote
	Youth Disconnection	Percentage of youth (ages 16-24) not in school and not working
	Violent Crime	Incidents of violent crime reported to law enforcement agencies (per 100,000 population)
	Access to Primary Health Care	Number of primary care physicians (per 100,000 population)

	Access to Healthy Food	Number of grocery stores and produce vendors (per 10,000 population)
	Incarceration	Number of people incarcerated in jail or prison (per 100,000 population 18 and older)

## APPENDIX C: EMERGING INDICATORS FOR SUPPORT IMPROVED FAMILY HEALTH AND ECONOMIC SECURITY THROUGH A TWO-GENERATION APPROACH

---

A small group from the Subcommittee has identified promising indicators for this area of opportunity.

### **Economy**

1. Percent of the Colorado population below poverty line (American Community Survey)
2. Households spending less than 30% of household income on housing costs (American Community Survey)

### **Education**

3. On-time high school graduation rate (Opportunity Index)
4. Maternal education level (Pregnancy Risk Assessment Monitoring System)

### **Health**

5. Number of stressors reported during pregnancy (Pregnancy Risk Assessment Monitoring System)
6. Low birth weight: infants born weighting less than 5.5 pounds (Opportunity Index)

### **Community**

7. Food insecurity, as measured by grocery stores and produce vendors per 10,000 population (Opportunity Index)

**Data Development** - The subgroup also discussed a future indicator of parental engagement, potentially from future public school data; and collecting mother's income and insurance status from PRAMS.

# ECLC

*Early Childhood Leadership Commission*

October 24, 2019

Health Care Policy & Financing

303 East 17<sup>th</sup> Avenue, Denver,

11<sup>th</sup> Floor Conference Room



# Welcome and Introductions





# Business Meeting

# Business Meeting

- Review Meeting Objectives
- Approve August 22, 2019 Meeting Minutes



Colorado Workforce Development Council:  
Education Career Pathways  
Melissa Martin

# Education Career Pathways

Melissa Martin  
Workforce Development  
Colorado Community College System



Colorado Workforce  
Development Council



**COLORADO**  
COMMUNITY COLLEGE SYSTEM

# Career Pathways as a Talent Development Strategy: HB 15-1274



*Design career pathways for students & jobseekers in growing industries in Colorado.*



NOTE: The governor signed this measure on 5/8/2015.

## An Act

HOUSE BILL 15-1274

BY REPRESENTATIVE(S) Garnett and Melton, Amick, Danielson, Dean, Egan, Fialk, Glend, Lee, McCann, Mitchell, Rasmussen, Taylor, Young, Hamner, Leback, Peterson, Ringer, Rubin, Scalet, Winters, Hellingsohn, Court, Kagan, Keith Thayer, Lombard, Mawson, Pabon, Singer, Williams, also SENATORS Kiser and Wachs, Tinkle, Apalduz, Crowder, Cameron, Garcia, Heath, Hill, Hodge, John, Johnston, Kefauver, Martinez-Hernandez, Merrifield, Sewall.

CONCERNING THE CREATION OF CAREER PATHWAYS FOR STUDENTS FOR CRITICAL OCCUPATIONS IN GROWING INDUSTRIES, AND, IN CONNECTION THEREWITH, MAKING AN APPROPRIATION.

As it enacted by the General Assembly of the State of Colorado:








SECTION 1. In Colorado Revised Statutes, add 24-66.3-104 as follows:

**24-66.3-104. Career pathways - design - definition - legislative declaration.** (1) THE GENERAL ASSEMBLY HEREBY FINDS THAT CREATING INDUSTRY-GIVEN CAREER PATHWAYS FOR EDUCATION AGENCIES STUDENTS IN GROWING THE WORK FORCE AND INDUSTRY INDUSTRY WITH THE TALENT PEOPLE NECESSARY TO FUEL COLORADO'S ECONOMY. RECOGNIZING THE NEED FOR THE COORDINATION DEVELOPMENT OF CAREER

© 2015 Denver Institute for Economic Studies. All rights reserved. All other trademarks and service marks are the property of their respective owners.

### Find Careers in Growing Colorado Industries

Search for a career...

 Construction Explore Industry	 Information Technology Explore Industry	 Cybersecurity Explore Industry
 Healthcare Explore Industry	 Business Operations Explore Industry	 Advanced Manufacturing Explore Industry
 Education Explore Industry		

Previously Viewed Careers

# Career Pathways Progress to Date


## Careers in Colorado

CareersInColorado.org is a free online resource to help students and job seekers learn more about careers in growing...


Go →

## Find Careers in Growing Colorado Industries

Search for a career...



**Construction**  
Explore Industry →




**Information Technology**  
Explore Industry →




**Cybersecurity**  
Explore Industry →

Previously Viewed



**Healthcare**  
Explore Industry →



**Business Operations**  
Explore Industry →



**Advanced Manufacturing**  
Explore Industry →



**Education**  
Explore Industry →



**My Colorado Journey**

# Education Career Pathways: 2018-2019 Process

## Pathways Phases & Timelines

### Documenting the Talent Pipeline:

1. Scope
2. Top Jobs
3. Baseline competencies
4. Ed & Training
5. Work-Based Learning

### Industry Engagement

1. Critical Occupations
2. Pathway maps
3. Core competencies

### Producing Pathways, Outreach & Training

1. CareersInColorado.org
2. Talent Pipeline Report

Fall 18

Fall 18-Spring 19

Spring-  
Summer 19





# The Colorado Economic Story



## COLORADO TALENT PIPELINE REPORT



Demand



Supply



Strategies



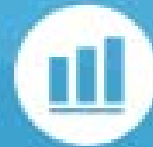
Recommendations

The Talent Pipeline Report explores issues related to the supply and demand of talent in Colorado and strategies for strengthening our talent pipeline.

# 2018



## Demand - What we need



## Supply - What we have



## Strategies - How we will close the gap

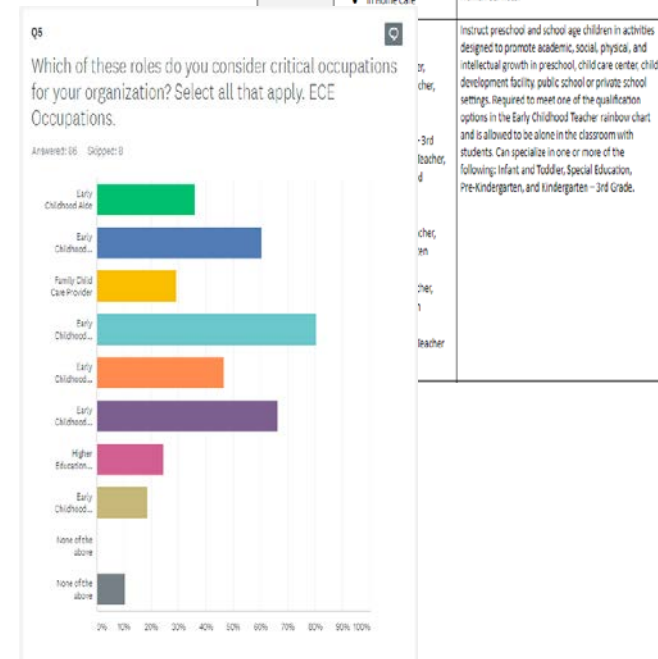




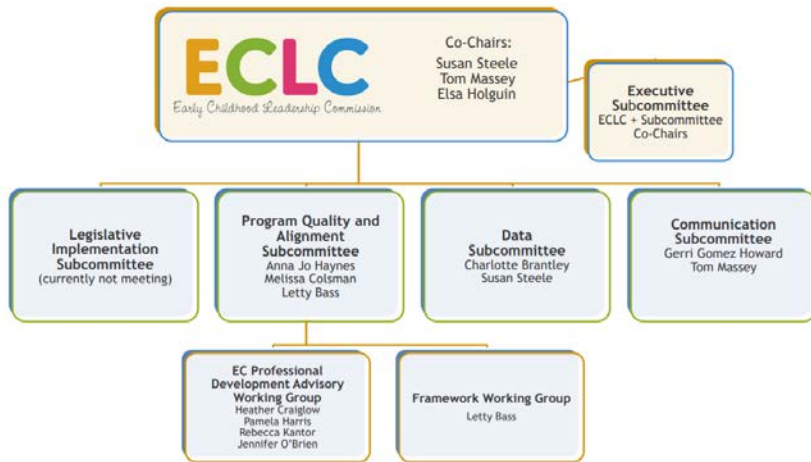
# Education Career Pathways: Categories of Data

- Top jobs
- Occupation descriptions
- Alternative occupational titles
- Education and work experience required
- Licensing, licensure, endorsements, and credentials (by setting)
- Foundational competencies

Occupation	Also Known As (AKA)	Occupation Description
Early Childhood Aide	<ul style="list-style-type: none"> <li>Teacher Aide,</li> <li>Caregiver,</li> <li>Child Care Worker,</li> <li>Child Caregiver,</li> <li>Special Education Aide</li> </ul>	Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, and overseeing educational and play activities. Could be part-time, full time, or seasonal. Requires a qualified person to be present with children.
Early Childhood Assistant	<ul style="list-style-type: none"> <li>Paraprofessional,</li> <li>Paraeducator,</li> <li>Educational Assistant,</li> <li>Instructional Assistant,</li> <li>Special Education Paraprofessional,</li> <li>Special Education Teacher Assistant</li> </ul>	Perform duties that are instructional in nature or deliver direct services to students or parents. Serve in a position for which an Early Childhood Teacher has ultimate responsibility for design and implementation of educational programs and services. Required to meet one of the qualification options outlined in Child Care Licensing Rules and Regulations.
Family Child Care Provider	<ul style="list-style-type: none"> <li>Family Child Care Provider,</li> <li>Family Child Care Home,</li> <li>In Home Care</li> </ul>	Provide early childhood care and an early learning program in a home as a small business owner. Requires a Family Child Care License from the Division of Early Care and Learning within the Colorado Department of Human Services.



# Align with Current Industry Priorities & Initiatives



**Develop and Retain the Workforce**

## Early Childhood: Areas of Opportunity

- **ELEVATE THE EARLY CHILDHOOD WORKFORCE TO ENSURE COORDINATED CAREER PATHWAYS AND APPROPRIATE COMPENSATION**

Early childhood educators provide the critical foundation for children in out-of-home care to develop the literacy and social-emotional skills they need to succeed in school. The early care and education sector is a cornerstone of local and state economic health, enabling parents to work and provide for their families while employing a large workforce of educators. However, as professional development opportunities and expectations for these educators have increased, compensation lags behind most other industries, and communities throughout Colorado are facing significant challenges recruiting and retaining a stable early childhood workforce. Ensuring that Colorado has a qualified, consistent and diverse early childhood workforce is critical to supporting the healthy development of children and maintaining a thriving economy.

**46%**

of the early childhood workforce receive public subsidies due to low wages

# Engage Industry to Validate Data

## WORKFORCE DEVELOPMENT



### GOAL

Cultivate the competencies of a highly-qualified, diverse early childhood workforce.

- OBJECTIVE 1 Provide early childhood educators with a clear career pathway aligned to professional development and education.
- OBJECTIVE 2 Ensure professional development pathways are affordable, accessible, equitable, and portable across settings and sectors.
- OBJECTIVE 3 Actively prepare a workforce that reflects and is prepared to work with children and families representing diversity of race, ethnicity, culture, language, gender, and ability.
- OBJECTIVE 4 Identify, establish, and sustain high-quality, alternative pathways to competency development, career advancement, and credential attainment.
- OBJECTIVE 5 Provide opportunities to engage in continuous professional learning.
- OBJECTIVE 6 Identify roles beyond early childhood educators, and determine how best to support their work.

EC Professional  
Development Advisory  
Working Group  
Heather Craiglow  
Pamela Harris  
Rebecca Kantor  
Jennifer O'Brien

## RECRUITMENT AND RETENTION



### GOAL

Recruit and retain effective, qualified, and diverse early childhood educators.

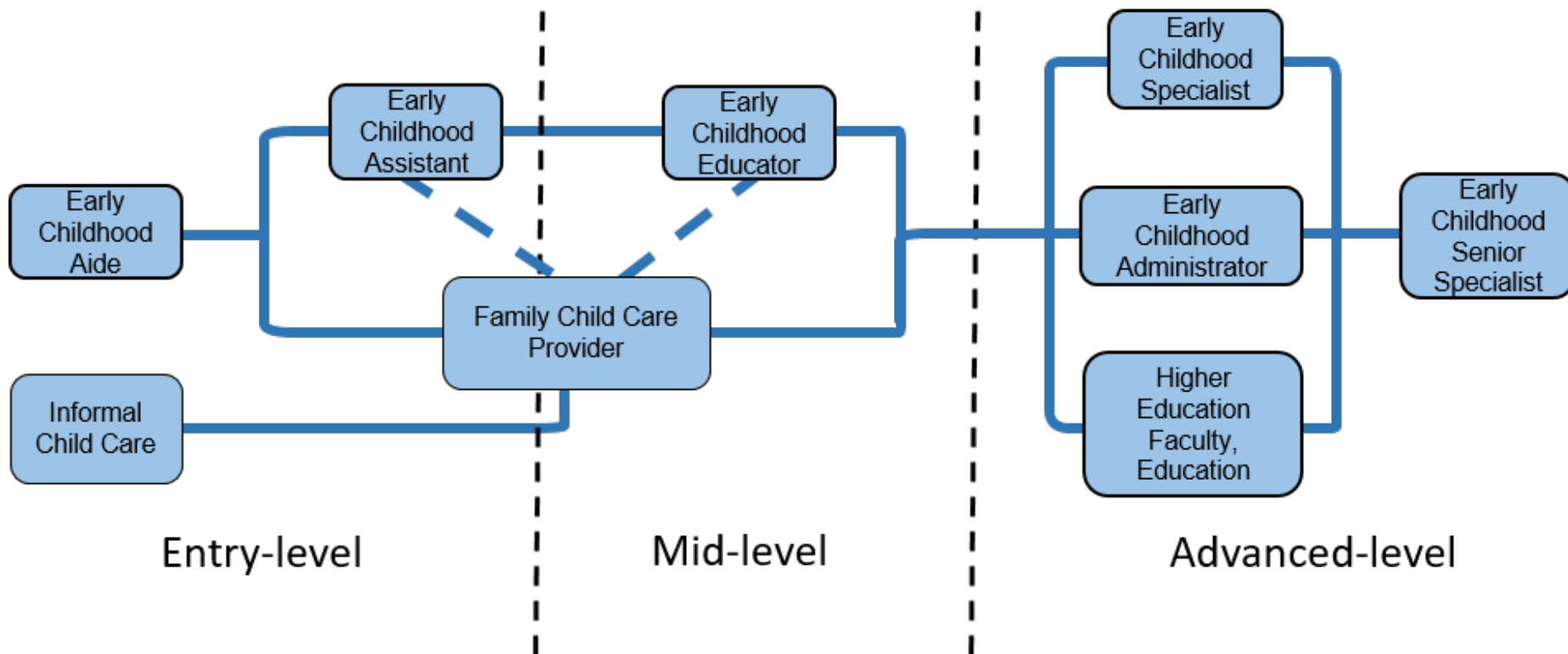
- OBJECTIVE 1 Increase recruitment and retention of early childhood educators through strategies to promote the workforce's professional well-being.
- OBJECTIVE 2 Improve early childhood administrators' ability to serve as effective and supportive leaders.
- OBJECTIVE 3 Launch a positive messaging campaign about the critical role of the early childhood workforce.
- OBJECTIVE 4 Actively recruit and retain early childhood educators that reflect diversity of race, ethnicity, culture, language, gender, and ability.



COLORADO'S  
Early Childhood  
Workforce  
2020  
PLAN

# Case Study: Developing Career Pathway Maps

## Colorado's Early Childhood Education Professional Pathway

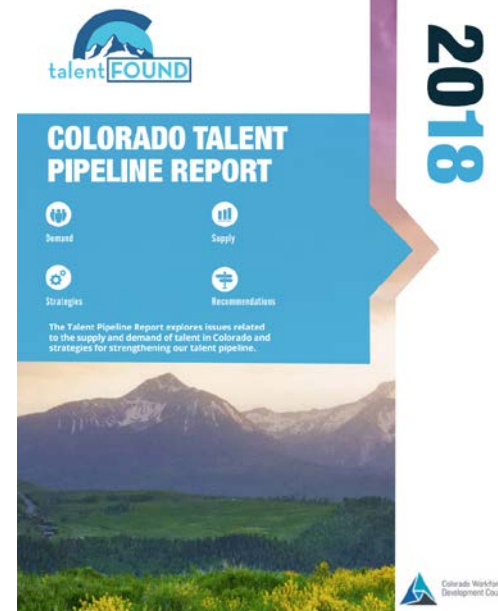
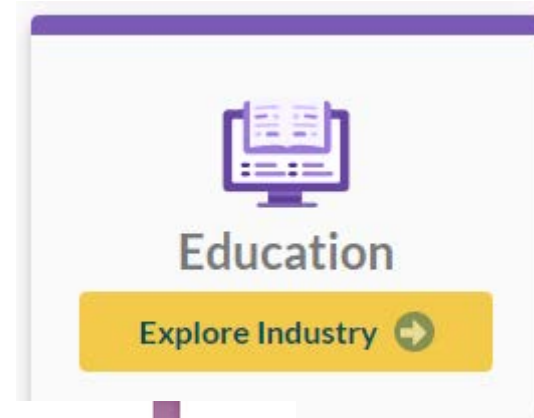


# 18-19 Results

- **For students and job seekers:**
  - MyColoradoJourney → CareersInColorado
- **For stakeholders and policy makers:**
  - Talent Pipeline Report Appendix



**My Colorado Journey**



# Education



My Colorado Journey

## Educating All

Education jobs exist throughout the state - in cities and towns, in homes and at schools, and at hundreds of post-secondary institutions that all together educate over 1.5 million Coloradans each year!

### Rewarding Careers:

Helping young children in their most formative years through helping young adults master the skills they need in life and a career - Education is one of the most important, rewarding, and challenging careers you can have.

### Variety:

Teaching jobs - there are a wide variety of them, but don't forget about Administrator, Student Affairs, Librarian, Counselor, Coaching, and district and state leadership jobs as well!

### Multiple pathways:

There are many jobs for those with at least a Bachelor's degree, but there are also jobs for students to work in child care or after school programs, parents to work at home with their children by their side, and for experts from other industries that are looking to switch careers.

## Find your career pathway

Make smart choices about your education - choose a pathway that gives you skills that are in demand! Colorado has many education options to start you on the way to a career in Education.

### K-12 Education

There are around 900,000 K-12 students in Colorado. Helping them master the skills they need in life and a career is one of the most important, rewarding, and challenging careers you can choose.

GO

### Early Childhood Education

Early Childhood workers help young minds develop in their most formative years! The challenge and outcomes can be very rewarding.

GO

### Postsecondary Education

The pathways for these jobs can begin while you are a student at a college or university. If you are interested in a potential career and want to earn while you learn, get a job as a Student Assistant.

GO





## Education

Explore Industry

## Early Childhood Educator

Average Annual Salary

**\$30,430.40**

Estimated Annual Job Openings

**1,268**

Estimated Annual Growth Rate

**1.86%**

View

View Data for your Zip Code

-- Select One --



My Colorado Journey



Education

## Early Childhood Education

### Entry Level



Early Childhood Aide



Informal Child Care



Early Childhood Assistant

### Mid Level



Family Child Care Provider



Early Childhood Educator

### Advanced Level



Early Childhood Specialist



Early Childhood Administrator



Early Childhood Senior Specialist



Higher Education Faculty, Education

## Early Childhood Educator

Top Job

### Occupation Summary

Instruct preschool and school age children in activities designed to promote academic, social, physical, and intellectual growth in preschool, child care center, child development facility, public school or private school settings. Required to meet one of the qualification options in the Early Childhood Teacher rainbow chart and is allowed to be alone in the classroom with students. Can specialize in one or more of the following: Infant and Toddler, Special Education, Pre-Kindergarten, and Kindergarten - 3rd Grade.

### Also Known As...

### What Does It Take?

### Credentials

### Work Experience

### Education and Training

### Additional Information

### Programs near

# ***DRAFT* Key Findings:**

1. Elevate and communicate the value of the industry
2. ECE, K-12, and Postsecondary systems alignment
3. Financial considerations
4. Educator talent pipeline shortages
5. Credential/qualifications clarification opportunity





# Next Steps: 3 Phase Model & Education Program Development

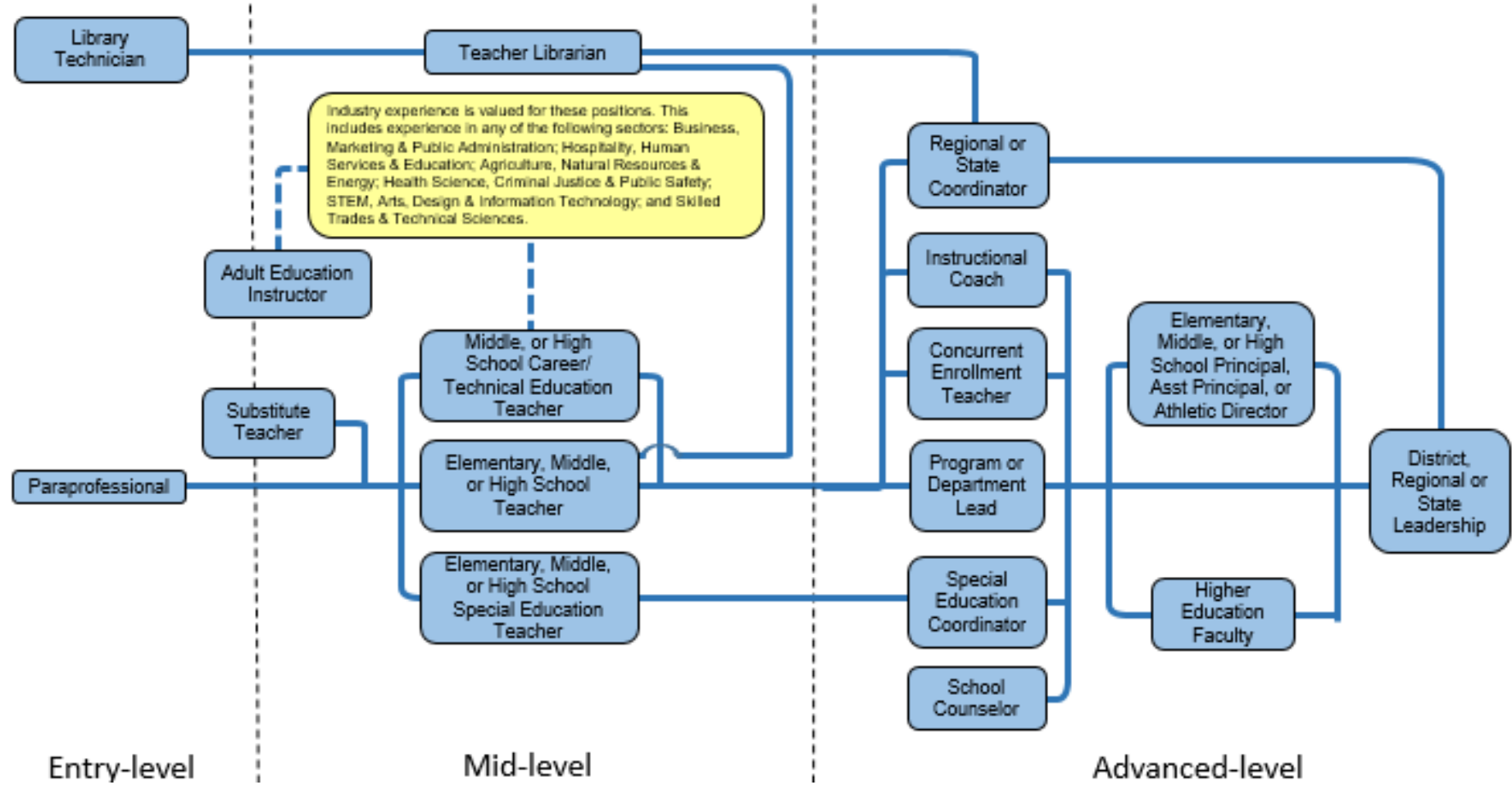
		Industry Phase (Fiscal Year July-June)					
Year		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
Phase 1) Sector Development ----->		Energy	<i>(Agriculture) or (Transportation)</i>	<i>(Agriculture) or (Transportation)</i>			
Phase 2) Career Pathway Systems Development --->		Behavioral Health	Energy	<i>(Agriculture) or (Transportation)</i>	<i>(Agriculture) or (Transportation)</i>		
Phase 3) Career Pathway Program Development & Outreach --->		Education	Behavioral Health	Energy	<i>(Agriculture) or (Transportation)</i>	<i>(Agriculture) or (Transportation)</i>	
		Updating Model					
Career Pathway Systems Development		Healthcare	<i>(Advanced Manufacturing)</i>	(IT)	(Construction)	(Cybersecurity)	(Business Operations)

# Thank you.

**Melissa Martin**  
Colorado Community College  
System  
[Melissa.martin@cccs.edu](mailto:Melissa.martin@cccs.edu)



# Colorado's K-12 Education Pathway





Young Child Wellness Council:  
Colorado Project LAUNCH Recap

Phuonglan Nguyen, Princess Mack & Katherine Casillas

# COLORADO

## Project LAUNCH

*Linking **A**ction for **U**nmet **N**eeds in **C**hildren's **H**ealth*



### *Project Recap*

*For the Early Childhood Leadership Commission*

*October 24, 2019*

# Promotion & Prevention Strategies

HOLISTIC PERSPECTIVE | ECOLOGICAL FRAMEWORK | PUBLIC HEALTH APPROACH

FAMILY-CENTERED | CULTURALLY AND LINGUISTICALLY COMPETENT



Full implementation report available:  
<https://www.ecpac.org/systems/reports/>



# Workforce development

- Cross-sector, multidisciplinary training and capacity building
  - Maternal and Child Health Title V partnership
- Workforce shortage
- Pathway for consultation in higher education



# Public education

- [earlychildhoodmentalhealthco.org](http://earlychildhoodmentalhealthco.org)
- Public awareness campaigns on mental wellness

PROMOVIENDO LA SALUD  
SOCIAL, EMOCIONAL Y  
DEL COMPORTAMIENTO



LET'S TALK ABOUT THE  
ELEPHANT IN THE ROOM



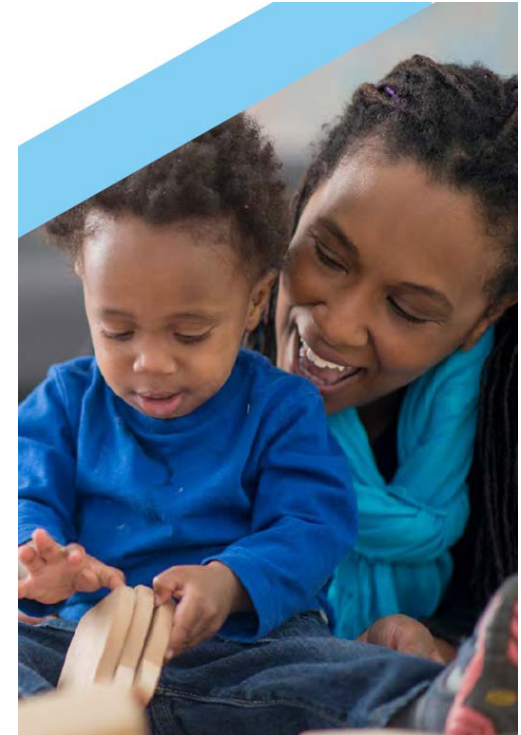
# Infrastructure & system building

- Aligning local and state priorities, processes and outcomes
- Partnership with LAUNCH Together
- Early Childhood Mental Health Strategic Plan
- Aligning Medicaid and early childhood state investments



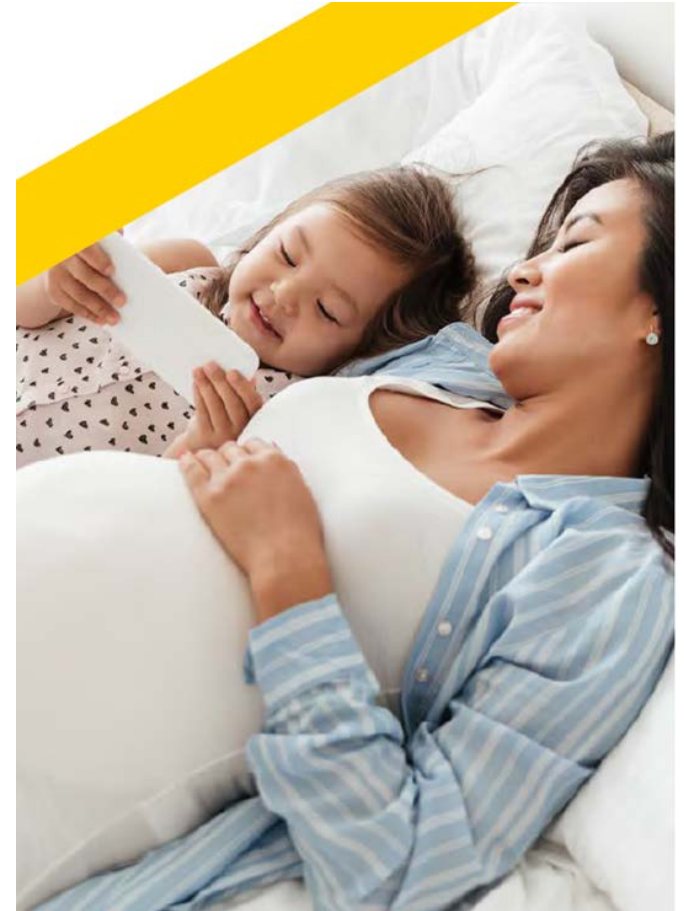
# Early childhood mental health

- Early childhood mental health consultation system:
  - Theory of change
  - Key components of practice
  - New consultant orientation
  - Resource “hub”
- Early Care and Learning Resources study
- Early Childhood Mental Health Specialist state program

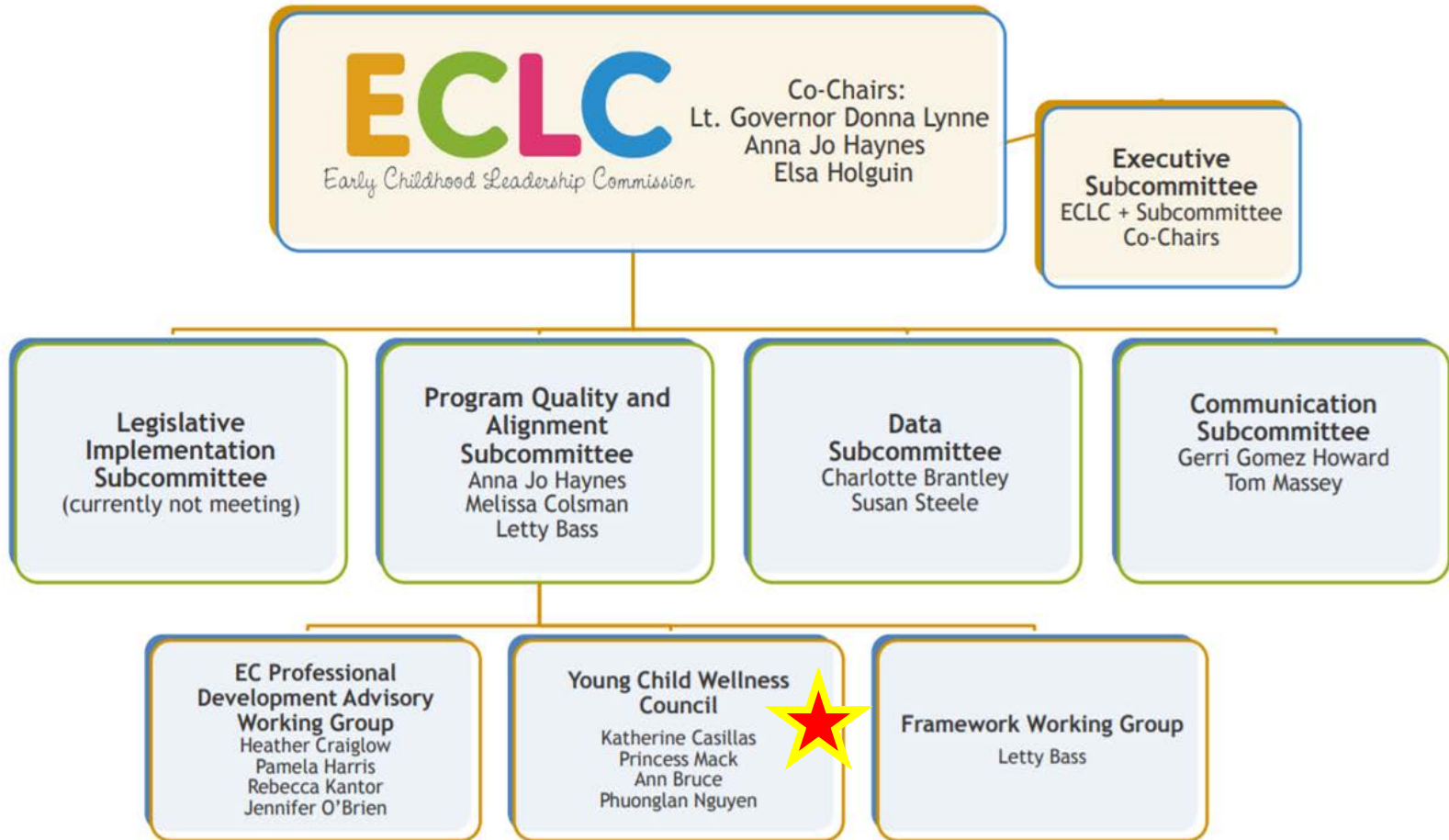


# Screening-referral-services

- Early Childhood Screening and Referral Policy Council
- Screen-refer-services continuum
- Local control and autonomy



# State Young Child Wellness Council



# State Young Child Wellness Council

## SAMHSA Charge:

“Establish a state Young Child Wellness Council (YCWC) to provide support to the project by bringing families public and private partners together to improve policies, programs, and approaches to using data and funds effectively.

Representation on the YCWC must include, but is not limited to, the following sectors: health, behavioral health, education, childcare, Head Start, child welfare, and early intervention. At least 10 percent representation must be from families with children from birth to 8 years of age...”

## State-Developed Charter:

“The Young Child Wellness Council serves as the clearinghouse and connector for Colorado Project LAUNCH (including the Early Childhood Partnership of Adams County), local community LAUNCH efforts, and other state or local early childhood mental health initiatives aimed at improving the social emotional well-being of young children (0-8) and their families.”

### Colorado Project LAUNCH

#### State Young Child Wellness Council Charter

Developed and Recommended by the Charter Development Work Group<sup>1</sup>  
February 12, 2018



#### VISION

All children in Colorado are valued, healthy, and thriving.

#### MISSION

The mission of Colorado Project LAUNCH is to improve the Colorado early childhood system by enhancing the expertise of behavioral health providers in the primary care and child-serving sectors through:

1. Increasing access to and availability of evidence-based prevention and wellness promotion practices;
2. Addressing health disparities by incorporating the National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care (the National CLAS Standards);
3. Increasing equity through access, use, and outcomes for racial and ethnic minority children and families; and
4. Building and sustaining an effective early childhood system that is equipped to support early childhood mental health competence.

The long-term goal of the Council is to contribute to the sustainability of a seamless system of services for Colorado children and families. Colorado Project LAUNCH aims to do its work through a multi-generational, holistic and family-centered lens.

#### ROLE & PURPOSE OF THE YOUNG CHILD WELLNESS COUNCIL

The Young Child Wellness Council serves as the clearinghouse and connector for Colorado Project LAUNCH (including the Early Childhood Partnership of Adams County), local community LAUNCH efforts, and other state or local early childhood mental health initiatives<sup>2</sup> aimed at improving the social emotional well-being of young children (0-8) and their families.



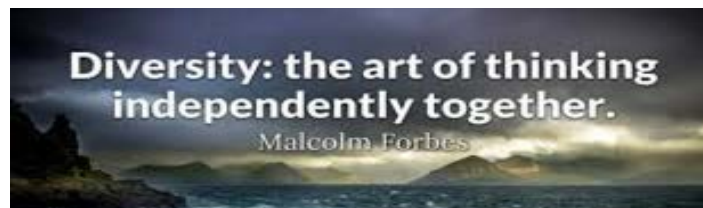
# YCWC: Achievements

- Increased Family Engagement across multiple settings
  - Within YCWC
  - Outside YCWC
- Capacity Building for family partners
  - Education
  - Skills building & Trainings
  - Coaching
- Moving towards True Partnership
  - Co-chairs
  - Family Council Members



# YCWC: Lessons Learned

- Time to develop Charter, especially given SAMHSA's broad charge to "provide support"
- Time to build co-chairs' capacity: Professional + Family Member
- Co-chair role clarity / Integration between YCWC & Project LAUNCH Staff/Work
- Ongoing "leveling" to address Less depth/more breadth & Membership turnover
- True Family Partnerships: Issues with Incentives + All of the above
- *Applying Lessons Learned:*  
*Raise Colorado: Community Voice Partnerships...*  
*Partnership not Engagement + Mission Clarity + Role Clarity*





# Lessons learned - Project LAUNCH

## Readiness factors & ingredients for success

- Planning for sustainability early
- Solid foundation in five core strategies (understanding, commitment, experience)
- Alignment to a priority of the Office of Early Childhood
- Health care/public health partnerships



## Important skills and knowledge

- Scaling from local implementation to state or regional
- Shared vision, transparent communication, project management (cooperative grant)
- Strategic partnerships (systems and policies)
- Data use for ongoing quality improvement

## Opportunities

- Financing for promotion and prevention
- Determinants of health
- Pathway for early childhood mental health consultation
- Messaging and communication



# Sustaining Momentum Built...



- ECMHC infrastructure
- Preschool Development Grant
- MCH Title V 2021-25
- Early Childhood Screening & Referral Policy Council
- Family resource centers hub
- Implementation (policy, financing)
- Family-centered programs & services
- Alliance for the Advancement of Infant Mental Health & ECMH Endorsement

TO ALL OF OUR PARTNERS  
WHO HELPED US BUILD  
A BETTER AND BRIGHTER  
FUTURE FOR OUR CHILDREN  
AND FAMILIES ...

**THANK YOU!**





# Subcommittee Updates

# Subcommittee Updates

- Program Quality and Alignment Subcommittee
- Data Subcommittee
  - Areas of Opportunity Data Indicator Report
- Communications Subcommittee




# Updates from the Governor's Office



# Public Comment & Commissioner Updates

# Public Comment

- Each speaker may take up to five (5) minutes to make his or her comments. This time constraint may be modified by the ECLC Co-chairs.
- Any opinions, advice, statements, services, offers, or other information or content expressed or made available by stakeholders or members of the public during public comment does not constitute or imply its endorsement, recommendation, or favoring by the ECLC.



Senate Bill 19-063 Updates  
Kristen Lang & Amanda Pelletier



# *Senate Bill 19-063:*

Concerning a Strategic Action Plan  
to Address Infant and Family Child  
Care Home Shortages in Colorado



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

# *Summary*

Requires the Department of Human Services, in consultation with the Early Childhood Leadership Commission (ECLC) and various stakeholders, to draft a strategic action plan addressing the declining availability of licensed family child care homes and infant child care.

The strategic plan is to be submitted to the legislature by December 1, 2019.



# *Process*

- Study the decline of licensed family child care homes and available infant child care in the state
- Identify the reasons for these shortages
- Create Strategic Action Plan for improving the recruitment and retention of family child care homes and available infant child care



# *Data Collection Process*

- Preschool Development Grant
- Multiple surveys
- Additional data collection from contracted vendors

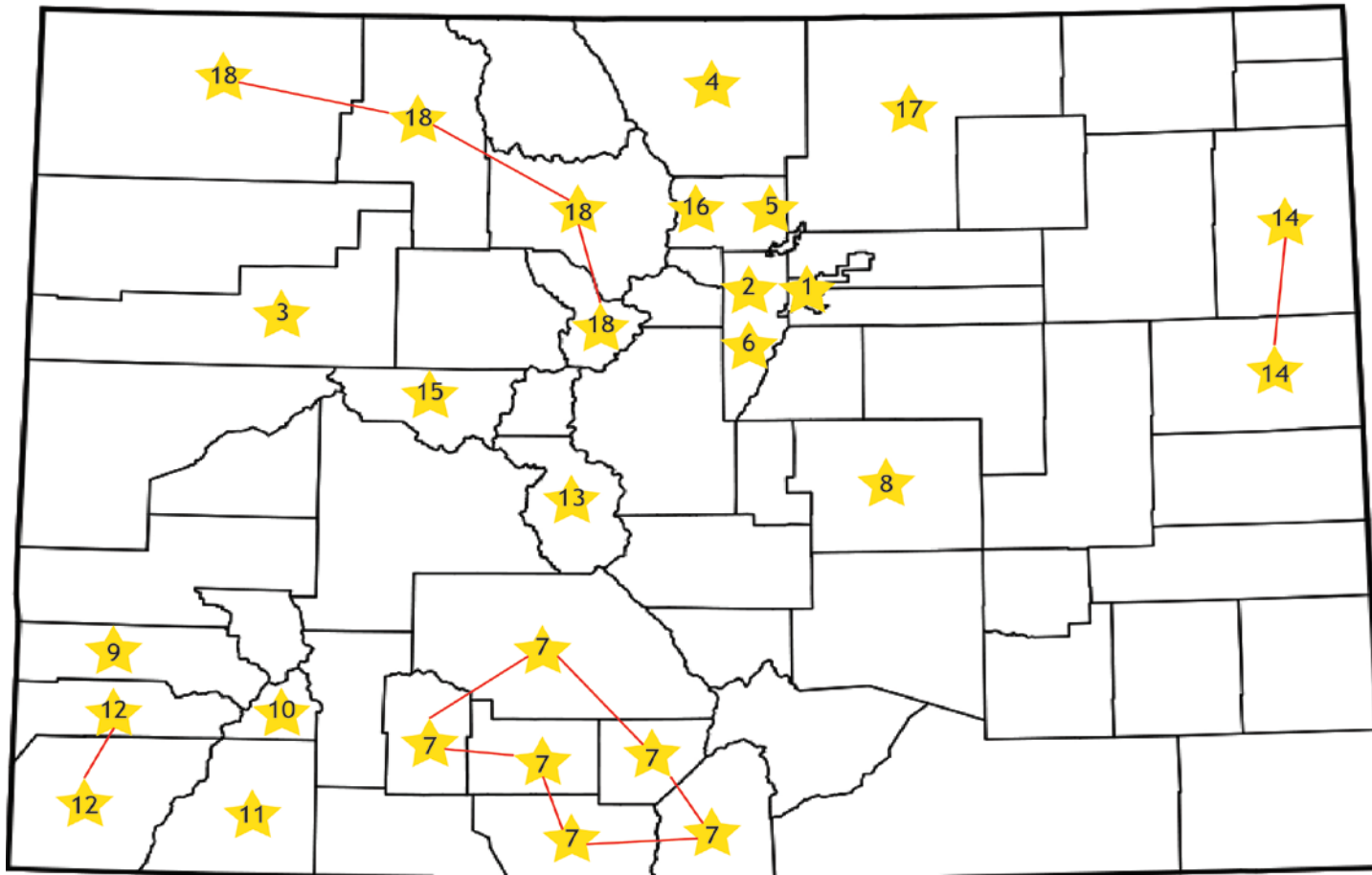


# *Stakeholder Engagement Process*

- Developed a discussion toolkit with Raise Colorado which was used to hold 18 community conversations in 17 unique locations across Colorado
  - funding from NGA Prenatal to Three Grant & Governor's office
- Presented at statewide groups; including Program Quality and Alignment Subcommittee
- Conducted a support/impact survey
- Convened a small working group of stakeholder representatives to develop final recommendations



# SB63 Community Conversations



- 1) Denver
- 2) Lakewood
- 3) Garfield County
- 4) Larimer County
- 5) Boulder County
- 6) Jefferson County
- 7) San Louis Valley (Alamosa, Conejos, Costilla, Mineral, Rio Grande, and Saguache counties)
- 8) El Paso County
- 9) Telluride
- 10) San Juan Region
- 11) La Plata County
- 12) Montezuma & Dolores Counties
- 13) Chaffee County
- 14) Yuma and Kit Carson Counties
- 15) City of Aspen
- 16) Longmont
- 17) Weld County
- 18) Grand/Summit/Routt/Moffat



# *Small Working Group*

- Family child care homes & organizations representing them
- Child care centers & organizations representing them
- Early childhood educators & organizations representing them
- Counties and municipalities
- Building, planning and zoning professionals and organizations representing them
- Early Childhood Councils and organizations representing them
- Business and economic development organizations
- State or local early childhood advocacy and policy organizations with expertise on strategies to increase available and affordable family child care home and infant care
- Parents of infants & organizations representing them



# Timeline

Month	Activity
July	<ul style="list-style-type: none"><li>• Finalize plan for implementation of bill and data collection</li><li>• Start stakeholder outreach</li><li>• Begin data collection</li></ul>
August	<ul style="list-style-type: none"><li>• Stakeholder outreach</li><li>• Contract with Strategic Action Plan vendor</li></ul>
September	<ul style="list-style-type: none"><li>• Complete stakeholder outreach</li><li>• Compile data and stakeholder recommendations</li></ul>
October	<ul style="list-style-type: none"><li>• Develop list of OEC- approved recommendations</li><li>• Collect stakeholder feedback on list by survey</li><li>• Convene small group of stakeholders to determine final recommendations</li></ul>
November	<ul style="list-style-type: none"><li>• Complete Strategic Action Plan</li><li>• Complete costing out of recommendations</li></ul>
December	<ul style="list-style-type: none"><li>• Submit Strategic Action Plan to legislature</li></ul>





# *Recommendations*



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

# 1. Regulatory Recommendations

*Reduce barriers created by the state and local regulatory environment (child care licensing & local building code, zoning, etc.)*

- Establish a single point of access to help providers navigate the regulations impacting their ability to obtain/retain family child care home license.
- Clean up child care licensing rules to eliminate outdated/duplicate provisions.
- Require localities to establish the need for family child care homes and infant care and review local regulations in light of need to ensure they promote these types of care.
- Offer grants to providers to comply with local regulations.
- Pass a statute requiring localities to treat family child care homes as residences for purposes of building code, zoning, fire, safety and/or HOAs.
  - **Objection and alternative:** Local regulations can be very intentional and blanket adoption of any one scheme is not advisable. Instead, educate local entities on benefits of adopting regulations friendly to family child care homes (i.e. adopting Appendix M if using IBC).



## 2. Child Care Licensing Recommendations

*Add resources to licensing to increase support to providers and decrease time to obtaining license.*

- Add licensing techs and supervisors to reduce caseloads so techs can provide technical assistance, guidance, training, mentoring on consistent interpretation of licensing rule, and communication on rule and policy change to providers.
- Add state-based licensing staff to lessen time to complete background check and/or automate background checks.



### *3. Support Services Recommendations*

*Provide financial and technical support to prospective and existing family child care homes and centers serving infants.*

- Provide grants to prospective providers serving high risk communities, child care deserts, and/or providing non-traditional hours.
- Provide ongoing financial support for providers serving high risk communities, child care deserts, and/or providing non-traditional hours.
- Provide business navigators as part of the pre-licensing process that address the start-up process, cost, technical assistance, and other resources associated with starting and maintaining a licensed child care facility.



## 4. *Professional Development Recommendations*

*Increase access to desired professional development while reviewing necessity of required annual training.*

- Revise state requirements on annual training to match frequency required by federal level unless compelling reason
- Increase resources at state and local level to provide training on topics desired by providers and through different delivery methods
- Look to competencies listed in national models and ensure training available on those competencies



## 5. Policy Review Recommendation

*Examine how early education policies impact availability of infant care and family child care homes.*

- Charge Early Childhood Leadership Commission ( ECLC) to review policies and make recommendations through the lens of increasing access to infant care and family child care home providers
  - Members to include SB 19-063 represented groups; HOA and planning associations; CDE; CML; DOLA
  - i.e. policies:
    - CCCAP reform to promote availability of infant care and family child care homes
    - Universal pre-k



# *Other*

- Appendix recommendations:
  - Change age in family child care home age-restrictions to no more than two under 18 months
  - Staffed family child care networks
- Supportive of other work:
  - Efforts to expand access to affordable benefits
  - Workforce group



# *Discussion*

1. Are there any questions about our implementation process?
2. Are there considerations we should have in mind around the recommendations?
3. Anything that resonated with you?





## *Next Steps*

- Strategic Action Plan submitted December 1, 2019
- Strategic Action Plan shared at the next ECLC meeting
- Support from Governor's office via NGA Prenatal to Three Grant for dissemination

**\*\*Help us advance the Strategic Action Plan!\*\***



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Office of Early Childhood  
Department of Human Services



PDG B-5 Needs Assessment, Strategic Plan, and  
Renewal Grant  
Lindsey Dorneman

# COLORADO SHINES BRIGHTER

PRESCHOOL DEVELOPMENT GRANT BIRTH THROUGH FIVE

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Ensuring all Colorado children are ready for school when entering kindergarten.



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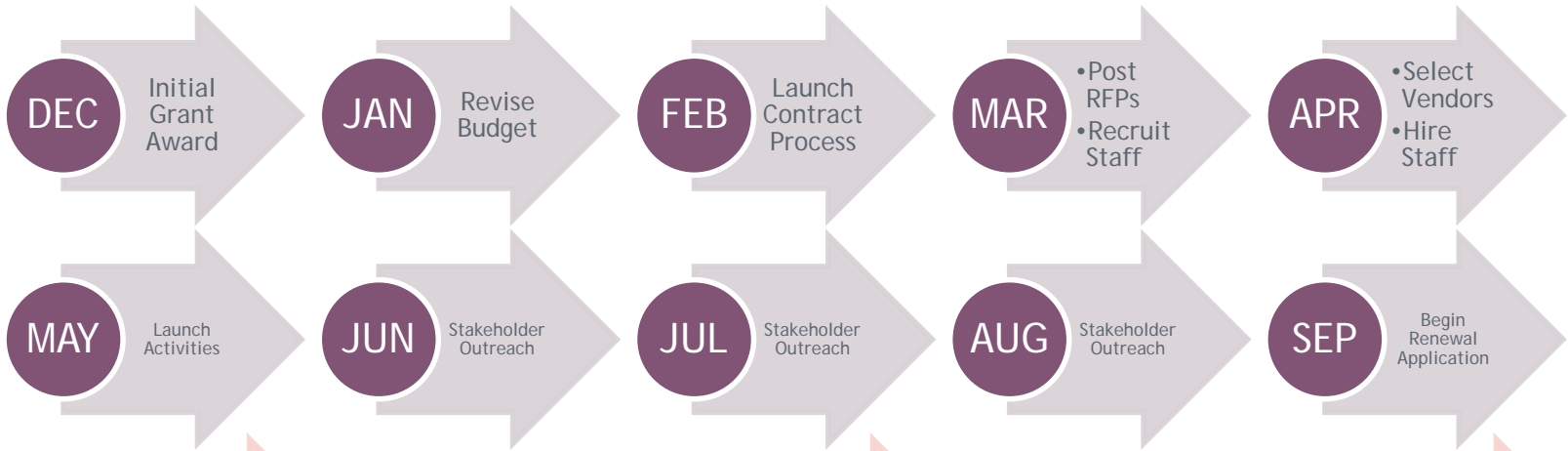
# Outcomes

1. Colorado families have access to quality formal early childhood care and education settings of their choosing which best meet the need of their child and family, especially those who are vulnerable and infants and toddlers.
2. Informal early childhood care and education environments (parental, friend, family, and neighbor care) are enhanced to enrich and support children's physical, social, emotional, and cognitive development.
3. Colorado's B-5 early childhood state system is coordinated and aligned to enhance the resources available to families and to improve the quality of relationships among families, caregivers and children.

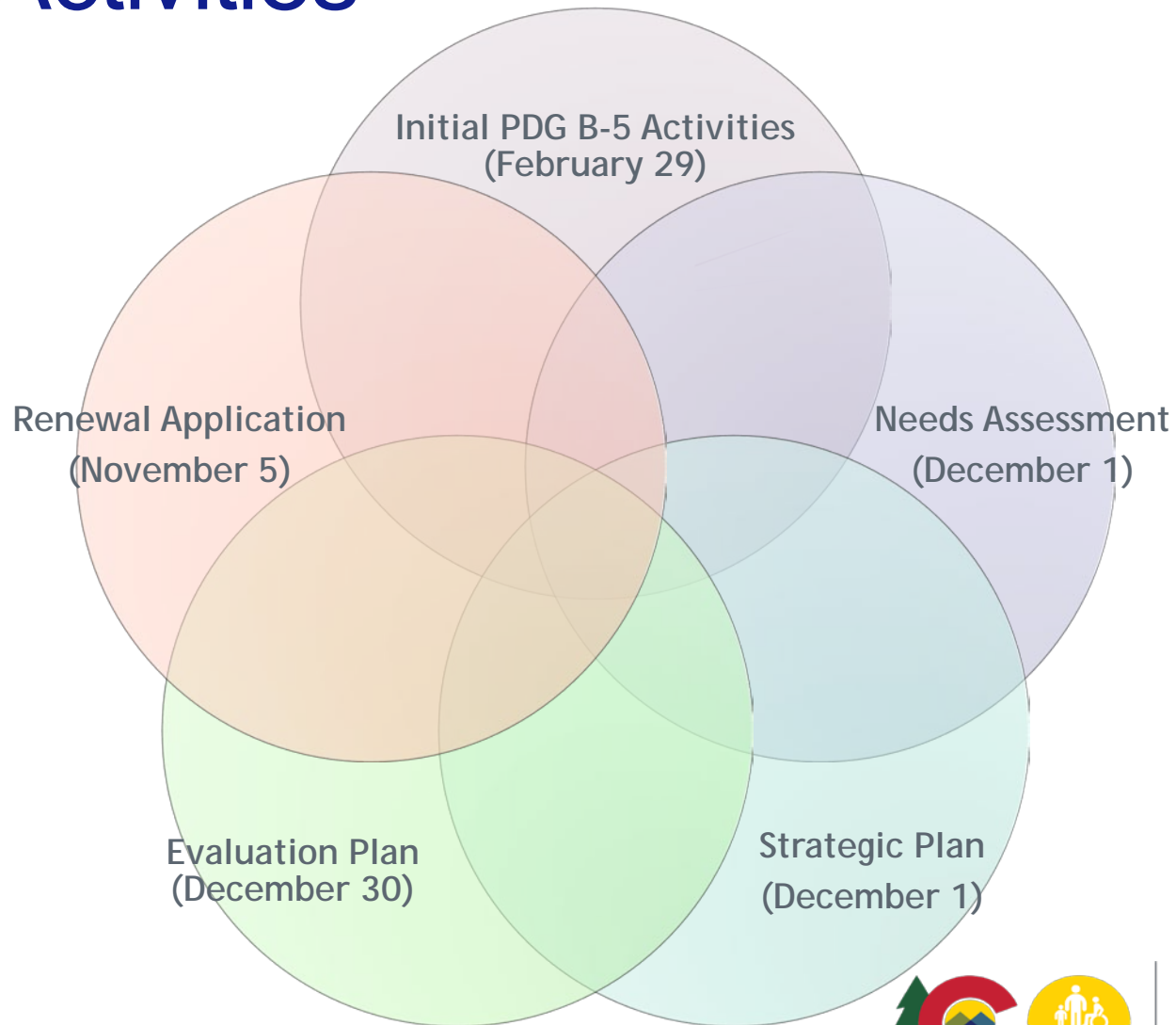


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# Timeline



# Key Activities



# PDG B-5 Renewal Grant

- Three year grant, up to \$12.5 million per year.
- Expand or build upon initial PDG B-5 grant work.
- Implement collaboration, coordination, and quality improvement activities among existing programs in the state's mixed delivery system as detailed in the strategic plan.
- Expand access to existing programs and develop new programs to address the needs of children and families eligible for, but not served by, existing early childhood education (ECE) programs.
- More effectively coordinate with existing ECE programs, engage parents, prepare children to enter kindergarten ready to succeed, and improve transitions from ECE programs to the local educational agency or elementary school.



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# Strategic Plan and Renewal Grant

ACTIVITY	TIMELINE	IMPLEMENTATION LEADS	APPROACH	CONTEXT
Statewide Birth through Five Strategic Plan (Roadmap)	5 years 2020-2025	Multiple Partners: Governor's Office, State and Local Agencies, ECLC, Other Stakeholders	Needs Assessment Family and Stakeholder Engagement	Early Childhood Colorado Framework State Landscape
PDG B-5 Renewal Grant (Funding)	3 years 2020-2022	Colorado Department of Human Services	Needs Assessment Family and Stakeholder Engagement	Initial Grant Activities Scoring Criterial



# Outreach and Engagement

## Needs Assessment

19 Focus Groups

6 Key Informant Interviews

3,404 Family Survey Responses

25 Needs Assessments Reviewed and Analyzed



## Strategic Planning

25 Focus Groups

18 Key Informant Interviews

1,276 Family Survey Responses

38 State, Regional and Local Plans Aligned with the ECCF



## Other PDG Activities

Early Childhood Professional Credential Survey

Early Care and Learning Provider Survey

Communications Strategy Stakeholder Interviews

Quality Improvement Navigator and Coach Survey

CCCAP Family Survey

Forums, Workgroups, and Stakeholder Meetings

# Align and Coordinate Systems

## NEEDS

- CO does not have an unduplicated count of children and families across the ECE ecosystem, making it difficult to understand if and to what extent needs are being met.
- CO does not have a transparent, and comprehensive strategy for assessing the extent to which the state's systems prepare children for success in school.

## GOAL

- Colorado's birth through five early childhood care and education system is coordinated and aligned to enhance resources available to families and to improve the quality of relationships between families and providers.

## OBJECTIVES

- Make Data Informed Decisions
- Ensure Coordinated Services
- Promote and Share Knowledge



# Innovate Service Delivery

## NEEDS

- Current approaches for ensuring all children are included, especially those with developmental delays or disabilities are lacking.
- Families have little access to early childhood mental health services across the state.
- Current administrative processes inhibit the capacity of the early childhood system.

## GOAL

- Early childhood care and education providers practice trauma-informed care, use practices informed by early childhood mental health, and incorporate inclusive practice as part of their service delivery.

## OBJECTIVES

- Promote mental health and well-being through early identification, consultation and treatment
- Provide academic services and transition supports to all children with special health, behavioral or developmental needs
- Promote strong relationships, social and emotional development, appropriate nutrition and physical activity in all settings



# Maximize Family Knowledge and Engagement

## NEEDS

- Efforts to ensure parents have information about all of the programs, services, and funding available to them and their children need to be strengthened.
- Transitions between different programs and environments should be smoother and easier for providers, families and caregivers.

## GOAL

- Children and families that enter the system through one program are offered meaningful and relevant services throughout the system.

## OBJECTIVES

- Connect and Empower Families



# Increase Meaningful and Equitable Access

## NEEDS

- Families need more availability and access to care that is meaningful, convenient, and affordable.

## GOAL

- The amount of early childhood care and education programs available matches the demand for programs in age, type, specialized supports, and place.

## OBJECTIVES

- Build Community Capacity
- Support Customer Affordability
- Encourage Public Private Approaches



# Strengthen Business Practices

## NEEDS

- Providers are not getting licensed or are choosing not to renew their licenses creating a decrease in the availability of regulated care in the state.
- Lack of licensed providers caring for infants and toddlers.
- Providers need access to more supports to ensure that child care and early childhood services is a viable and sustained business.

## GOAL

- Colorado's mixed-delivery system is supported by strong and sustainable business models.

## OBJECTIVES

- Advance Sustainable Business Practices



# Improve the Quality of ECCE Environments and the Workforce

## NEEDS

- CO needs to build the pipeline for a more diverse workforce that represents the children and families in the state.
- CO needs to retain the workforce we have - and grow it.
- CO needs to ensure that all facilities are safe places to grow and learn.

## GOAL

- Formal ECE providers are rated Colorado Shines Levels 3-5, a quality rating system based on the most recent research to reflect outcomes. Colorado recruits and retains a qualified and diverse EC workforce. Informal ECE providers and families have access to professional development, training, and other resources to provide appropriate, responsive care that supports optimal child development and social emotional growth.

## OBJECTIVES

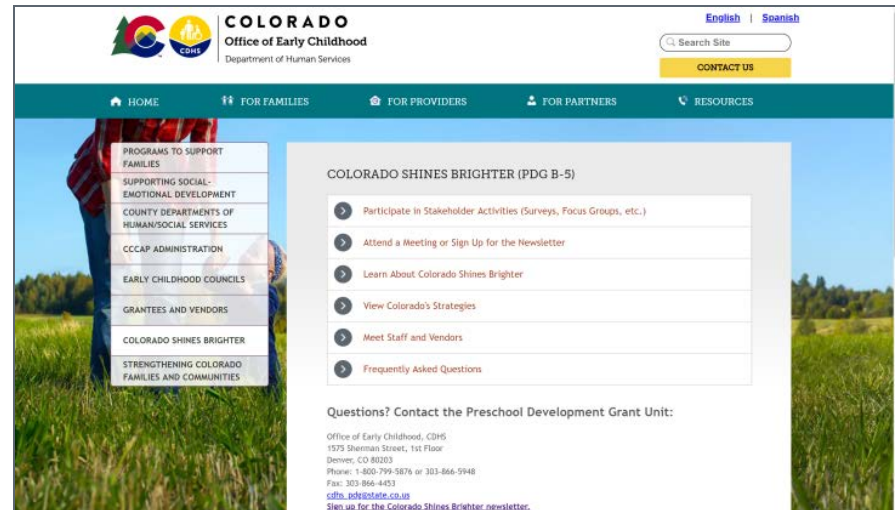
- Implement Quality Standards
- Develop and Retain the Workforce
- Pursue Continuous Quality Improvement



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# Questions?

- [ColoradoOfficeOfEarlyChildhood.force.com/oec/pdgb-5](https://coloradoofficeofearlychildhood.force.com/oec/pdgb-5)
  - Project updates
  - Meetings and webinar recordings
  - Newsletter sign-up form
- Contact
  - [CDHS\\_PDG@state.co.us](mailto:CDHS_PDG@state.co.us)



# Thank you!

The project described is supported by the Preschool Development Grant Birth through Five Initiative (PDG B-5), Grant Number 90TP0009-01-00, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.



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# Department Updates

# Department + Legislative Updates

- Colorado Department of Health Care Policy and Financing (Tom Massey)
- Colorado Department of Human Service, Office of Early Childhood Updates (Mary Anne Snyder)
- Colorado Department of Public Health and Environment (Carrie Cortiglio)
- Colorado Department of Higher Education (Angie Paccione)
- Colorado Department of Education (Melissa Colzman)



# Co-Chair Final Thoughts and Adjourn

# ECLC 2020 Meeting Schedule:

- February 27, 2020
- April 23, 2020
- June 25, 2020
- August 27, 2020
- October 22, 2020
- December 17, 2020

# ECLC

*Early Childhood Leadership Commission*

## Next Meeting:

December 19, 2019

Health Care Policy & Financing

303 East 17<sup>th</sup> Ave; Denver, CO

11<sup>th</sup> Floor Conference Room