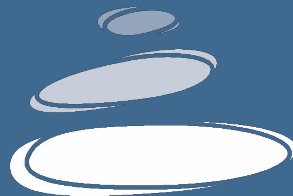




COLORADO
Department of Early Childhood



EARLY MILESTONES
COLORADO



Comprehensive Early Childhood Workforce Plan Strategic Advisory Group Meeting #3: April 26, 2023

Strategic Advisory Process and Timeline

Advisory Group Meeting #1

Review Survey Data

Share input on overarching purpose and primary audience for the workforce plan

Advisory Group Meeting # 4 & 5

Elevate plan priorities/goals

Consider what needs to be in place to operationalize the plan

March & April 2023

July 2023

February 2023

May & June 2023

Advisory Group Meeting #2 & 3

Workforce Systems Discussions

Ex: financing, data, accountability, policy, alignment/coordination, partnerships

Make sense of data collected; wrestle with key tensions; elevate opportunities

Advisory Group Meeting #6

Review full plan draft

Address any gaps, open questions

Today's Objectives and Agenda

- Discuss the preliminary themes emerging from listening sessions and Advisory Group discussions
- Hear CDEC updates relevant to the Comprehensive EC Workforce Plan

Advisory Team Connection

Name & Affiliation

What is something you've learned through this process that you hadn't been thinking about before and is sticking with you?

Sticking with Me

Not enough workforce in the entire system. Let alone Mental Health support for children. Babies and workers need more mental health support.

How to balance having multiple pathways and not reduce the expectations for high quality teachers. Recent studies showed teacher education does impact child outcomes.

Are we hearing from all the voices within the workforce? We want to focus forward with innovation rather than repeating what we have always done. Give our diverse workforce agency, confidence and competence.

People are ready to scale some of the innovative practices that we have “incubated” over the last few years.

How do we create a plan that is both inclusive, comprehensive and manageable?

lots of local communities across the state that are doing amazing work — eager to see some of this work fold into broader state plan

learning there is lots of energy, concern about how to factor in early childhood workforce beyond teachers, child care (e.g. ecmh). how do we do this without losing focus on the ece focused work underway and not yet complete

chicken and egg related to compensation, beyond just licensing system - how as a all advance the field

is parity with the school district really the goal? does this make sense? or is it around worthy wages

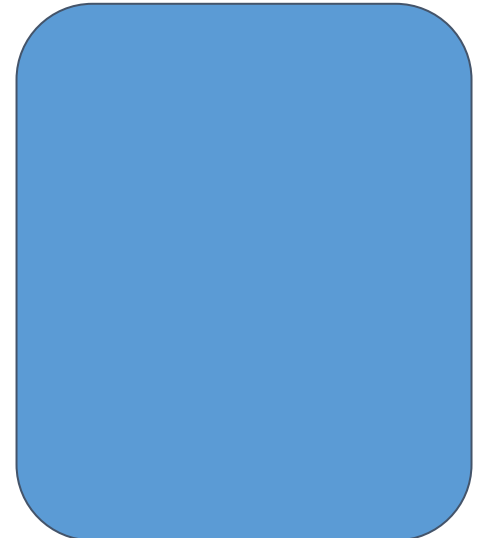
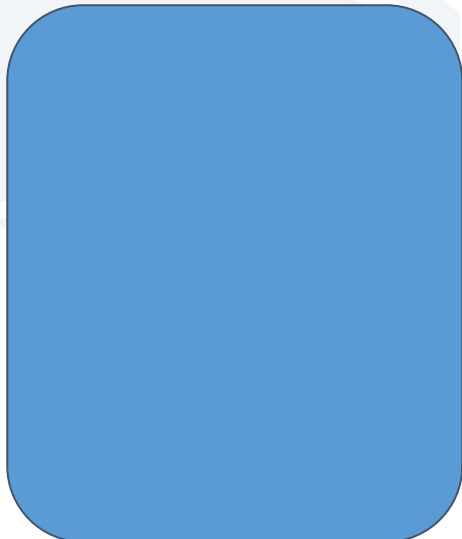
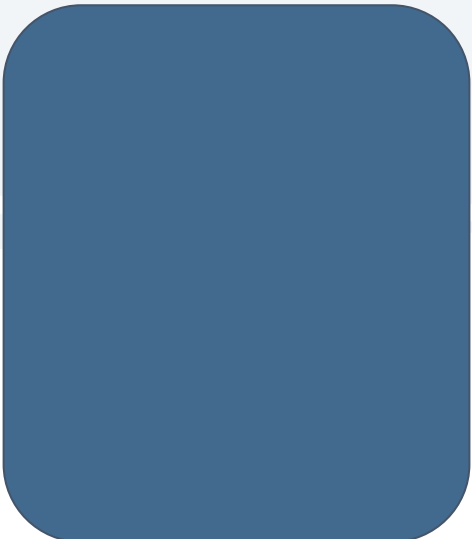
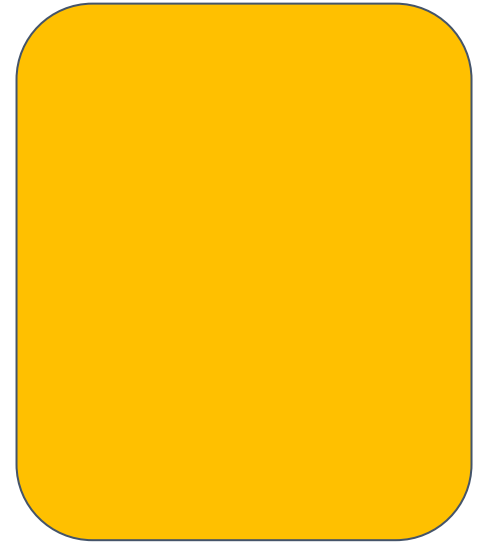
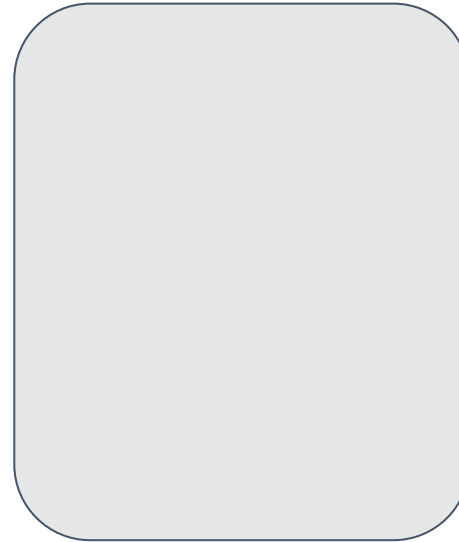
Ensure that we are holding space not only for recruitment, but for the staff that is currently providing services. We also connected on the realities of a statewide system and how can everyone be a player

Sticking with Me

Ally professions can support early childhood professionals and programs. We need robust infant mental health, ECMH consultation, EI, etc. Professionals need to know when to ask for referrals and support. Excited to also support those positions in the workforce in this plan.

Holding the thought about who is missing and elevating the voices of the professionals doing the work

How will “quality professional” be defined? How can we truly grow high quality professionals and not be drawn into rushed professional learning pathways due to a shortage crisis, that may in the end be harmful to children.



Advisory Engagement Agreements: how we want to show up together

Listen for
Understanding

Challenge Ideas not
Each Other

Share Air Time

Stay Engaged

Speak Your Truth

-



Preliminary Themes

EARLY MILESTONES

Listening Session Overview

Evening

Registered: 35

Attended: 12

Denver-Metro

Registered: 93

Attended: 50

Non-Denver Metro

Registered: 54

Attended: 19

Rural

Registered: 44

Attended: 18

Mountain Resort

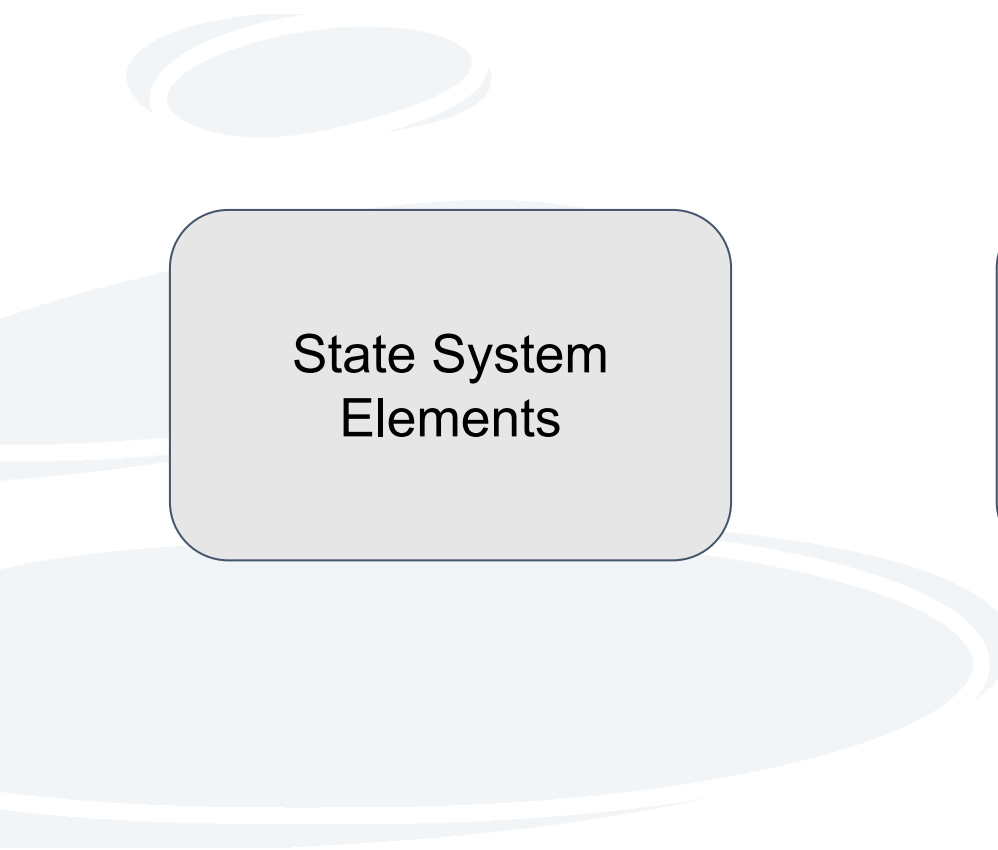
Registered: 38

Attended: 18

Types of Roles Engaged

- Early Learning
 - System partners
 - Directors
 - Early childhood teachers
 - Coaches/Navigators
- Expanded Roles
 - Home Visitors (including nurses)
 - ECMH Consultants and Clinicians
 - Child Care Health Consultants

Listening Session Themes



State System
Elements

Compensation

Recruitment &
Retention

State System Elements

“One of the biggest barriers for me as a multi-degreed professional is that I hold credentials in PDIS and DORA. I have to go across platforms. Professional are wasting their time to ensure they are identified across systems.”

- Fragmented standards and regulations
- PDIS (Professional Development Information System)
 - System updates and navigation
 - Credentials

Compensation

“We are training heavy and compensation weak. People don't access the training because they are not valued for it.”

- Benefits as important as salaries
- Compensation and administrative disparities between public and private positions
- Poor public awareness

Recruitment & Retention

“I would like to see more focus on the folks that have been here.”

- Focus on recruitment undermining retention efforts
- Lack of supports for new teachers leading to high turnover and/or poor quality
- Impact of other sector shortages (health care) on early childhood workforce

Possible Solutions

- Tax code changes
- Stronger partnerships between early childhood and business communities
- Public information campaign

Full Group Discussion

- What resonates? What are you pleased to see elevating?
- What's surprising?
- What do you not see reflected here that are key pieces/priorities of other parts of the field? What is applicable beyond ECE?

Reactions to Listening Session Themes

What Resonates:

- administrative burden is a big drain on the workforce – our school district provides additional stipend to address this, yet not available for all
- recruitment strategies has made things more accessible to join the field and retention is a separate, important piece to really strategize around (e.g. coaching during first year(s))
- tax code changes – this is needed as can't charge families more and need other strategies to increase resources
- strong recruitment plan might help retention — continuum of support for new teachers is important

What's Surprising:

- intrigued that recruitment efforts may be negatively impacting retention efforts – time to reframe and separate these with each needing individualized strategies
- how is the word “allied” professional term being used? Shannon shared that a SAMSHA grant is using this term – more often using “expanded” roles
-

What's Missing, Not Reflected:

- would have liked to see infant/ec mental health needs/workforce more visible in the discussion in general, and specifically in the state systems bucket
- recognizing the state of wellness, or lack of, within the early childhood workforce – we tend to serve, how do we take care of ourselves?
- how bring health and mental health at a level deeper than consultation?

Small Group Discussion

Based on the listening session themes and this discussion, what strategies or solutions initially come to mind?

20-25 minutes

Capture in slides 19-22

Be ready to share your discussion

Group 1: Possible Strategies and Solutions

Supervision hours for ECMH Consultation and IECMH clinical positions - that is a big need for the community to be able to expand the workforce. The community mental health system providers have no incentive to do the supervision.

AAS to Human Development BAs and then to Master's degrees for consultative roles training such as mental health.

FCCH Navigator position has more stable funding and that works, but it's term-limited. Where will sustainable funding come from? How do we address the temporary funding boosts that carry an expectation of sustainability with private funding.

Not enough people in consultative roles to make the roles enjoyable. Caseloads for ECMH Consultants, coaches, EI, ChildFind etc. are burning out because their caseloads are too high. We need to address the size of workforce disparities (more funding for more of these roles).

Need to figure out compensation piece. This is already hard work, but if they feel unappreciated and are stressed by low wages, they leave. The other part is public awareness. Americans do not value caregiving. Public awareness campaign to broaden awareness to make a cultural shift.

It's one thing to recruit individuals to come into our field. It's a complete separate issue to keep them in the field. We have to separate out as a strategy these as two separate actions. We need intentional efforts for retention. The reasons why I started in this field are different than the reasons why I stay now. It's not enjoyable for a coach to have 41 teachers on their caseload, etc. If we are going to support a workforce plan to truly support our people, we need to look at this in an innovative and dynamic way.

Make sure we do this in two sections:

What makes you come into the field as a section (and what that preparation looks like).

What makes you stay in the field (career growth opportunities, professional development, etc.).

Current recruitment strategies are going well - scholarships, free coursework, apprenticeships, etc.
How do we get people to stay?
Mentorship and induction models in the first 1-2 years in the field. How can we expand and sustain this financially and with personnel? We have the coaches. How do we build this as a sustainable model? These can't be underfunded FTE. We can't be counting contract hours and have them work as contractors. That doesn't feel professional. There's no single funding stream to attach a coach to.

Language accessibility for all positions. Ensure we have coaches, licensing specialists, etc etc. to support providers.

Current work in Colorado around recruitment **Education Stackable Credentials Leadership Team** - Led by CDHE - Ruthanne Orihuela, Director of Credential Pathways and Prior Learning Initiatives

Stacking credentials model from Central New Mexico Community College

Group 2: Possible Strategies and Solutions

Teach Colorado is making its way into the EC space and getting stronger. In theory they are supporting the public awareness campaign

Public Awareness Campaign - Elevate documentaries/videos on EC professionals (resurface previous documentaries), partnering with other state systems that are engaged in their own public awareness campaign for crossover

Would shifting a system to ensure a day of planning to ensure EC Educators continues to feel valued (Given space to plan)

Compensation - filters into the ability to retain and recognize efforts with pay, healthcare (benefits), how do we normalize this, how can we set conditions that support this.

Cross state reciprocity of qualifications to ensure transfer barriers are minimized - Communicate the legislation that just passed HB23-1064 (10 state compact for K12) and could it be mirrored for EC

Put a price tag to compensation parity, use the report from the task force on how we need to lift - what is the cost and labeling (cost modeling based on group recommendations) - Colorado Department of Personnel & Administration https://drive.google.com/file/d/1T5mzFEOXU6zv7UKsNaXLeKBAr_NwKYBe/view

Circle Grants idea - receiving money for new materials that are new and upgraded. Feel more recognized (How can you ensure EC Educators aren't spending their own money)

Invest in capacity to have mentors who are throughout the entire year in EC field (example in Circle Grant for providers that are getting licensed and engage in associations so that they can support relationship building and mentorship - CAFCC)

Salary compensation would need to be public investment

We need to continue to recruit individuals who should be in this conversation - different cultural groups, leaders in the other industries

Group 3: Possible Strategies and Solutions

Teachers with EC education or special education licenses should be 'released' from PDIS. Also teachers with other types of certification (i.e. Montessori). Too much duplicative administrative burdens. Also ECMH (Masters level) should not have to put in duplicative information into PDIS that is already in DORA.

Parent educators who deliver HV do not get benefit from PDIS requirements. Perhaps PDIS can not serve as a 'one stop shop' for all EC professionals. More consistent criteria for EC professionals that demonstrate sufficient knowledge re EC (maybe IECMH endorsement)

More intentionality re who PDIS or any other data system is for.

Compensation rates should be adjusted based on years of experience not just education/degree.

Need deeper dive into what makes people stay in the field; separate strategies for recruitment and retention.

Retention strategies:

- include individualized professional development plans.
- incorporate additional training

Incentives needed (maybe within Colorado Shines) that recognize higher compensation rates

Change title of EC teaching assistants in school districts from paras to education support specialists.

CDEC and BHA need to determine who is leading/responsible for IECMH.

More clarity re where all the EC system elements 'live' and how they intersect. Driven by funding mechanisms which are fragmented

CMH are supposed to accept all referrals, but many will decline IECMH clients due to lack of providers.

More consistent language re EC professionals - who is included?

CDEC Updates

Notes from CDEC Update

- Benefits and Compensation Task Force - developing recommendations, ECLC will review/discuss these tomorrow
 - CDEC Reports Landing Page - <https://cdec.colorado.gov/reports-and-data>
 - Compensation and Benefits Task Force Report - English <https://drive.google.com/file/d/1OfcyY7HLWM4aPVDWv1yd3VmHFvr60HcO/view>
 - El Grupo de Trabajo para la Compensación y los Beneficios de la Primera Infancia de Colorado - Español <https://drive.google.com/file/d/1OvpnlXTyr26uh-vgalZ83Ze1HA9-CW94/view>
 - Providers: Creating a New Compensation Structure for Early Educators in Colorado - https://drive.google.com/file/d/1OI1H8zgFidLE-sjFYJOTcFvg_Frf5-Ua/view
 - Proveedores: Creación de una nueva estructura de compensación para los educadores de la primera infancia en Colorado - https://drive.google.com/file/d/1OpGttz_kvKdrO_HFmE21EMbwz_bWbD6M/view
 - Supporters: Creating a New Compensation Structure for Early Educators in Colorado - https://drive.google.com/file/d/1OgXFDdGxGzTA7OoLSO9NfP3gkXc1_AOZ/view
 - Partidarios: Creación de una nueva estructura de compensación para los educadores de la primera infancia en Colorado - https://drive.google.com/file/d/1OpJetF2N_jAjw4rJcen9fud8pFRWYFsF/view
 - Policymakers: Creating a New Compensation Structure for Early Educators in Colorado - https://drive.google.com/file/d/1On2hDerwvn4_Izt3D-K5eRgU0VQd7bvw/view
 - Legisladores: Creación de una nueva estructura de compensación para los educadores de la primera infancia en Colorado - <https://drive.google.com/file/d/1OvrIEKvpzTfyt8Z-ZvW057UlnG7gP3vS/view>
- Additional Solicitations coming in 2023 from CDEC to move recommendations from B&C Task Force
 - Benefits Facilitation Solicitation
 - Teacher Outreach and Public Service Announcements
 - Substitute Fund
 - FFN Training Programs (CDEC hired an FFN Manager to support this work, Cristina Herman Cristina.herman@state.co.us)
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Notes from CDEC Update

- Staffed Child Care Network – opportunity to launch and support
 - ECE Workforce Dashboard work - connecting data and looking to refresh with more recent data
 - ECE Loan Forgiveness Round 3 - opening later spring

ECLC Update

- Welcome Shannon Wilson
- EC CO Framework refresh and update - underway to acknowledge changes, new science/research – anticipate endorsement in fall 2023
- ECLC is creating its own strategic plan/focus - workforce is one of the top 3 goals to focus on

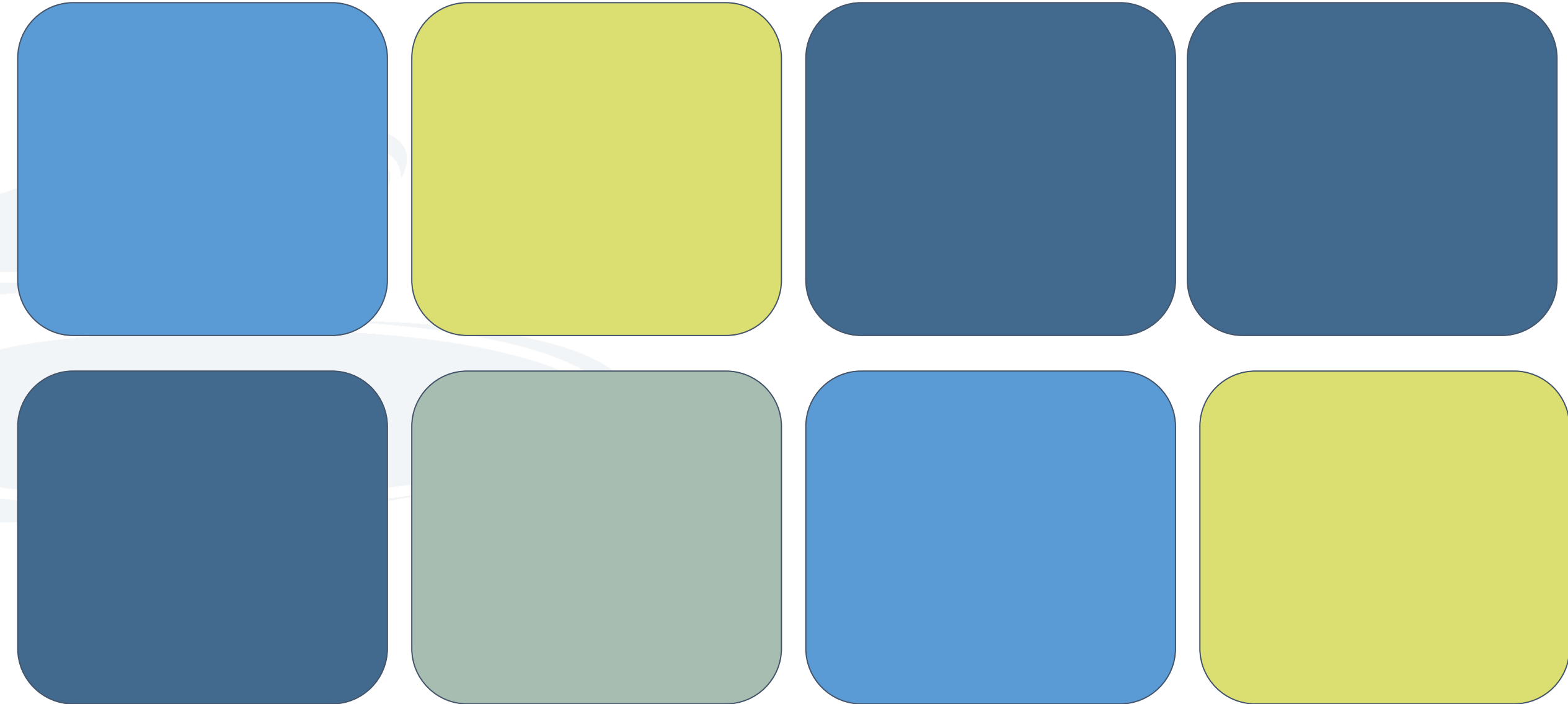
Given everything that is going on, does it make sense to slow down the timeline for the Comprehensive EC Workforce Plan? take the time needed to be thoughtful and intentional around connecting, factoring in and aligning all these efforts.

Wrap Up

Next Steps

- Next Strategic Advisory meeting:
May 24 2023
- Any final questions or thoughts to share?
- What are you walking away thinking about?

Additional Feedback, Ideas:

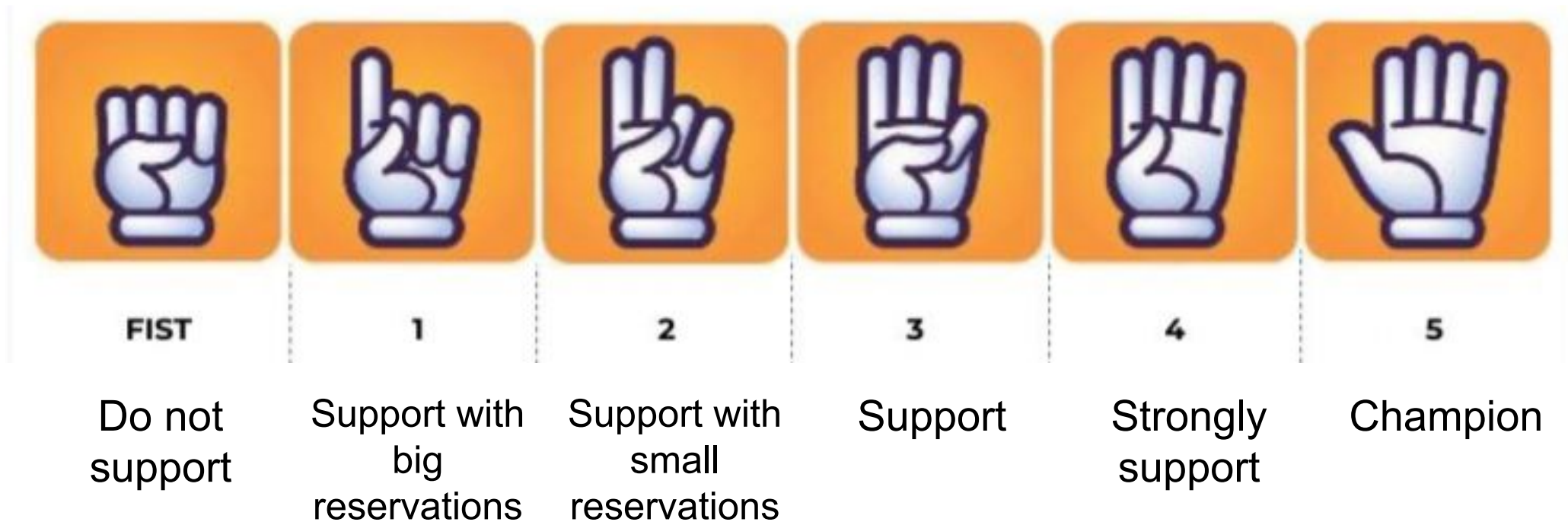


Extra Slides

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- aaa

Fist-to-Five: consensus understanding and building tool



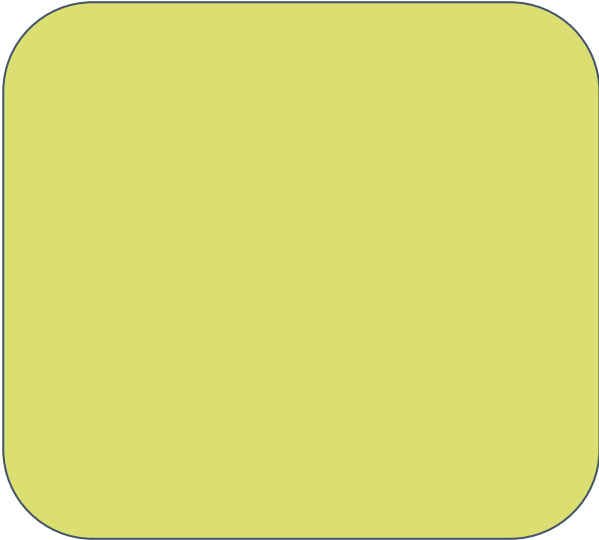
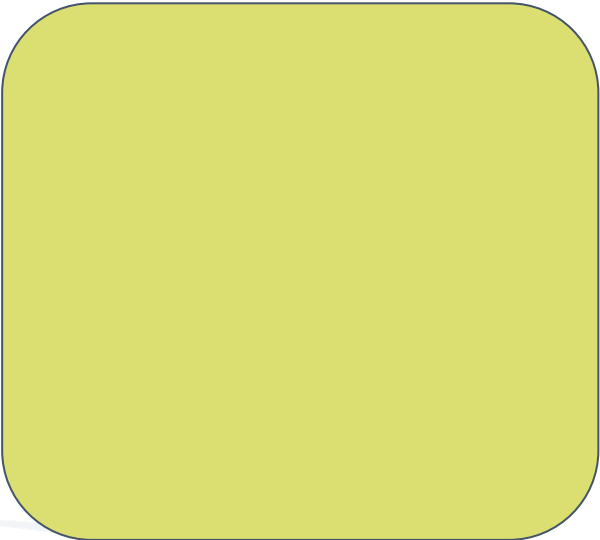
No Consensus

Consensus

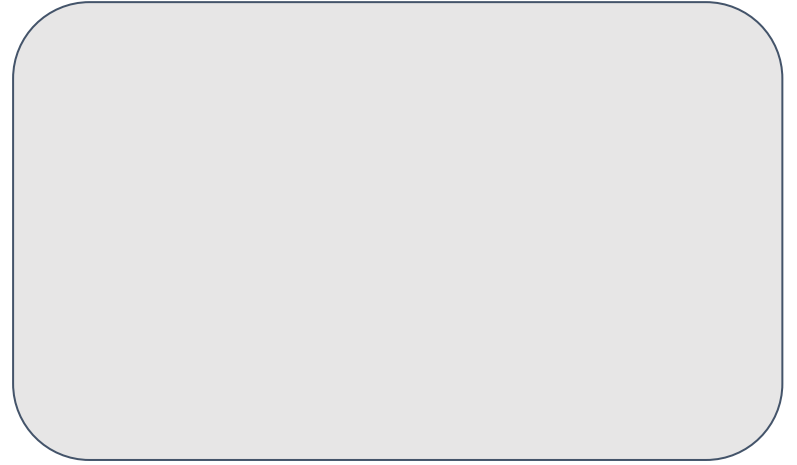
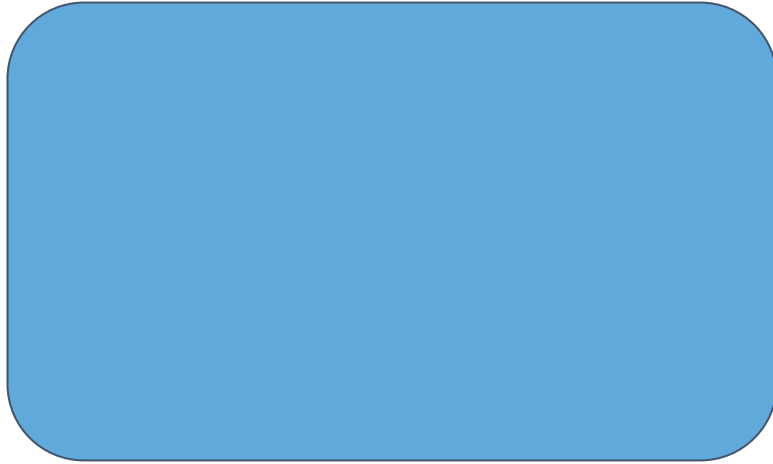
Offer suggestions for ways to improve

Look for ways to expand agreement

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