THANK YOU LT. GOVERNOR LYNNE!!!



Early Childhood Leadership Commission

December 13th, 2018

Health Care Policy & Financing - 303 East 17th Avenue, 11th Floor; Denver



Welcome





Business Meeting



Business Meeting

Approve October 25, 2018 Meeting Minutes



Education Leadership Council David Padrino, *Lt Governor's Office*





Early Childhood Areas of Opportunity+ Transition in State Leadership

- Updates (Kristina Heyl)
- Information Briefs on 3 Areas of Opportunity (Jennifer Stedron, Early Milestones Colorado & Bill Jaeger, Colorado Children's Campaign)
- Tracking through Data Indicators (Susan Steele, Charlotte Brantley & Heather Matthews, Consultant)
- Next Steps

For each Area of Opportunity, what does success look like in 2022? What are the outcomes that should be elevated?

Considerations:

- Which outcomes capture the most meaning from your retreat?
- All of the outcomes included are important.
 What are the most important outcomes?
- Consider outcomes with the greatest communication potential.

Early Childhood Areas of Opportunity+ Transition in State Leadership

- Updates (Kristina Heyl)
- Information Briefs on 3 Areas of Opportunity (Jennifer Stedron, Early Milestones Colorado & Bill Jaeger, Colorado Children's Campaign)
- Tracking through Data Indicators (Susan Steele, Charlotte Brantley & Heather Matthews, Consultant)
- Next Steps



Department Updates



Department Updates

- Colorado Department Public Health and Environment (Erin Ulric)
- Colorado Department of Health Care Policy and Financing (Tom Massey)
- Colorado Department of Education (Melissa Colsman)
 - READ Act Updates
- Colorado Department of Human Services (Jerene Petersen)
 - Office of Early Childhood (Mary Anne Snyder)
 - Preschool Development Grant
 - ➤ Risk, Reach and Resources Early Childhood Mental Health Investment Analysis
 - Working Together Initiative



READ Data Analysis

Fall 2018

Colorado Reading to Ensure Academic Development (READ) Act

- Passed in the 2012 session, the READ Act:
 - Focuses on students significantly below grade level in reading
 - Requires continual parent communication (READ Plan)
 - Provides funds to support intervention
 - Includes a provision related to advancement decisions for students completing K-3 who remain significantly below grade level in reading
- Requires universal screening assessment, identification and intervention for students at risk to not read at grade level by the end of the third grade
 - Early screening for risk of reading challenges
 - Diagnostic assessment to identify specific reading skill gaps
 - Evidence-based instruction for all students and those receiving intervention supports
 - Continuous progress monitoring



District Support for the READ Act

- Districts are provided additional per pupil funds to provide intervention support to students who are identified with a significant reading deficiency.
- Approximately \$33 million in READ funds is allocated annually and can be used for:
 - Full day kindergarten
 - Summer school literacy programs
 - Purchasing tutoring services
 - Providing other targeted, scientifically based or evidence-based intervention services to student
 - Literacy professional development (new as of 2018)
 - Literacy specialist services (small rural only)



Individual READ Plans

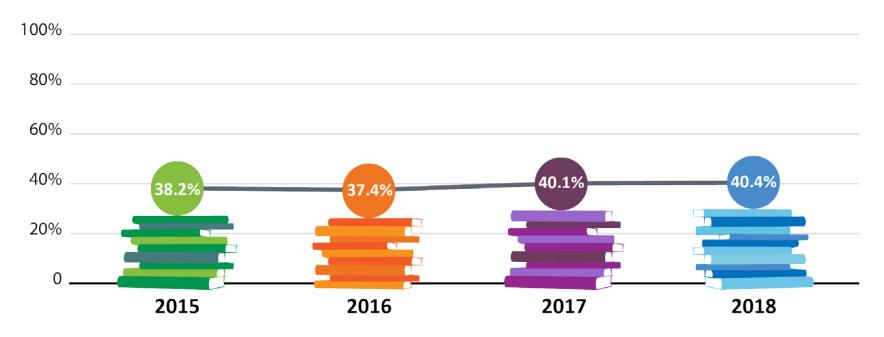
 The READ Act requires the creation and implementation of an individual intervention plan (called a READ Plan) for students identified with a significant reading deficiency.

Each READ plan must:

- Be tailored to meet the individual needs of the student
- Include assessment information and evidence-based instruction and intervention
- Include parental involvement



Reading by Third Grade

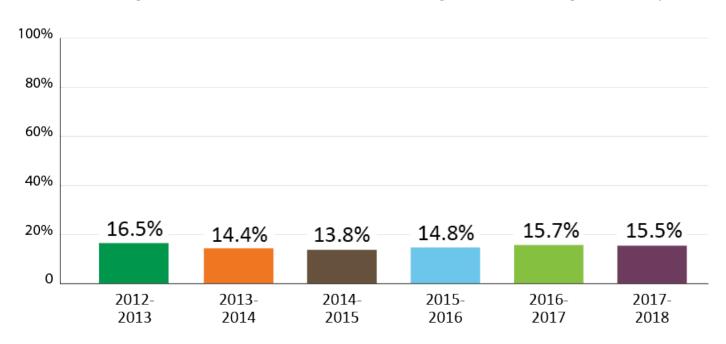


Percent of Third Graders Meeting Expectations on CMAS ELA



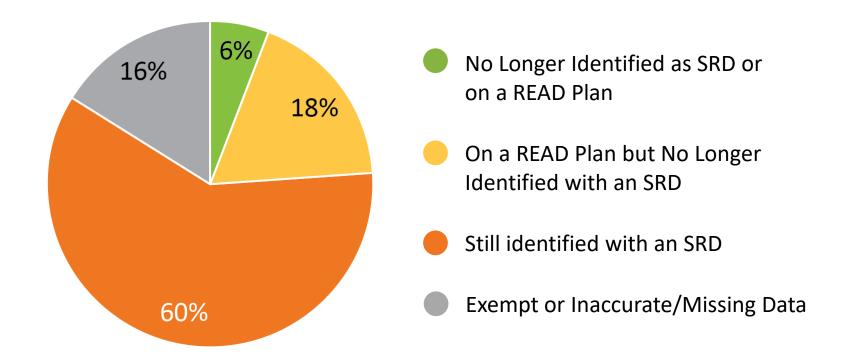
Significant Reading Deficiency (SRD) Rate Over Time

Percentage of K-3 Students Identified with a Significant Reading Deficiency





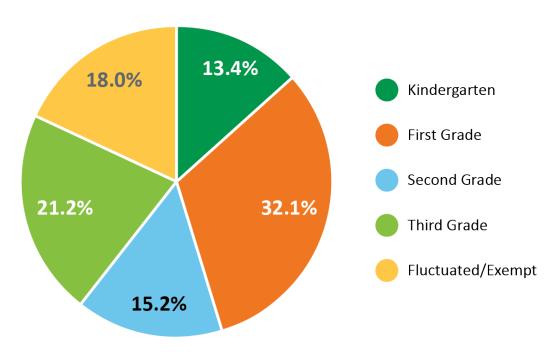
SRD Status at Third Grade of Students Identified with SRD as Kindergartners





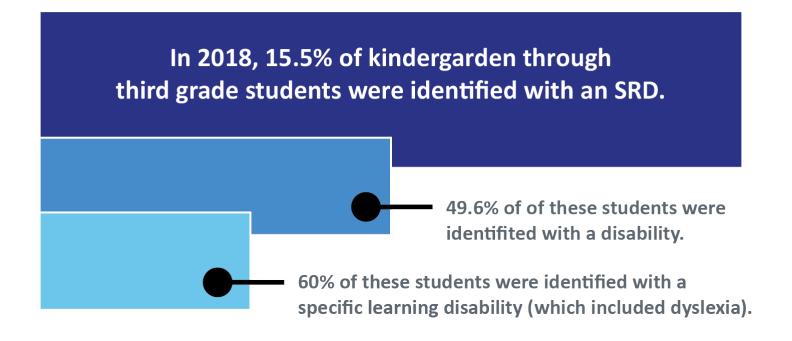
Grade Level of Initial Identification of SRD

First Identification of SRD for 2017-18 – Third Grade Cohort





Important Findings Related to Students With Disabilities





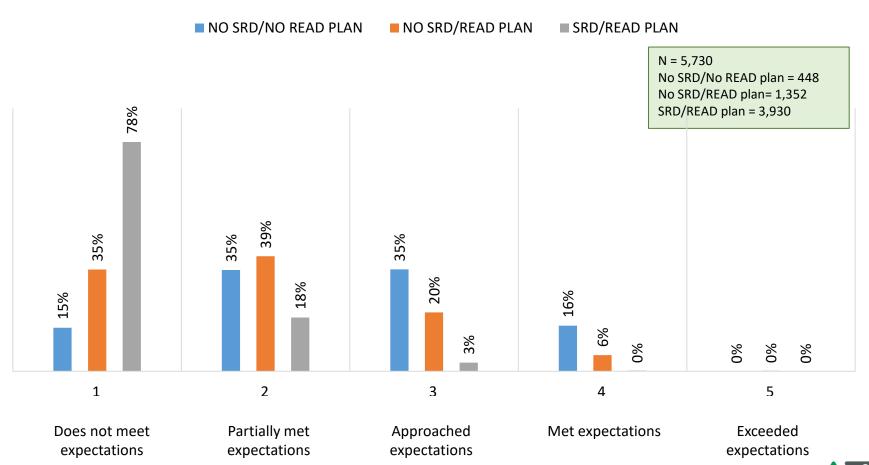
3rd Grade Longitudinal English/Language Arts CMAS Achievement Levels

	Did Not Yet Meet	Partially Met	Approached	Met or Exceeded
2015	19.6	19	23.2	38.2
2016	19	19.4	24.3	37.4
2017	18.6	17.5	23.8	40.1
2018	17.8	18.1	23.8	40.4



3rd Grade Performance on Colorado Measures of Academic Success for Students with SRD

DISTRIBUTION OF 3RD GRADE ELA PERFORMANCE LEVELS AND SRD STATUS FOR STUDENTS IDENTIFIED WITH SRD IN 1ST GRADE



Students Beyond 3rd Grade with READ Plans in 2017–18

Grade Level	Number of Students on READ Plans
4th Grade	11,000
5th Grade	7,000
6th Grade	6,000
7th Grade	4,000
8th Grade	2,000



Department Updates

- Colorado Department Public Health and Environment (Erin Ulric)
- Colorado Department of Health Care Policy and Financing (Tom Massey)
- Colorado Department of Education (Melissa Colsman)
 - READ Act Updates
- Colorado Department of Human Services (Jerene Petersen)
 - Office of Early Childhood (Mary Anne Snyder)
 - > Preschool Development Grant
 - ➤ Risk, Reach and Resources Early Childhood Mental Health Investment Analysis
 - Working Together Initiative



Public Comment

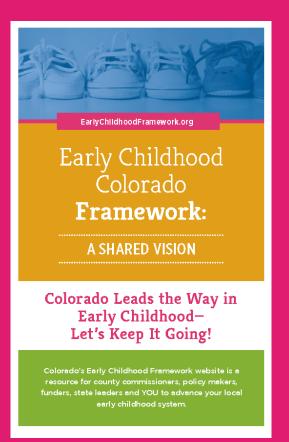
- Each speaker may take up to five (5) minutes to make his or her comments. This time constraint may be modified by the ECLC Co-chairs.
- Any opinions, advice, statements, services, offers, or other information or content expressed or made available by stakeholders or members of the public during public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



Framework Website Updates and Marketing Letty Bass









2018 ECLC Annual Report Kristina Heyl



2018 ECLC Annual Report

Presentation of Report



ECLC Commissioner Updates





Co-Chair Final Thoughts



Next Meeting: February 28, 2019

Health Care Policy & Financing, 11th Floor 303 E. 17th Avenue; Denver





Thursday, December 13, 2018 9:30 am – 12:30 pm Health Care Policy & Financing 303 East 17th Avenue, Denver

Join the Conference Call: 515-739-1223 Code: 690666#

https://global.gotomeeting.com/join/724832693

Meeting Objectives:

- Approve Meeting Minutes from October 25, 2018 Meeting
- Hear Updates for Education Leadership Council
- Discuss ECLC Areas of Opportunities and Tracking through Data Indicators
- Discuss 2018 Annual Report and Presentation
- Learn About Updates from Departments
- Hear from the Early Childhood Community during Public Comment

9:00-9:30am	Appreciation Celebration for Lt. Governor Donna Lynne		
	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		
9:30-9:35am	<ul> <li>Welcome &amp; Business Meeting (Anna Jo Haynes)</li> <li>ACTION: Approval of October 25, 2018 Meeting Minutes</li> </ul>		
9:35-9:50am	Education Leadership Council (David Padrino, Lt. Governor's Office)		
9:50-10:50am	<ul> <li>ECLC Areas of Opportunity + Transition in State Leadership (Anna Jo Haynes &amp; Elsa Holguín)</li> <li>Updates (Kristina Heyl)</li> <li>Information Briefs on 3 Areas of Opportunity (Jennifer Stedron, Early Milestones Colorado &amp; Bill Jaeger, Colorado Children's Campaign)</li> <li>Tracking through Data Indicators (Susan Steele, Charlotte Brantley &amp;</li> </ul>		

Heather Matthews, Consultant)

**Next Steps** 

10:50-11:25am	Department Updates
10:50 II:25am	Depai differit opaates

- Colorado Department of Public Health and Environment (Erin Ulric)
- Colorado Department of Health Care Policy and Financing (Tom Massey)
- Colorado Department of Education (Melissa Colsman)
  - o READ Act Updates
- Colorado Department of Human Services (Jerene Petersen)
  - o Office of Early Childhood Updates (Mary Anne Snyder)
  - o Preschool Development Grant
  - Risk, Reach and Resources Early Childhood Mental Health Investment Analysis
  - o Working Together Initiative

11:25-11:50am	Legislative Updates (Bill Jaeger and Riley Kitts, Colorado Children's Campaign)
11:50-12:00pm	Public Comment (Anna Jo Haynes)
12:00-12:05pm	Framework Website Updates and Marketing (Letty Bass)
12:05-12:15pm	<ul><li>2018 ECLC Annual Report (Kristina Heyl)</li><li>Presentation of Report</li></ul>
12:15-12:25pm	ECLC Commissioner Updates
12:25-12:30pm	Co-Chairs' Final Thoughts and Adjourn (Anna Jo Haynes)

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 February 28, 2019 at Health Care Policy & Financing (HCPF), 11th Floor Conference Room: 303 East 17th Avenue, Denver, CO.

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



Early Childhood Leadership Commission Minutes
Thursday, October 25, 2018
9:30 am – 12:30 pm
Health Care Policy & Financing Denver, CO
Join the Conference Call: 515-739-1223

Code: 690666

# Meeting Objectives:

- Approve Meeting Minutes from August 23, 2018 Meeting
- Review Progress and Determine Next Steps on the ECLC's Areas of Opportunity
- Discuss the Preschool Development Grant Funding Opportunity
- Approve ECLC Bylaws
- Learn About Updates from Departments and ECLC Subcommittees
- Hear from the Early Childhood Community during Public Comment

#### Attendees:

Cindy Schulz (by phone), Anna Jo Haynes, Letty Bass, Elsa Holguín, Melissa Colsman, Heather Craiglow, Charlotte Brantley, Tom Massey, Lydia Prado, Jai Scott, Mary Anne Snyder, Gerri Gomez Howard, Susan Steele, Jerene Petersen, Kristina Heyl, Amanda Pelletier

# **Welcome and Business Meeting**

Elsa Holquín called the meeting to order at 9:36 am.

# Approval of August 23, 2018 Meeting Minutes

Elsa Holguín called for a motion to approve the minutes from the August 23, 2018 meeting. Susan Stele moved to approve the minutes as distributed, Lydia Prado seconded the motion; the minutes were approved by unanimous voice vote.

#### Education Leadership Council Updates

David Padrino shared updates and progress on the Education Leadership Council (ELC) and thanked the Commission for their support and engagement. David shared that the ELC was created through an Executive Order in 2017 by Governor John Hikenlooper. The ELC is made up of leaders in government, business, and the non-profit community with experiences in early childhood, education and economic development. He shared the Council is looking at the state of Colorado's education system and workforce.

David shared that over the summer the ELC met and put together a strategic plan. This included a continued level of engagement and connection with different organizations. David shared the ELC's four major principal areas; responsive systems, robust community and family partnerships, well supported teachers and leaders, and cross sector partnerships to support student learning and transitions. David shared that the vision, framework, principles and improvement strategies are part of a document he would share with the Commission. The group discussed the importance of aligning the ELC's work with the ECLC's three priority areas.

## Preschool Development Grant

Mary Anne Snyder shared the Department is getting close to submitting an application for the Preschool Development Grant (PDG) that will assist states to develop, update, or implement a strategic plan that facilitates collaboration and coordination among existing programs of early childhood care and education in a mixed delivery system across the state. She explained that the focus is on children 0-5 years old. Mary Anne shared a handout on the activity time line for the first year of the PDG. She shared the five activities are a needs assessment, strategic plan, parental choice and knowledge, share best practices and quality improvement. Mary Anne shared that this is an opportunity to build upon existing work and deepen partnerships between our systems. Heather Craiglow shared a key component they are looking at is to have a focus lens on infant/ toddler care, thinking about formal and informal care and transitions. Mary Anne share the grant calls out working with the State Advisory Council and the opportunity to continue supporting the work of the Commission and Subcommittees.

# Areas of Opportunity + Transition in State Leadership

Elsa Holguín shared the Transition Document and reviewed the process for how the document was created. She stated that the Commission learned from different early childhood initiatives (History from Early Milestones, Policy Strategies from Children's Campaign and Clayton Early Learning, and others) and met during the summer to identify the 3 Areas of Opportunity, the Commission believed were most critical to share with a new Governor and state leaders to continue work in early childhood. The group discussed how they have shared the document and initial reactions from early childhood stakeholders.

The members also discussed the need to continue to elaborate and define the 3 Areas of Opportunity and data measures to track progress. The Commission agreed on the following next steps for the Transition document: to coordination with Early Milestones and Children's Campaign to create a cover letter, slides and a new document based off the 3 Areas of Opportunity that goes into more detail and specificity on each area.

#### 2018 Annual Report and Presentation

Kristina discussed the Annual Report and Presentation. The Commission agreed they want to expand the presentation to be more inclusive, and involve the new Governor. Kristina asked the Commission if anyone wants to help with presentation to please reach out to her. She also asked for members to shared pictures for the Annual Report.

# **Department Updates**

Colorado Department of Public Health and Environment

Erin Ulric was not present at the meeting, no updates.

# Colorado Department of Health Care Policy and Financing

Tom Massey shared that the Department is active in transition planning for the new administration. He also shared the Department had a legislative budget meeting and will be submitting four bills to the new Legislature. He shared the focus of the Department is continued alignment, controlling cost in healthcare and enhancing the quality of health care for the state.

## Colorado Department of Education

Melissa Colsman shared that there are two State Board of Education positions up for election this fall. She also shared that the Department is currently working on its strategic plan, looking more in depth at the goal of strong foundations and quality learning for children. Melissa shared highlights of findings from the READ Act annual report. Members were very

interested in the data, and Melissa agreed to present on the report at the next meeting.

## Colorado Department of Human Services

Jerene Petersen shared an example of the alignment between CDHS and CDE with the SNAP program, stating that families that are eligible for SNAP benefits automatically are eligible for free and reduced lunches at school. She shared that CDHS has a data sharing agreement with CDE currently to combine systems and have benefits available for families across state agencies. Jerene also shared that the Federal Family First Act will have a significant change on how child welfare is funded. The Act will have more funding for prevention services. She shared the idea is for families to have early access to preventative programs in the child welfare system and will increase home visitation programs and early intervention programs. The Federal Act goes into effect October 2019. Jerene also shared that there is a free Child Welfare conference November 7-9th in Loveland; she encouraged members to attend the conference.

## Office of Early Childhood:

Mary Anne Snyder shared that the Office received 32 applications for the Two-Generation grant and said they will be announcing the 10 applications that will be awarded shortly. Mary Anne also shared that the HB1335 rule package regarding CCCAP reform is currently out for public comment. Mary Anne briefly shared an update on the Working Together program which is a pilot in the San Luis Valley where families that are already participating in home visiting are also engaging in Two-Generation services. Marry Anne would like to share more on the program with the group at the next meeting.

#### Public Comment

No public comment

#### Bylaws + Conflict of Interest

Kristina Heyl shared the new House Bill 1198 that states, starting January 1, 2019, each statutorily created board or commission in state government shall implement written polices or bylaws. Kristina presented draft bylaws, created from content pulled directly from ECLC Statue, the Governing Charter and Policies and put all in one document. Kristina asked the Commissioners for feedback on the Draft bylaws document. Tom Massey motioned ECLC Bylaws for approval, Melissa Colsman seconded the motion; the ECLC Bylaws were approved unanimously.

Kristina Heyl introduced the Conflict of Interest document for the Commissioners to sign, identifying potential conflicts of interest. She also stated this would have to be signed and reviewed annually.

# Race to the Top - Early Learning Challenge Accomplishments + Review of Final Performance Report

Stacey Kennedy provided an overview of the Race to the Top Grant and the Final Performance Report. Stacey stated that the Department submitted the final report in April 2017. She noted that CDE was a key partner in the work leading three projects of the grant. Stacey and Jennifer O'Brien went over the six projects of the grant.

Project 1- Grants Management

Project 2- Early Learning and Development Guidelines

Project 3- Next Generation Tiered Quality Rating Improvement System

Project 4- Build a Great Early Childhood Workforce

Project 5-Results Matter Expansion

# Project 6- Kindergarten Readiness/ School Readiness

Stacey and Jennifer shared the goal of each project and then accomplishments of each they also provided a handout listing these accomplishments. All of the information, including progress reports, can be found on the OEC website.

## **Subcommittee Updates**

# Communications Subcommittee-

Tom Massey introduced the Draft Communication Guidelines document to the group. He briefly went over the document, stating that this is a tool for providers to use to start thinking about how they communicate with parents and caregivers. Tom stated that the list is comprised of the key points that came out of conversation in past meetings, where the group shared best practices for communication. Kristina Heyl explained that the document is linked to the Early Childhood Communications Collaborative report and the three buckets the report recommends. Tom asked the Commission to review the Draft Communication Guidelines Document and for feedback and comments on the document.

#### Program Quality and Alignment Subcommittee-

Letty shared the Subcommittee had a special meeting to review the first draft of PDG application. She shared that the Department welcomed the Subcommittee's feedback and that everyone is very excited about the possibility of being awarded the grant. She also shared the Subcommittee's next meeting has been canceled for a conflicting event and they will meet again in January 2019.

## Data Subcommittee -

Charlotte Brantley shared the Subcommittee decided to move forward with its data agenda using the ECLC's three priority areas. She discussed the importance of not starting from scratch but building on the work that already exists. Susan Steele discussed how the Subcommittee is thinking of hiring someone to create a "cross walk" of the data indicators already existing under the three priority areas and to create a recommendation on the top five in each priority area that can be measured and tracked that would indicate positive movement across the three areas.

# Co-Chairs' Final Thoughts and Adjourn

Anna Jo asked the audience to introduce themselves. She thanked all for their work and for being at the meeting. The meeting was adjourned at 12:02 pm.

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

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

# Early Childhood in Colorado

A Shared Commitment To Children and Families: 2018 and Beyond

### STATEWIDE COMMITMENT TO EARLY CHILDHOOD

Colorado has a long history of working together to ensure children and families grow and thrive. Our state has made admirable advances across the three domains of the *Early Childhood Colorado Framework*: Health & Well-Being, Family Support & Education and Learning & Development. Families, professionals, advocates and policy makers have worked together to build coordinated systems that support local areas to be responsive to the needs of their communities. The collaboration between state and local entities across private and public domains is a testament to Colorado's long and unwavering commitment to supporting children and families. However, there is much more work to be done to ensure all children and families have the supports they need to reach our shared vision: **all children are valued, healthy and thriving.** 

## WHY FOCUSING ON EARLY CHILDHOOD IS IMPORTANT

Children's healthy development depends on the nurturing and supportive relationships they have with the parents and caregivers in their lives. When children are provided safe, healthy and learning-rich environments, the returns to society are abundant and communities thrive. Investing in high quality programs builds a developmental foundation which leads to a 13% financial return through long-term positive outcomes in education, health, economic productivity and reduced crime. These investments also provide opportunities for parents and caregivers to enhance their own educational and career opportunities to become self-sufficient and provide for their families. Investments in early childhood are one of the most effective strategies in achieving significant social and economic outcomes.

#### THE EARLY CHILDHOOD LEADERSHIP COMMISSION

The Early Childhood Leadership Commission (ECLC) is Colorado's statutorily-recognized state advisory council for early childhood. Our role 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. We serve 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.

## **OUR COMMITMENT**

The Early Childhood Leadership Commission is committed to working with the incoming Governor, the Colorado General Assembly, state agencies and stakeholders to address the early childhood challenges Colorado faces to ensure that all children are valued, healthy and thriving.



# Early Childhood: Areas of Opportunity

While Colorado has experienced tremendous progress in the early childhood sector, there are still challenges that must be addressed at the local and state level. The ECLC encourages efforts to support and enhance the following Areas of Opportunity:

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

63%

of Colorado children under age 5 live in homes in which all available caregivers work 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 outof-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

46%

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

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 & ECONOMIC SECURITY THROUGH A TWO-GENERATION APPROACH

Children living in POVERTY
are more likely to
start SCHOOL at a disadvantage,
have poor HEALTH,
and have lower INCOME as adults

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.

The ECLC expressly acknowledges the importance of supporting equitable outcomes for all of Colorado's residents and encourages thoughtful inclusion of supports and services for diverse communities.

The Colorado Children's Campaign and Early Milestones Colorado co-developed briefs on Colorado's top Areas of Opportunity for young children, as endorsed by the Early Childhood Leadership Commission.

#### EARLY CARE AND EDUCATION

High quality early care and education provides a stable place for children to grow, thrive, and develop the skills needed to succeed in school and in life. The majority of Colorado families need child care in order to work and support their families. Unfortunately, the availability of affordable, high-quality services is severely lacking particularly in infant and toddler care. Additional investments are needed to deliver services through a combination of programs, providers and settings, including informal care.

#### THE COLORADO CONTEXT

- **A Failed Market:** The gap between what families can afford and what services cost to deliver even with the low wages earned by the workforce —is a major problem.
- **High Demand:** More than 38% of children with all parents in the workforce have no access to licensed care. Almost 1 in 10 children (11%), birth to age 8, had parents who had to quit a job, not take a job, or greatly change their job because of problems with child care.
- Unmet Need: An estimated 8,000 4-year-olds qualify for the Colorado Preschool Program (CPP) but are not able to access a slot; approximately only one in eight (13%) of those eligible for Colorado's Child Care Assistance Program (CCCAP) subsidies actually receive them.



#### RECENT PROGRESS

Colorado has made strides in expanding access to preschool and full day kindergarten and improving the quality of all licensed care and education programs.

• Expansion of the Colorado Preschool Program (CPP): Funding for and enrollment in CPP has continued to increase since the program was founded 30 years ago. All but 3 of Colorado's 178 school districts now participate in CPP.

- **Expansion of Full-Day Kindergarten:** More than 3 of every 4 Colorado kindergarteners are enrolled in full-day kindergarten, even though the school funding formula disincentivizes this.
- **Funding Increases for CCCAP:** A 52% increase in funding in the past 5 years has improved access for families.
- Improvements in Quality: In 2015 the state implemented Colorado Shines, a quality rating and improvement system for programs. Currently, 45% of children receiving child care assistance are in a high-quality settings, more than double the number from five years ago.

# INITIATIVES, INVESTMENTS AND PROMISING STRATEGIES

- Helping Families: More Colorado communities are finding innovative ways to help all families pay for quality programs. Summit County, San Miguel County, Breckenridge, Aspen, and Denver all provide some form of support to families for early care and education.
- **Tax Credits:** The legislature has approved the continuation of the Child Care Expenses Tax Credit and the Child Care Contribution Tax Credit, which helps working families better afford quality services.
- Linking Early Learning to Elementary Education: The Colorado Department of Education recently established the P-3 Office to build linkages and coordinate across preschool through 3rd grade, a proven strategy to improve academic achievement.
- **Funding Innovations:** In 2019 three communities will pilot subsidized child care contracts to evaluate the impact on access to care, parent options, and administrative efficiencies.

# Statewide Entities Focused on Early Care and Education and Specific Work Underway

Early care and education programs are delivered through a mixed public-private delivery system, including licensed family- and center-based programs, public schools, and informal (family, friend, and neighbor) care. Coordination and collaboration are essential.

Entity	Current Focus
Early Childhood Councils - local multi-stakeholder	Recruitment and retention of the local
councils covering 99.8% of the state's young children	workforce
collaborate to align programs and services	
	Infant-toddler care
Program Quality and Alignment Subcommittee of the	Promote Infant and Toddler strategies that
Early Childhood Leadership Commission -	connect with other early childhood systems
subcommittee of governor-appointed commission	
focused on the alignment of standards and policies	Support Prenatal – 3rd grade alignment
across programs and agencies	across school and early childhood systems
<b>CPP District Advisory Councils -</b> providers, parents, and	Address local needs
other public and private stakeholders provide	
recommendations to local boards of education on	Compensation of CPP teachers
access and quality issues	
	Inequities in achievement
Prenatal, Infant, Toddler Coalition (Raise Colorado) -	Maternal and infant mortality
open membership group of health, learning, and family	
support stakeholders promotes support for infants,	Preventing closures of family child care
toddlers and their families	homes

**Other Promising Strategies:** Expand eligibility for and flexibility in child care subsidies; invest in commensurate funding for full-day kindergarten and the Colorado Preschool Program; create institutional subsidies for the child care industry; expand on the success of local preschool initiatives.

# THE EARLY CARE AND EDUCATION WORKFORCE

The early care and education workforce provides essential support for local and state economic health, enabling parents to work and provide for their families, while providing children with the foundation of skills necessary for future success in school and careers. However, compensation lags behind most other industries, and Colorado communities face significant challenges recruiting and retaining a stable early care and education 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.

#### STAFF SHORTAGES



of early learning directors report difficulty in filling vacant positions

#### **LOW WAGES**



difficulty paying their bills

#### **HIGH DEMAND**



33%-43%

Almost 9 in 10 teachers have By 2025, there will be a 33-43% increased need for teachers and leaders

#### RECENT PROGRESS

- Professional Development In 2000 a professional development system was launched to provide credentials for early learning professionals. This system has been expanded, improved and developed over the years.
- Licensing In 2015 the state linked child care licensing requirements to Colorado's improved system for credentialing and incentivized investments in staff professional development.
- Registry In 2015, the Professional Development Information System (PDIS) was launched. This is a web-based system for supporting the professional development of Colorado's early childhood workforce." 46,000 professionals have completed 260,000 online courses.
- State Data In 2017, a statewide workforce survey and an economic analysis of the sector were released.
- State Plan In 2017, Colorado's Early Childhood Workforce 2020 Plan was released. This three-year plan identifies specific strategies and action goals to improve compensation, recruitment and retention
- Child Care Contribution Tax Credits In 2018, this 20-year-old tax credit was reauthorized by the legislature. Taxpayers that contribute may claim an income tax credit of 50% of the total qualifying contribution. Contributions may be earmarked specifically to support workforce education and training.

The Colorado Children's Campaign and Early Milestones Colorado co-developed briefs on Colorado's top Areas of Opportunity for young children, as endorsed by the Early Childhood Leadership Commission.





## INITIATIVES, INVESTMENTS, STRATEGIES

Not enough progress had been made towards improving compensation, recruitment and retention.

As a result, many of Colorado's communities face a crisis in maintaining a sufficient qualified early childhood professional workforce. The shortage has impacted hiring and expansion plans for local businesses, hurting economic development. Several communities are trying different approaches to help solve the problem.

- State Funding In 2018, The Colorado Legislature approved an additional \$500,000 to the Colorado Department of Human Services for early childhood workforce supports to increase recruitment and retention.
- Targeted Business Support Mesa County and Summit County are exploring targeted support around business
  practices for local early care and education providers to increase cost savings and, in turn, increase wages.
- Concurrent Enrollment La Plata County and the St. Vrain School district are attempting to increase recruitment by providing interested high schoolers a career pathway through concurrent enrollment and internships.
- Apprentices and Coaching Denver and Larimer are increasing recruitment through apprenticeships and a hybrid model of classes and coaching.
- Salary Parity One in four Colorado school districts that offer the Colorado Preschool Program (CPP) require lead teachers to hold a CDE educator license and pay those teachers on the K-12 salary scale. While this increases recruitment and retention for preschool it can drain qualified teachers away from serving infants and toddlers.

# SALARY PARITY 1 in 4 Colorado school districts



# Statewide Entities and Partnerships Focused on the Workforce and Specific Work Underway

Entity	Current Focus
The Early Childhood Professional Development Advisory. A working group of the Early Childhood Leadership Commission. Coordinates implementation of Colorado's Early Childhood Workforce 2020 Plan.	Clear career pathway aligned to professional development and education. Subject matter expertise for CWDC work (below).
Colorado Workforce Development Council Statewide Education Sector Partnership. The Education Workforce (early childhood, K- 12 and postsecondary)is the sole industry of focus of this state council for 2018-2019.	Skill Building & Pathways 3) Public Awareness     Mapping the System 4) Compensation     Policy and Legislation
The Early Childhood Higher Education Partnership (ECHEP). Representatives from two- and four-year institutions.	Defining early childhood occupations and mapping career pathways for early childhood professionals

**Other Promising Strategies -** Other states have effectively utilized Early Childhood Educator Tax Credits, comprehensive scholarships, tiered reimbursement, and other incentives, to increase recruitment, retention, and compensation of the workforce.





# 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.

Policy, infrastructure, development needs of both formal and informal providers are met.

A supported, funded mixed-delivery system exists to meet family needs.

Education, coaching and ongoing training exist for caregivers, teachers and other professionals.

- Social and emotional development.
- Cultural awareness/competence
- Training addresses issues of race and implicit bias.

All settings provide effective transitions across and within programs, schools, and systems.

• Children, including those with high needs, receive timely, comprehensive and affordable academic services and transition supports.

Family engagement and leadership opportunities exist within programs, schools, and communities.

• Families advocate for high quality comprehensive services and supports that lead to future success.

Availability of infant/toddler care meets the demographic/population need.

Adults understand and support children's learning and development, including social and emotional.

Learning experiences and environments are high quality, developmentally appropriate and affordable.

> Formal and informal care environments and education practices reach the highest levels of quality.

Early care and education options meet the needs, expectations of families.

- Families, including those with high needs, experience timely and coordinated services and supports.
- Families have affordable child care options.

All children are ready for school and achieving by 3rd grade regardless of ability, race, place, income, language and culture.

# 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.

Early childhood educators obtain higher levels of training and professional development, measured through formal education and the PDIS.

- Education, coaching and ongoing training exist for caregivers, teachers and other professionals (aligned with Colorado's early childhood competencies).
- Clear, consistent qualifications and career pathways exist for individuals in the early childhood profession.

Early care and learning providers have higher compensation across all early childhood settings.

ECE providers of color and cultures are actively recruited/encouraged/incentivized to become ECE professionals.

Adults understand and support children's learning and development, including social and emotional

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

Turnover rates among early learning and education providers across all formal care settings are reduced. Colorado has a qualified, consistent, and diverse early childhood workforce.

# 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.

Family engagement and leadership opportunities exist within programs, schools, and communities.

 Families advocate for high quality comprehensive services and supports that lead to future success.

Education, employment, housing, financial and legal supports contribute to family economic security.

- Families, including those with high needs, experience timely and coordinated services and supports.
- Family-friendly policies and practices exist in the workplace.
- Economic policies impacting families are enhanced or maintained (e.g. EITC).
- Systemic barriers to achieving economic security are addressed (e.g. racism, neighborhood opportunity structure)

Services and supports promote the well-being and resiliency of parents and caregivers (and children):

- Families have the ability to plan the number and timing of their children.
- Comprehensive health coverage and services are consistently utilized by pregnant women and children.
- Integrated preventive maternal and child physical, behavioral and oral health services are available.
- Children with special health, behavioral or developmental needs receive individualized services and supports.
- All settings promote mental health and well-being through early identification, consultation, and treatment.
- Settings and practices promote strong relationships, social and emotional development, appropriate nutrition and physical activity.

Family knowledge and capacity support children's healthy development and learning.

All environments are safe, free of toxins, have affordable foods and offer physical activity.

All health care providers, including mental health, deliver coordinated, family focused care. Environments
that impact
young
children are
safe, stable,
and
supportive.

# PROPOSED: ADVOCATE FOR TWO-GENERATION STRATEGIES IN HEALTH AND ECONOMIC SECURITY THAT PREVENT, REDUCE, OR MITIGATE TOXIC STRESS IN EARLY CHILDHOOD

Every day parents and caregivers impact Colorado's next generation. Parents and caregivers need to be supported with resources and policies that can help strengthen their families and allow them to build positive, supportive relationships with children. Children who are cared for in stable environments with access to health services, nutritious foods, safe water, stable housing and high quality care and learning environments are better able to develop the skills they need to succeed in school and thrive in their communities. Parents and caregivers are best able to provide stable environments things like education and employment, supportive relationships, and reliable transportation. Yet, many families do not have access to these basic supports. This affects their ability to build strong foundations for lifelong health and educational outcomes and hinders their ability to be active members of their communities. Colorado must pursue strategies that enhance economic and social support to families.



#### 2019 Early Childhood Legislative & Budget Items

Updated December 12, 2018
Contact: Bill Jaeger, 720-552-0002, bill@coloradokids.org

## 1. Domain of the Early Childhood Colorado Framework: Early Learning & Development

- a. Colorado Child Care Assistance Program: Budget needs
- b. Workforce Development: Early Childhood Educator Tax Credit
- c. Child care access
  - i. Addressing infant capacity and family child care homes
  - ii. Possible Child Care Expenses Tax Credit (proposed in Gov. Hickenlooper's Budget)
- d. Low-income Child Care Tax Credit Reauthorization
- e. Preschool and full-day Kindergarten expansion

### 2. Domain of the Early Childhood Colorado Framework: Health & Well-being

- a. Early Intervention: Supporting the EI workforce
- b. Infant mortality
- c. Maternal mortality
- d. Addressing PreK 2nd Grade early childhood school removal

#### 3. Domain of the Early Childhood Colorado Framework: Family Support and Education

- a. Child Tax Credit
- b. College Savings Accounts for young children
- c. Paid Family Leave

# 4. Early Childhood Systems-building

- a. Special districts
- 5. Other bill rumors