

Until we get started...

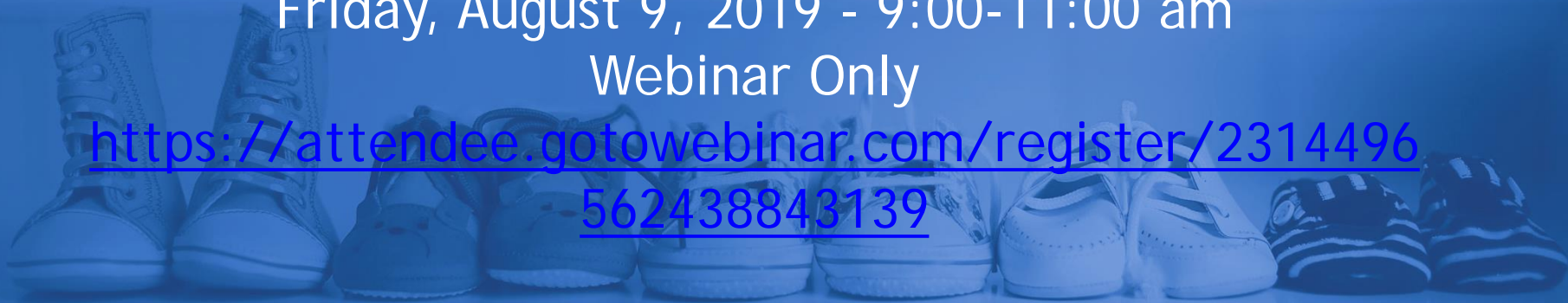
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- To listen using your phone's audio, and after dialing the phone number and Access Code, please dial **your Personal Audio PIN**.
- Please utilize the chat or questions box throughout the meeting for questions or comments.
- If you would like to be unmuted anytime throughout the meeting **please type into the chat box** that you would like to make a comment and we will unmute you.

ECLC Program Quality & Alignment Subcommittee- Preschool Development Grant Meeting

Friday, August 9, 2019 - 9:00-11:00 am
Webinar Only

<https://attendee.gotowebinar.com/register/2314496562438843139>





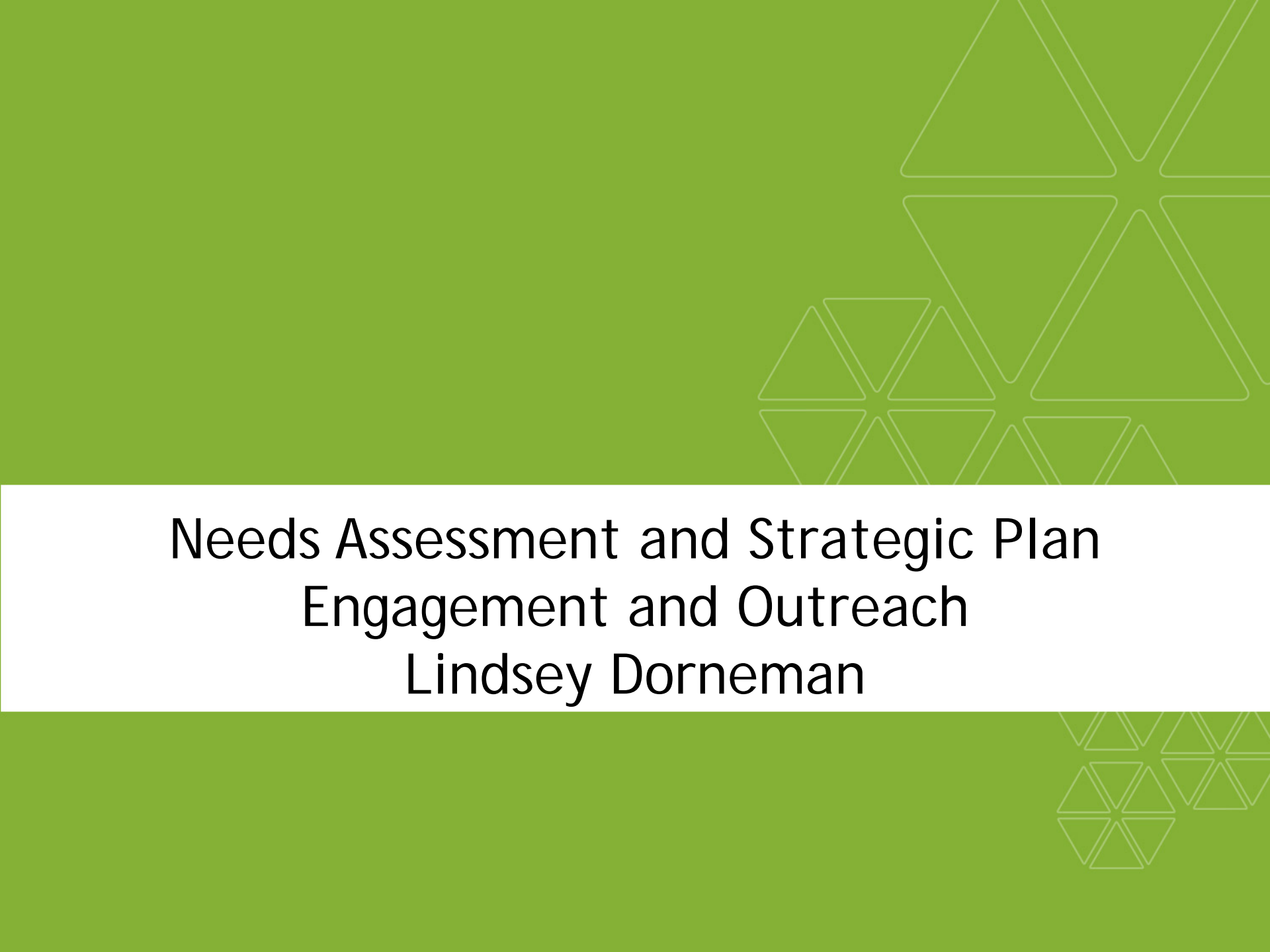
Welcome and Review of Minutes

- Please type your name and organization you are representing into the chat box for introductions.
- Review meeting objectives
- Approval of meeting minutes from July 12, 2019



Preschool Development Grant Vendor and Project Updates

- Needs Assessment and Strategic Plan Engagement and Outreach (Lindsey Dorneman)
- Professional Development for Early Childhood Mental Health (ECMH) Specialist and Consultants (Lisa Schlueter)
- Home Visiting (Julie Becker)
- Kindergarten Transitions (Avilene Rodriguez & Heather Craighlow)
- Colorado Shines Retooling Project (Karen Enboden)
- Wrap- up (Lindsey Dorneman)



Needs Assessment and Strategic Plan Engagement and Outreach Lindsey Dorneman

COLORADO SHINES BRIGHTER

PRESCHOOL DEVELOPMENT GRANT BIRTH THROUGH FIVE

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



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Goals

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



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Engagement and Outreach

Activity	Target Audience	Dates	Purpose	Source
Key Stakeholder Interviews	Providers of services to children birth through five and their families, advocates, and others	Various	Inform the needs assessment, strategic plan, evaluation, and PDG activities being implemented during the first year.	Colorado Health Institute, Early Milestones Colorado, Marzano Research, The Butler Institute, SE2 and other PDG vendors.
Informal Focus Groups	Various	Various	Join existing groups of stakeholders to inform the strategic plan and needs assessment.	Colorado Health Institute, Early Milestones Colorado
Family, Provider and Stakeholder Focus Groups	Providers of services to children ages birth to five and their families, advocates, and others	August 9 and August 14	Identify the needs of early childhood professionals, caregivers, and their communities to better support children birth to five and their families.	Colorado Health Institute, Early Milestones Colorado
Early Care and Learning Provider Survey	Child care and preschool programs serving children birth through five	July 24-September	Understand providers' utilization of Colorado Shines, access to and need for training, barriers to providing infant/toddler care, and barriers to operating a child care business.	The Butler Institute
Family Survey-Needs Assessment	Families of children birth through five	August 5-August 30	Identify families' needs and preferences to support their child's learning and development.	Colorado Health Institute
Quality Improvement Navigator and Coach Survey	Colorado Shines QRIS Quality Navigators and Coaches	August 9	Learn about training received and desired, desired supports, outreach and engagement strategies, partners, and perceptions of Colorado Shines.	The Butler Institute
Family Survey-Strategic Plan	Bright by Text and Child Care Resource & Referral Subscribers; Families of children birth through five	Early September	Identify family awareness of ECCE services and preferences for receiving services.	Marzano Research
CCCAP Family Survey	Sample of 1,500 families participating in CCCAP	August 18	Learn about their experiences and preferences.	The Butler Institute

A decorative geometric pattern consisting of white outlines of triangles of various sizes, arranged in a complex, overlapping fashion on a green background. The pattern is located in the top right and bottom right corners of the slide.

Professional Development for Early Childhood Mental Health (ECMH) Specialist and Consultants Lisa Schlueter

Professional Development Roots©: (Beyond) Trauma- informed care

- ▶ Sarah Watamura, PhD and her team in collaboration with the Office of Early Childhood are excited to offer Roots© a 3-day intensive, experiential trauma processing and stress reduction training.
- ▶ Participants gain knowledge and skills that can further their own understanding and reduce burnout, as well as specific skills that can be deployed to local communities on best practices.
- ▶ Attendance is open to all ECMH professionals.
- ▶ 3 Events
 - ▶ Glenwood Springs, July 2019
 - ▶ Colorado Springs, Sept 2019
 - ▶ Denver, Sept 2019





Home Visiting Julie Becker

Home Visiting for Licensed Family Child Care Homes & Friend, Family, & Neighbor

Goals

Models

Initial Findings

Evaluation

Sites: ★Arapahoe County Early Childhood Council

★Bright Futures ★Hilltop ★Roots

★North Range Behavioral Health



HIPPYUSA®
Home Instruction for Parents of Preschool Youngsters





Kindergarten Transitions

Avilene Rodriguez & Heather Craiglow

Transition Activities

Increasing Engagement in System-Wide Transition Planning

- The goal of these practices is to ensure a smooth transition between preschool and kindergarten.
- The more transition practices a program has in place will allow for better social, emotional, and cognitive skills to develop for the child; children and families are better adjusted to the environment and more positive relationships develop between children and adults.
- Smooth transitions require adults to create conditions for children and families to adjust successfully.



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Transition Activities

As we create the strategic plan, we must:

- Identify activities that address improving transitions of children from ECE programs into elementary schools.
- Determine transition supports and gaps.
- Address policies, practices, and/or funding streams that hinder system or interagency collaboration.



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Transition Activities

Fostering Successful Adjustments

- Access to information
 - Families, children, providers, and community have the right amount of information; the more you know, the more at ease you will feel.
- Supportive relationships
 - People to support and guide you along the way.
- Alignment between environments
 - Consistent and stable alignments between sending and receiving programs, the more your new environment is like your old one, the easier your transition will be.



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Transition Activities

Activities to date

- 6th Annual Early Childhood Summit-“On the Move: Supporting the transition process for children and families”
- Survey providers within the mixed delivery system
- Partnering with Growing Readers Together
- Creating a resource for informal care providers
- Developing a School Readiness Marketplace
- Engaging with the National P-3 Center



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Reflections

- Questions, comments or concerns?



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Colorado Shines Retooling Project

Karen Enboden

Colorado Shines Retooling Project



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START EARLY
START STRONG
QUALITY EARLY LEARNING

ERS Retooling

Activity 4 Sharing Best Practices

Goals

- Training for all Colorado Shine Coaches by 10/31/2019
- Certifications for Colorado Shines Coaches by 12/31/2019
- Training for Rating Assessors by 2/28/2020
- Reliability for Rating Assessors by 6/30/2020



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START STRONG
QUALITY EARLY LEARNING

ERS Retooling

Activity 4 Sharing Best Practices

Expected Outcomes

- Implementation of ERS 3 for Centers and Preschools effective July, 2020
- Implementation of ERS 3 for Homes effective July, 2021



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START STRONG
QUALITY EARLY LEARNING

ERS Retooling Progress to Date

Activity 4 Sharing Best Practices

- Scheduled: 16 trainings across the state (Denver, Glenwood, Morgan, Dolores, Pueblo)
- Completed 8 trainings to date
 - 4 ECERS 3 (Dolores, Denver, Morgan, Glenwood)
 - 4 ITES 3 (Dolores, Denver, Morgan, Glenwood)
- Approximately 120 Coaches trained in both tools



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START STRONG
QUALITY EARLY LEARNING



QUESTIONS




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START STRONG
QUALITY EARLY LEARNING



Wrap-Up

Lindsey Dorneman



Early Learning & Development Guidelines Update

Carrie Germeroth

Colorado Early Learning and Development Guidelines (ELDGs) Update

Program, Quality, and Alignment Subcommittee

Carrie Germeroth

August 9, 2019

Purpose of the CO ELDGs Update

- This update is only one component of Colorado's plan to promote and increase parent and caregiver involvement in the development of their children and their transitions throughout early childhood under the PDG.
- The intent was to enhance the already well-received 2011 ELDGs with updates from research, transition supports, and bring them into alignment with the 2020 CAS and 2015 ELOF.

Updates Incorporate Stakeholder Feedback

- Feedback was incorporated throughout the update from multiple sources.
 1. Small group advisory of subject matter experts
 - 3 meetings and electronic communications between meetings
 2. PQA members
 - 2 meetings to collect input



1. Research-based updates

- Early Brain Development
- Language Development
- Physical Health and Development
- Play
- Role of Interaction in Development
- Social Emotional Development



2. ELDG and ELOF alignment

- Primary alignment updates
 - Approaches to Learning B-36mos
 - Physical Health and Development B-3
 - Social/Emotional Development B-3

CENTRAL DOMAINS					
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

2. ELDG and ELOF Continued

- The following ELDG domains were not updated based on ELOF changes because these domains do not appear in the 2015 ELOF.
 - Social Studies
 - Logic and Reasoning
 - English Lang Dev
 - Creative Arts & Expression

CENTRAL DOMAINS					
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

Other general updates based on the 2015 ELOF

- Throughout the Birth – 3 years indicators, when appropriate “demonstrate an understanding” and “with support from adults” phrases were added to better align with the ELOF as well as research that recognizes that young children may demonstrate an understanding at earlier ages with scaffolding from adults.
- When appropriate additional examples of child behaviors and suggested supports were added. The SGA recommended to only added examples and supports when gaps existed in content.

3. Updates Based on Colorado Academic Standards Updates

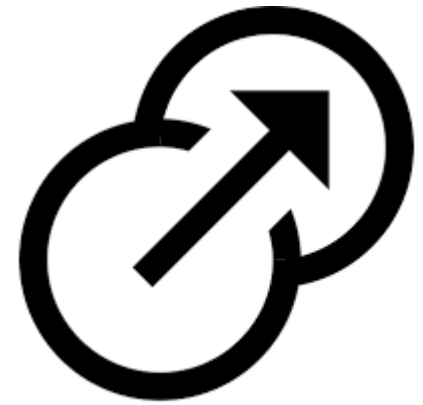
- The following domains were primarily updated in the 3-5 age group to better align with the 2020 CAS.
 - Literacy
 - Mathematics
 - Science
 - Social Studies
 - Creative Arts Expression
- It is important to note, that the Social Studies and Creative Arts Expression Domains that appeared in the prior ELOF version are not included in the 2015 ELOF, therefore updated content in these two domains are drawn exclusively from the 2020 PK CAS.



3. ELDGs and CAS Continued

- In keeping with the 2011 ELDGs, the K-3rd grade section continues to eliminate multiple layers by anchoring to the 2020 CAS.
- As in the prior version, this age group is presented only with narrative descriptions connecting the 3-5 year age group to K-3rd and refers the reader to the 2020 CAS online.
- The English Language Domain content for PreK-3rd continues to draw from the [WIDA standards](#) and [TESOL PreK-12 English Language Proficiency Standards](#).

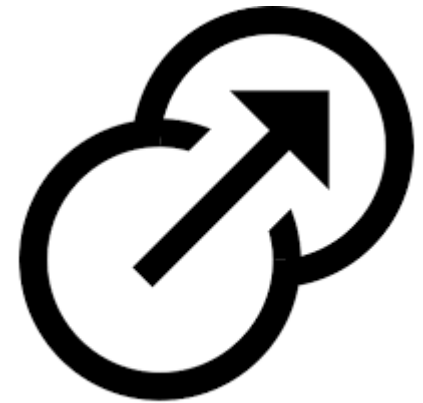
4. Enhanced Content Focused on Transitions



- Based on SGA and PQA input transitions included in the ELDGs
 - Hospital to home
 - Infant to toddler
 - Home to school
 - Coordination and transition Part C to Part B
 - Home/school to Kindergarten
- Daily transitions in the environment are not called out separately, however supports for these daily transitions are included throughout the ELDGs in the “suggested supports” sections.

4. Transitions Continued

- Based on SGA and PQA input other transitions included in ELDGs:
 - Transitions between adults and settings – continuity of care
 - Stressed or atypical transitions (e.g., mid-year or multiple relocations: transient/homeless, migrant, foster care, expulsions, job change/relocation/child care eligibility, military).
 - Seasonal transitions (i.e., school breaks).
 - Transition processes when children are in a home w/separated parents



Feedback



- High-level
 - What doesn't make sense to you? - YES
 - What words need to be changed? – NO
- Formatting
 - Communication vendor will create new print materials, video, and web-based materials. We will take suggestions for these dissemination channels as well.
- Beyond the current scope
 - We will keep track of these for future updates.
 - Changing the infant/toddler age groups
 - Major content changes or additions

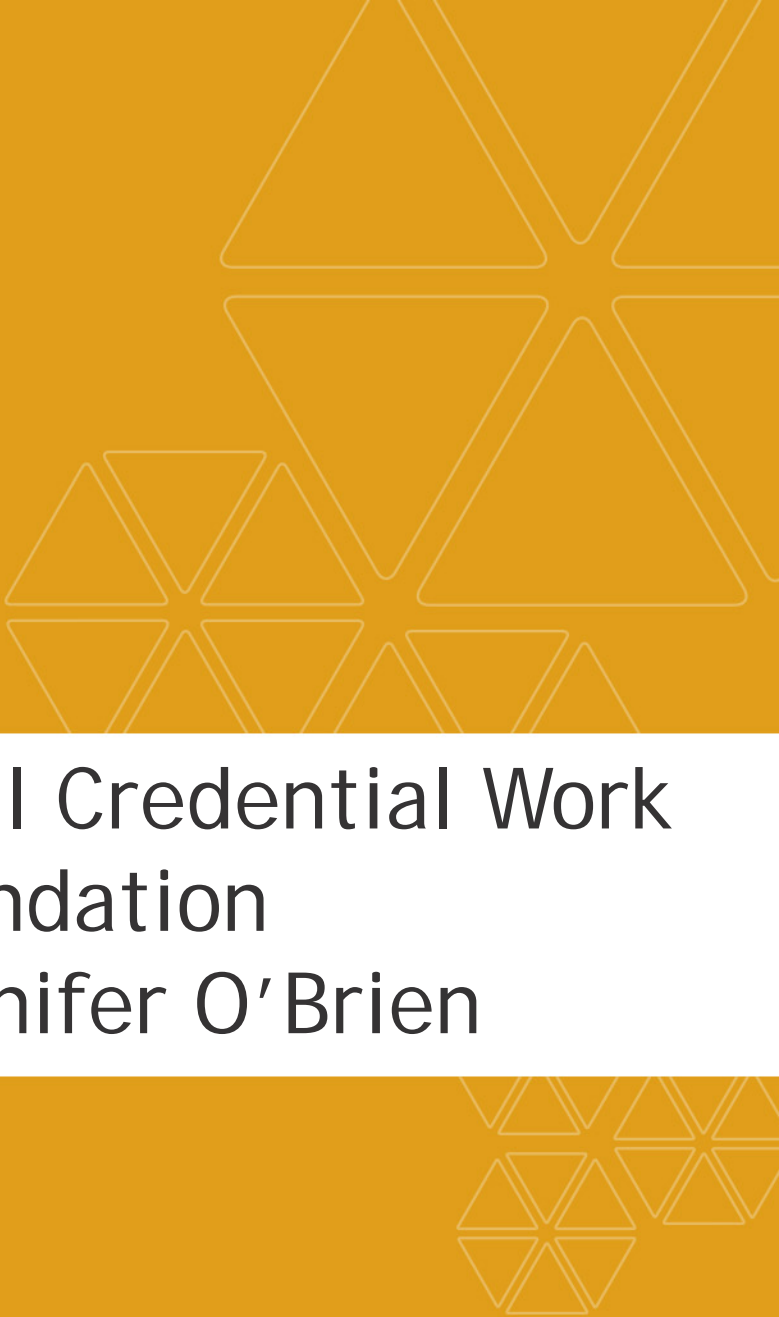
Next Steps

- Vote on whether you feel comfortable enough to encourage the ECLC to endorse these updated Guidelines.
 - Use the chat box and type “Yes” or “No”
- ECLC presentation August 22nd



Contact

- Carrie Germeroth (Marzano Research Team Lead)
 - Carrie.Germeroth@marzanoresearch.com

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Early Childhood Professional Credential Work Group Recommendation

Stacey Kennedy & Jennifer O'Brien



COLORADO
Office of Early Childhood
Department of Human Services



COLORADO
Department of Education

EC Credential

DRAFT
RECOMMENDATIONS AND
NEXT STEPS



Contents

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About this project

- The project described in the following pages 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.

Why are changes coming?

- Colorado Shines Brighter, the State's Preschool Development Grant (PDG) Birth through Five Initiative created a representative work group to recommend improvements to the Early Childhood Professional Credential
- The improvements support:
 - Colorado's Early Childhood Workforce 2020 Plan
<https://www.cde.state.co.us/early/copdplan>
 - Alignment opportunities with Child Care Licensing Rules and Regulations

What are the Early Childhood Credential recommended changes trying to achieve?



Elevate the awareness and appreciation of both early childhood education and the professionals who make a lifelong impact on all children



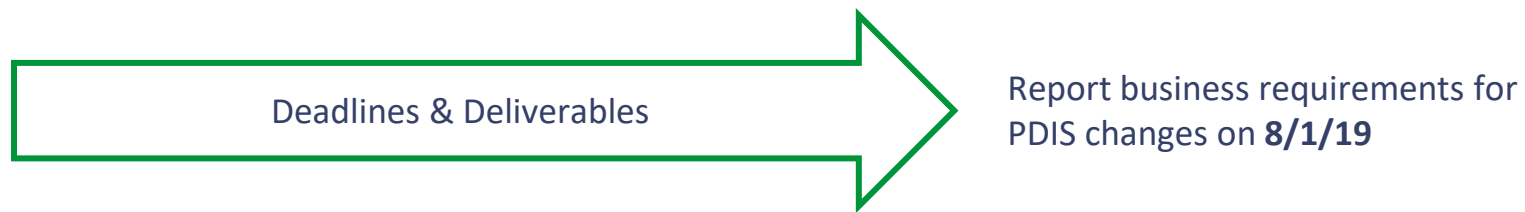
Ensure all Early Childhood Educators have the skills and expertise necessary to serve children of all cultures, backgrounds, and abilities

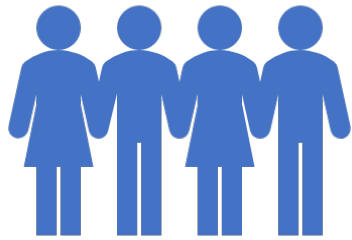


Provide equitable and accessible opportunities to pursue authentic professional development and honor career accomplishments that are valued by the field

What constraints influenced the recommendations?

1. Cost of system enhancements
2. System capabilities
3. Available staffing
4. Limited time available to request enhancements





Who was involved?

A REPRESENTATIVE AND INCLUSIVE
GROUP

Representative
work group



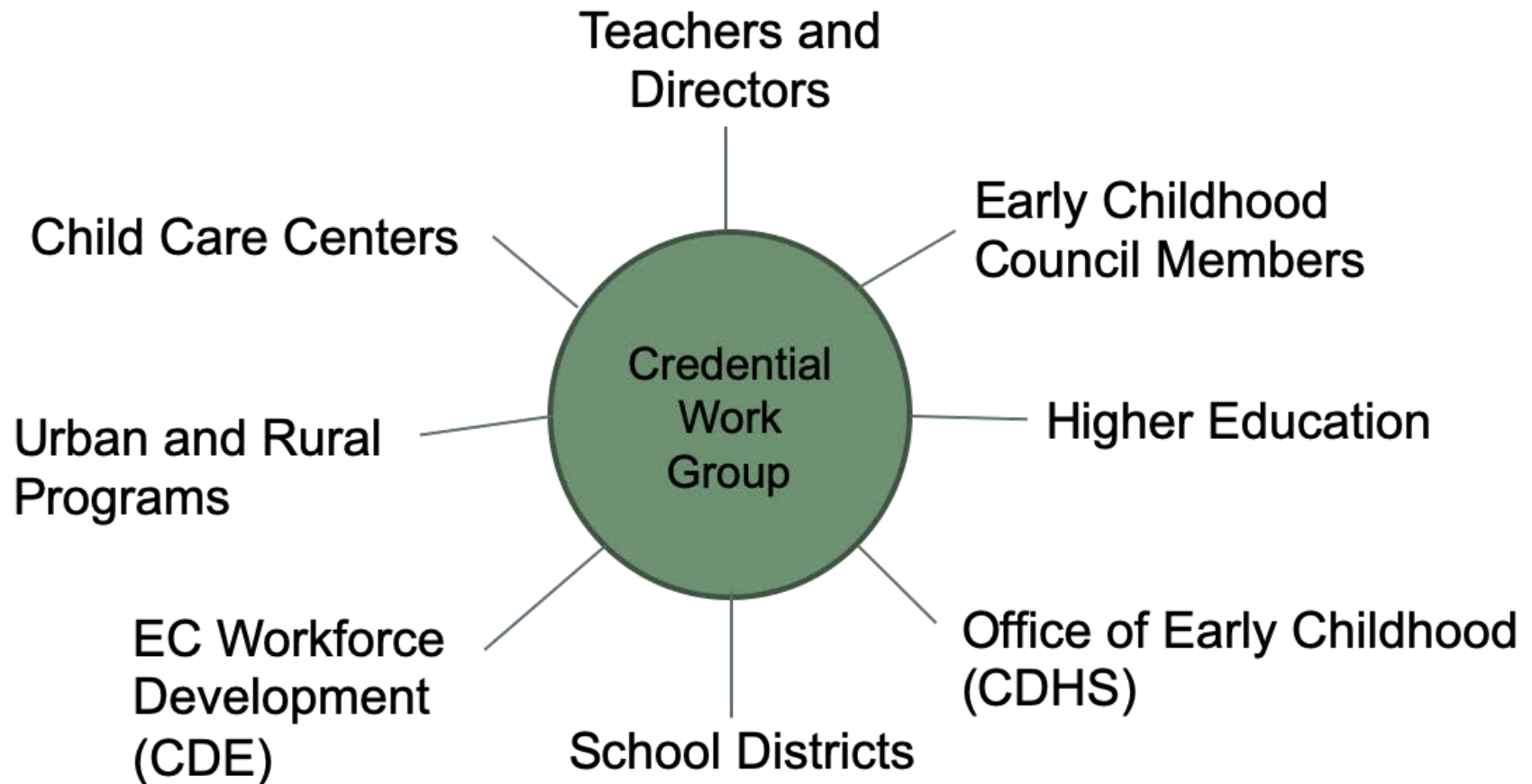
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graph TD; A[Representative work group] --> B[Interviews with selected experts and researchers]; B --> C[All PDIS users and Child Care Licensed Programs surveyed];
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Interviews with
selected experts
and researchers

All PDIS users and
Child Care
Licensed Programs
surveyed

Who
participated?

Representative work group



Experts and researchers

Expert resources

Why: We sought to understand perception, risks and benefits of improvement options from experts in the field of early childhood education

Who: Individuals representing early childhood councils, center directors, early childhood education higher education chairs and faculty, early childhood education professional development leaders, and subject matter experts

Leading researchers

Why: We pursued national trends, leading indicators, and lessons learned from other states with an early childhood professional credential

Who:

- Diana Schaack - University of Colorado Denver Faculty and Lead Researcher of the Colorado Early Childhood Workforce Survey 2017
- Denise Mauzy - Center for Learning and Development, SRI Education; expert in project development and implementation of early childhood quality initiatives

Survey feedback


The team surveyed **all users of the PDIS system**, including credentialed and non-credentialed individuals and **all licensed ECE professionals**

- **1,597** individuals responded:
 - 75% - Directors, EC Teachers, and Assistant EC Teachers
 - 25% - Family Child Care Home Providers and Other Professionals
- Surveyed to determine the importance of key improvement suggestions related to:
 - Goals of the early childhood professional credential
 - Point allocation, expiration timelines for ongoing professional development and higher education coursework and degrees
 - Alignment of Child Care licensing and Early Childhood Professional credential requirements
 - PDIS user interface

Survey Feedback

The team sent to **all users of the Colorado Shines PDIS**, including credentialed and non-credentialed individuals and **all licensed early childhood education professionals**

- Survey respondents agreed that the suggestions offered by the work group are important
 - Generally, **80%** or more of respondents agreed on the work group suggestions as important or highly important for consideration
 - One exception: point allocation for college coursework as compared to ongoing professional development for high value training (PP/EQIT) (67% of respondents agreed on the importance of this option)
- Respondents provided **700+** responses to the open-ended question soliciting general feedback that helped inform the work group's recommendations



How did the work group identify recommendations?

FOCUS ON CHANGING THE WAY POINTS ARE AWARDED



Discussion about points

The work group focused on:

- Simplifying and reducing complexity
- Making points awarded more equitable/fair
- Encouraging professionals to continuously grow and learn in their career

What is remaining the same?

1. Keeping the 100-point scale
2. Keeping the 10 bonus points for demonstrated competencies
3. Point caps for:
 - a) Formal education: 50 points
 - b) Ongoing Professional Development (OPD): 30 points
 - c) Experience: 20 points
4. Points for awarded degrees do not expire

* Note, this difference exists because it is not feasible to verify hours worked at a family care center

Recommended changes to formal education points

Category	Current Points	Future Point ECE degrees	Future Points ECE-related degrees	Future Points All other degrees
Formal Education: Degrees			Child Psychology, Elementary Ed, Special Ed,	
Associate (AA)	5	20	10	5
Bachelor's (BA/BS)	10	30	15	10
Master's (MA/MS)	15	40	20	15
Education Specialist	18	45	22	18
Doctorate (PhD)	20	50	30	20

Moving to this model will:

1. No expiration for formal education coursework
2. Eliminate the "Area of Study" (4 points)
3. Add a new category "Trainings of Special Recognition" (i.e. EQIT, PPA) at 2 points each & these points will not expire
4. Eliminate:
 - a) Review of coursework within a degree*
 - b) Aligned and non-aligned coursework point differences

* EC courses taken outside of a degree will be evaluated and eligible for points (exact point methodology and cap are TBD)

Recommended changes to OPD points

Category	Current Points	Future Points
Ongoing Professional Development (OPD)		
1 – 15 hours of EC training	5	0.5 points per 1 hour of training
16 – 30 hours of EC training	10	
31+ hours of E training	15	

Notes:

- This change makes it easy for users to calculate their points for any training
- At 3 years, under the future point calculation method, everyone employed within a Child Care Licensed Program working with children who complete their required annual training will have 22.5 points
- Early childhood education related certification, credential or endorsements are being evaluated to determine if any changes to the points are needed
- Series, high-needs and job-embedded component will be calculated the same as other OPD training

Recommended changes to OPD points continued

Category	Current Points		Future Points
Ongoing Professional Development (OPD)		<i>Future Breakout</i>	
0.1 – 1.5 EC CEUs	5	<i>2.0 EC CEUs</i>	5
1.6 – 3.0 EC CEUs	10	<i>2.1 – 3.5 EC CEUs</i>	10
3.1+ EC CEUs	15	<i>3.6 EC CEUs</i>	15
Notes:			

Recommended changes to experience points

1. The experience worksheet will be eliminated
2. Experience will be verified the same way it is for licensing regulations (directors will verify hours and dates)
 - a) Family care centers will cap at 40 hours of experience per week*
 - b) Center care experience will cap at 60 hours of experience per week

These changes were recommended to align the Credential with licensing

* Note, this difference exists because it is not feasible to verify hours worked at a family care center

Recommended changes to demonstrated competencies

1. A streamlined list of ongoing professional development competencies will be defined.
2. Demonstrated competencies will expire at 3 years to correspond with the credential expiration.

How will the recommended changes to points impact Credential Level?

1. The recommended changes to points are being evaluated and tested to determine the impact to the point ranges associated with the credential levels
2. There will be a crosswalk of the new point levels to the Child Care Licensing Regulations, personnel requirements for Directors, Early Childhood Teachers, and Assistant Early Childhood Teachers
3. There is a commitment to ensure formal education, experience and ongoing professional development points and Early Childhood Professional Credential levels accurately represent the various roles and positions in the field

Other recommendations

Colorado Shines PDIS user interface enhancements:

1. Graphical dashboard on the home page to help users understand their current point totals, points by category, credential level, points needed to next level and soon to expire points (i.e. in next 6 months)
2. In-app help features and functions (i.e. links to 1-minute videos, resources, examples, etc.) to help people better understand what is being asked

What are the expected benefits of the recommendations?

- ❑ Reduce complexity of the EC credential
- ❑ Align the EC credential with licensing
- ❑ Improve the equity of how points are awarded
- ❑ Simplify PDIS to be more user-friendly
- ❑ Make it easier for EC professionals to understand and manage their points and EC credential
- ❑ Encourage EC professionals to continuously grow and learn in their career

CDHS and CDE are validating the feasibility of the recommendations



Once recommendations are confirmed:

An implementation plan will be developed

Additional communications and updates will be provided



Based on HB19-1005: Income Tax Credit For Early Childhood Educators, we may see changes and improvements to the system as early as January 2020

What's next?

Where can I find more information about this project?

Keep an eye on the:

- Colorado Shines Brighter PDG webpage:
<http://coloradoofficeofearlychildhood.force.com/oec/OECPartners?p=Partners&s=Colorado-Shines-Brighter&lang=en>
- Colorado Shines PDIS “What’s New”* webpage for updates:
https://ecpd.costartstrong.org/ets/pages/default.aspx?p=whats_new

*Note, you must scroll down to see the “what’s new” link



Who can I contact?

Name	Role	Phone	Email
Stacey Kennedy, MPA	Director, Child Care Quality Initiatives (OEC)	303.866.4453	Stacey.Kennedy@state.co.us
Jennifer O'Brien	Director, Early Childhood Workforce Development (CDE)	303.866.4214	Obrien_Jennifer@cde.state.co.us
Carin Rosa	Director, Child Care Licensing (OEC)	303.866.6246	Carin.Rosa@state.co.us
Angela Ben-Zekry	Early Childhood Workforce Coordinator (OEC)	303.866.5197	Angela.Ben-Zekry@state.co.us



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Department of Human Services

Thank You!



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Overview of Senate Bill 63 Process

Amanda Pelletier

Senate Bill 19-063:

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



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Department of Human Services

Summary

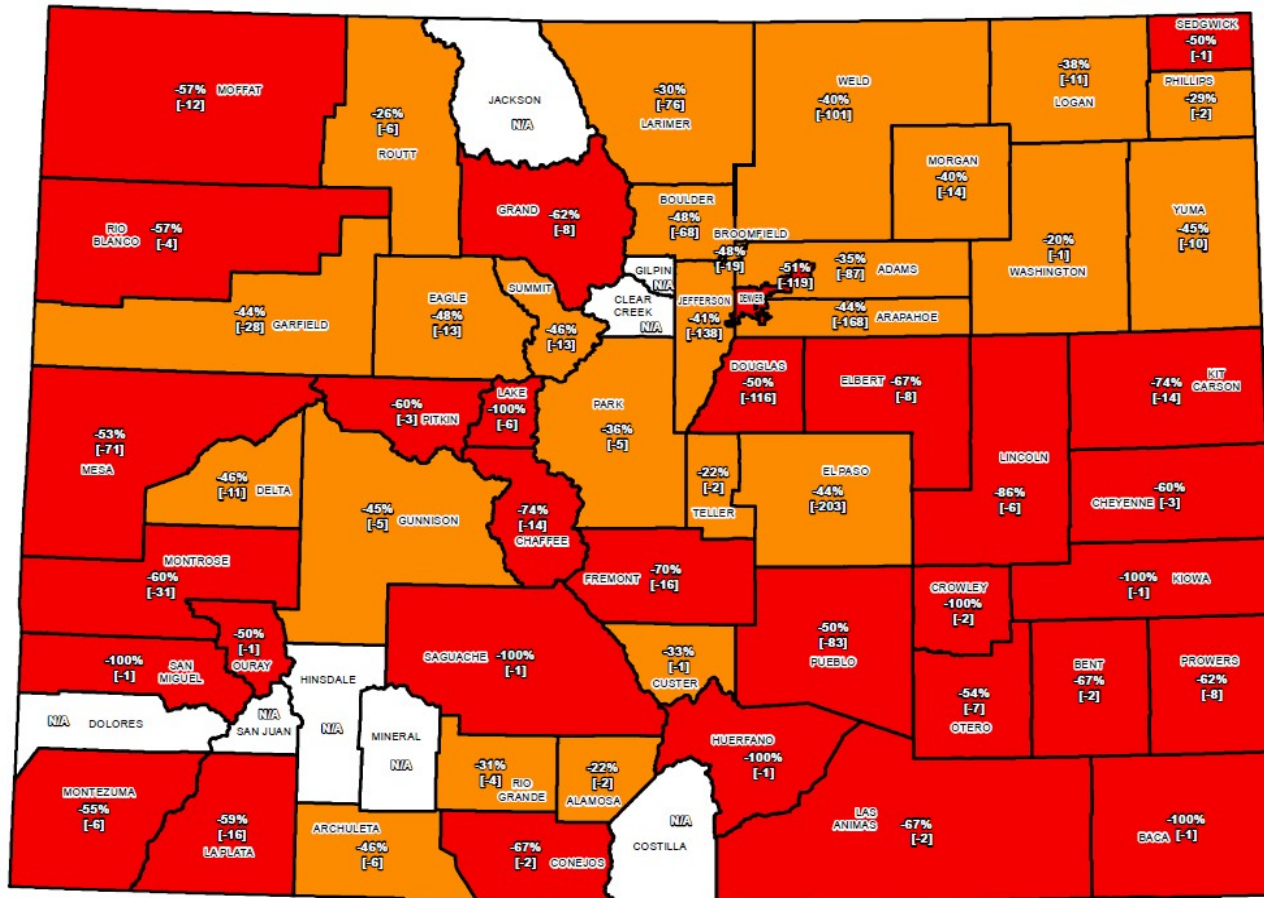
Requires the Department of Human Services, in consultation with the Early Childhood Leadership Commission (ECLC) and various stakeholders, to draft a strategic action plan addressing the declining availability of family child care homes and infant child care.

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



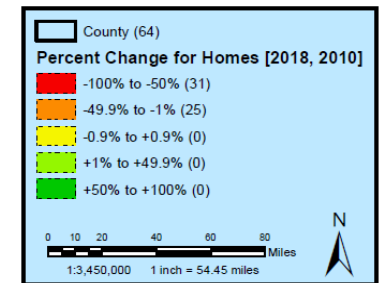
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Department of Human Services

*Percent and Absolute Change in Licensed Homes,
July 2010 to July 2018*



ALL counties either experienced a drop in the number of licensed homes from 2010 to 2018

(Orange and Red) or
had none to begin with
(White).



Data Sources:
Licensed Facilities (CDHS, July 31, 2018 and 2010)
Counties (US Census Bureau, 2016)

Coordinate System: NAD83
UTM Zone 13N
11/26/2018 QT

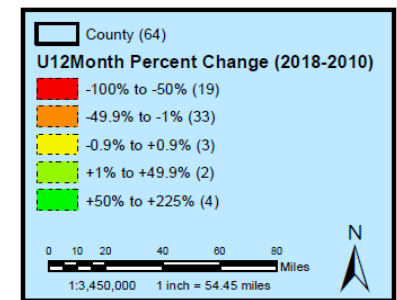


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*Percent and Absolute Change in Licensed Capacity for Infants (U12 Months),
July 2010 to July 2018*

Map of Colorado showing 2008 election results for Proposition 50. The map is color-coded by county: Red indicates 'No' (50% or more), Orange indicates 'Yes' (30% to 49%), Yellow indicates 'No' (0% to 29%), and Green indicates 'Yes' (50% or more). Each county is labeled with its name, the percentage of the winning vote, and the number of votes in brackets.

County	Percentage	Votes
Adams	33%	[764]
Alamosa	14%	[18]
Archuleta	38%	[36]
Aspen	100%	[100]
Baca	46%	[13]
Bent	67%	[8]
Boulder	35%	[629]
Broomfield	33%	[977]
Chaffee	73%	[116]
Clear Creek	4%	[4]
Conejos	67%	[12]
Crowley	74%	[23]
Custer	50%	[5]
Dolores	0%	[0]
Douglas	32%	[612]
Elbert	72%	[70]
El Paso	30%	[1113]
Fremont	66%	[189]
Garfield	3%	[12]
Greeley	50%	[18]
Grand	44%	[43]
Huerfano	100%	[16]
Hinsdale	N/A	
Jefferson	25%	[741]
Kit Carson	67%	[85]
Kiowa	100%	[10]
Larimer	25%	[542]
Las Animas	100%	[18]
Laplatá	36%	[105]
La Plata	36%	[105]
Lincoln	78%	[32]
Logan	36%	[87]
Mesa	34%	[551]
Montezuma	37%	[41]
Montrose	53%	[188]
Morgan	32%	[81]
Moffat	59%	[72]
Niagara	N/A	
Ouray	50%	[6]
Park	5%	[4]
Pueblo	35%	[406]
Phillips	81%	[51]
Pitkin	47%	[44]
Producers	53%	[63]
Rio Blanco	73%	[32]
Rio Grande	44%	[68]
Saguache	225%	[18]
San Juan	0%	[0]
San Miguel	23%	[7]
Sevier	100%	[100]
Summit	31%	[111]
Teller	41%	[7]
Weld	32%	[627]
Washington	3%	[3]
Yuma	36%	[65]



Data Sources:
Licensed Capacity (CDHS, July 31, 2018 and 2010)
Counties (US Census Bureau, 2016)

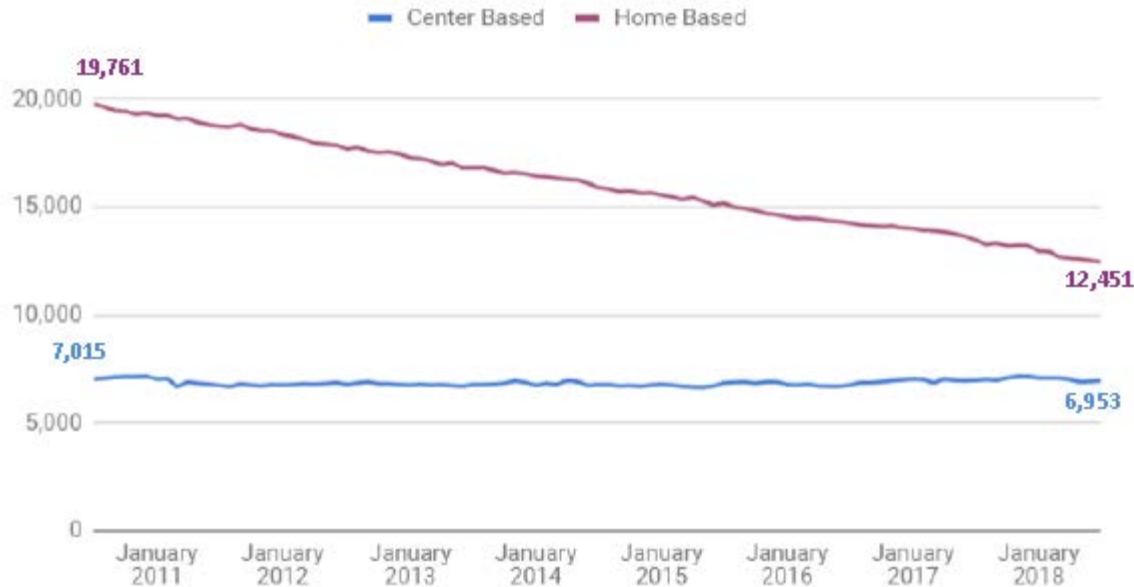
Coordinate System: NAD83
UTM Zone 13N
11/26/2018 QT



Infant Care Disappearing Along with Homes

In Colorado, infants (children under 12 months old) in licensed care have historically been cared for in homes.

Infant (Under 12 Months) Licensed Capacity by Type



Licensed capacity for infant care has dropped dramatically directly in line with the drop in licensed homes, though licensed capacity of infants in centers has remained stagnant. In other words, as we lose licensed homes we are also losing licensed care for infants.

DATA NOTE: Licensed capacity is associated with age ranges that vary from facility to facility. The licensed capacity for infants was calculated here by identifying any facility for which the lower bound of the age range was less than 12 months.



Why it Matters

- Increasing number of working parents and those working non-traditional hours
- Family Child Care Homes (FCCH) are part of the early childhood network families rely on, especially for infant care and care during non-traditional hours
- In some counties there are no licensed centers, leaving FCCH only licensed option



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Process

- Study the decline of 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



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Issues to Address

- Lack of available infant and family child care and impact on families
- Obstacles to getting and keeping a family child care home license
- Reasons why providers stop operating family child care homes
- Reasons why licensed providers do not provide infant care
- Zoning, building, tax, and other regulatory structures affecting family child care and infant care
- Extent to which programs and investments ensure available, quality family child care and infant care
- Resources available and needed to help family child care homes become licensed and stay in business



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Stakeholders

- Family child care homes & organizations representing them
- Child care centers & organizations representing them
- Early childhood educators & organizations representing them
- County departments of human or social services
- 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
- Any other interested persons or organizations



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Timeline

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



QUESTIONS?



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Public Comment and Member Updates



Next Steps and Adjourn

- Agenda Topics for Future Meetings
- 

Next Meeting:
ECLC Program Quality & Alignment
Friday September 13, 2019
from 9:00-11:00 am
Location: TBD

<https://attendee.gotowebinar.com/register/2314496562438843139>

