



**TRANSITION
ADVISORY
GROUP**

**Universal Preschool
Meeting 9
November 4, 2021**

Agenda

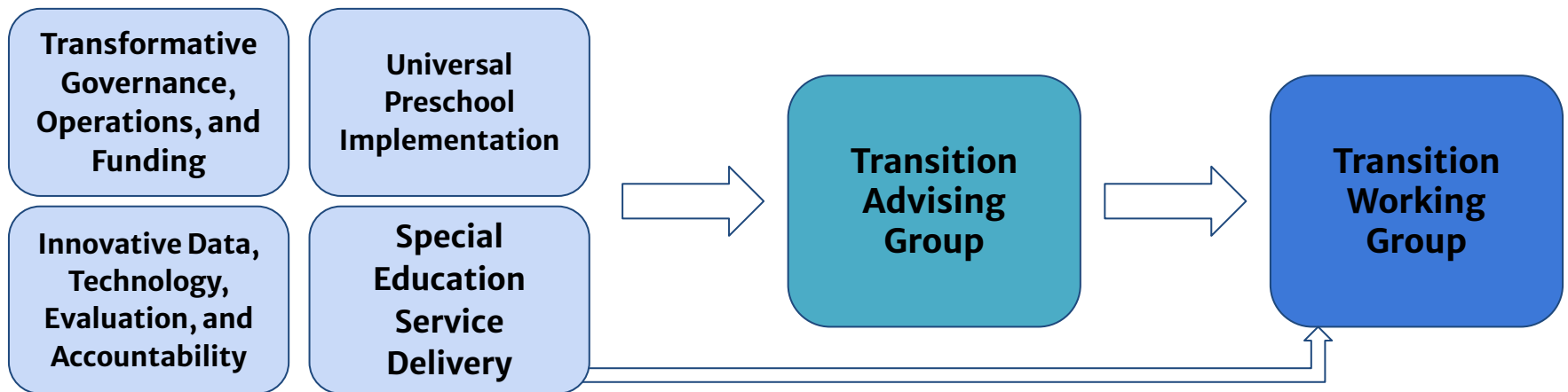
- Welcome
- Introduction
- Consider mission, vision, and guiding principles for new early childhood department
- Discuss logistics – Breakout format and GroupMap
- Group discussion and next steps

* This meeting will be recorded via Zoom. Please prepare to mute your microphone if you are not actively speaking.

Introduction

SUBGROUP STRUCTURE

The ECLC Transition Advisory Group is convening subgroups to offer insights that will guide the creation of a transition plan to the new unified department of early childhood. Each group will offer recommendations from their perspectives or in their areas of expertise.



Stipends may be available for parents and members of the early childhood workforce to participate fully in the meetings - please reach out to Kristina.Heyl@state.co.us for more information.

Other Ways to Engage

Stakeholder engagement is a critical component to this process. To offer updated information and gather feedback the ECLC will be managing the following resources for the public:

Updates

- Monthly Transition Plan [Newsletter](#)
- Monthly Town Halls
- Transition [Website](#)

Opportunities to provide input

- Feedback [Form](#)
- Statewide Listening Tour (to be scheduled**)

Additionally, a human centered design project will be conducted with design sessions and prototype creations for what the future system should look like.

**For more information or to participate, please reach out to Rebecca Peterson, Gary Community Investments - rpeterson@garycommunity.org*

****See ECLC meeting [calendar](#) for updates.**

Meeting Norms

- Come prepared.
- Mute yourself when not speaking.
- Stay engaged (e.g., actively participate in breakout rooms).
- Be mindful of how much “air time” each member receives.*
- Always assume good intent.
- All ideas are valued.

* Which of these are you?

1 – parent, family member of a young child

2 – work directly with young children and families

3 – support individuals who raise or support young children and families

4 – create or manage systems that support child-/family-serving organizations

Please make sure to give space/voice to 1s and 2s in your groups

Family-friendly enrollment ideas based on human-centered design findings.

1. Payment based on enrollment not attendance.
2. Funding follows the child.
3. A comprehensive website that allows families to search for providers, apply for financial aid, provide needed information, and view requirements.
4. Navigators that help families complete the enrollment process, provide real-time tracking and updates on submitted applications, and help when switching providers and transferring funding.
5. A website that allows enhanced family and provider collaboration with features like a chat/message board, event updates, classroom wall etc.

Aside from the family solutions presented, what still needs to be figured out to implement UPK?

Ideas/Lingering Needs:

1. Ensure a variety of inclusive programs, with multiple funding sources, in a variety of settings.
2. Build for parent choice, especially in rural areas and child care deserts.
3. Address overall capacity shortages and long waitlists.
4. Include screening for early intervention and other support services.
5. Consider providers' need to budget and plan if we implement a model where the funding follows the child.
6. Prioritize and fund at-risk children or children with special needs.
7. Focus on family needs and include robust support for different languages, children with special needs, family financial differences, etc..
8. Figure out the logistics of enrollment and funding eligibility, certification process, and cut-off dates.

MEETING 8 REPORTING

Brainstorm how a unified enrollment system could support all students accessing the universal voluntary preschool program?

1. Coordinate UPK with local and community-based early childhood programs.
2. Ensure families can easily identify quality programs and know what quality means.
3. Include UPK funding for working families and match families who need care beyond 10 hours to providers who offer the hours they need.
4. Include all care settings, including private, publically-funded, FFN, and informal settings.
5. Develop one entry-point and one website where everyone can see available care and search different parameters including hours, location, etc., similar to CO health care exchange website.

The Universal Preschool Implementation Subgroup will identify strategies to align the state's preschool programs into a new statewide, universal, high-quality, voluntary preschool program in a mixed-delivery system.

This group will be tasked with discussing the following topics:

- Meeting 1: Program outcomes/goals
- Meeting 2: Factors for aligning with CPP/other EC programs
- Meeting 3: Local infrastructure needed for implementation
- Meeting 4: Balancing universal access with targeted needs
- Meeting 5: Encouraging mixed delivery
- Meeting 6: Ensuring adequate teachers, staff, and facilities exist
- Meeting 7: Human Centered Design outcomes for UPK
- Meeting 8: Opportunities for unified enrollment
- Meeting 9: Ensuring accessible care for infants and toddlers
- Meeting 10: Reducing duplicative oversight and regulation of school- and community-based preschool programs
- Meeting 11: TBD

Presentations

Supporting High-Quality Early Care and Education (ECE) from Birth to 5 - State Strategies to Strengthen Infant-Toddler Care as Public Pre-k Expands

- Amanda Szekely, Senior Advocacy Partnerships Manager at ZERO TO THREE

State of Infant and Toddler Care in Colorado

- Lisa Matter, Expanding Quality in Infant Toddler Care Program Manager, Colorado Department of Human Services
- Michael Cooke, State Director for Colorado, Council for a Strong America



ZERO TO THREE
Early connections last a lifetime

Supporting High-Quality ECE from Birth-Five:

State Strategies to Strengthen Infant-Toddler Child Care as Pre-K Expands

Colorado Early Milestones Universal Pre-K Meeting
November 4, 2021



Access to High Quality Continuum of ECE is Critical for Early Development

Photo © Kivi Street Studios



- Babies' brains are built from the bottom up, growing fastest during the first three years than at any later time in life.
- Cognitive and social-emotional development in preschool builds on foundational pathways from first three years; preparing children for success in kindergarten and beyond.
- Two thirds of mothers with children under age 6 are in the workforce, many seeking care from a range of ECE providers.
- When high-quality, affordable programs are available to children from birth- five, these children have access to nurturing providers and engaging early learning opportunities, yielding long-term return on investment.



Public Pre-K Expansion Can Unintentionally Reduce Access to Infant-Toddler Care

- High-quality infant-toddler care is more costly to operate than pre-k, because of the low child-teacher ratios required to support safety and responsive care for this age group.
- Many ECE programs braid together funding sources to support full-day care for infants, toddlers, and preschoolers. Preschool enrollment, with its higher child-teacher ratios, often subsidizes the cost of infant-toddler care.
- Expansion of public pre-k, particularly if housed in public schools, can unintentionally destabilize this fragile financial model.
- Highly qualified ECE educators may leave infant-toddler care, if pre-k programs offer higher levels of compensation and benefits.



Photo © KiwiStreet Studios





The Urgent Need to Support High-Quality Infant-Toddler Care

- Infant-toddler care can be hard to find, particularly in rural areas and other “child care deserts”. Licensed infant-toddler slots are scarce, compared to slots for preschool-age children. COVID-19 pandemic has led to greater challenges in access to care.
- Parents face staggering costs, with center-based child care for infants and toddlers costing more than in-state tuition and fees at a public university in 30 states and DC. (Child Care Aware of America) At the same time, the infant-toddler child care workforce receives wages lower than educators working with older children.
- Current public funding is insufficient to meet families’ needs:
 - Only four percent of infants and toddlers in families with low or moderate incomes are served by child care subsidies through CCDF, with rates often too low to cover the cost of quality;
 - Early Head Start serves only 11 percent of eligible infants and toddlers.



State Strategies to Support Infant-Toddler Child Care, as States Expand Pre-k

- **Implement mixed delivery approach to pre-k:** Implement pre-k in schools, child care and Head Start classrooms using a mixed delivery approach to limit the risk of destabilizing programs serving infants and toddlers. Implementation should include collaborative planning with ECE stakeholders.
- **Allocate a portion of pre-k investment to infant-toddler programs:** Set aside a percentage of total pre-k investment to support preservation/growth of high-quality infant-toddler child care.
- **Expand investment in high-quality infant-toddler child care:**
 - Increase subsidy rates, including targeted increases for infant-toddler care
 - Contract directly with high-quality programs serving infants and toddlers.
 - Supplement infant-toddler educator pay
 - Support greater investment in Early Head Start
- **Invest in family child care programs that play a critical role in serving infants and toddlers:** Include family child care in pre-k system; invest in staffed family child care networks and other initiatives to strengthen capacity of these providers.



Preserving and Growing Infant and Toddler Child Care



Colorado Universal Preschool Context
November 4, 2021



Infant Toddler Child Care Task Force &
Council for a Strong America Colorado
Want to Grow Colorado's Economy?
Fix the Child Care Crisis.



Economic Impact to Colorado Due to Child Care Problems? \$2.2 Billion Annually

Individual Parents	Businesses	Taxpayers
Lost earnings now from lower productivity and less work experience	Lost revenues now from lower output	Lost tax revenue now from lower GDP
Extra costs of job search for alternative work and child care arrangements	Extra costs to rehire quits and cover absenteeism	Lost sales and consumption tax revenue
Lost earnings in the future from lower productivity, less work experience, and lower skills upgrading	Extra costs to manage disrupted workers	Lost tax revenue in the future
	Lost revenues in the future from lower output	

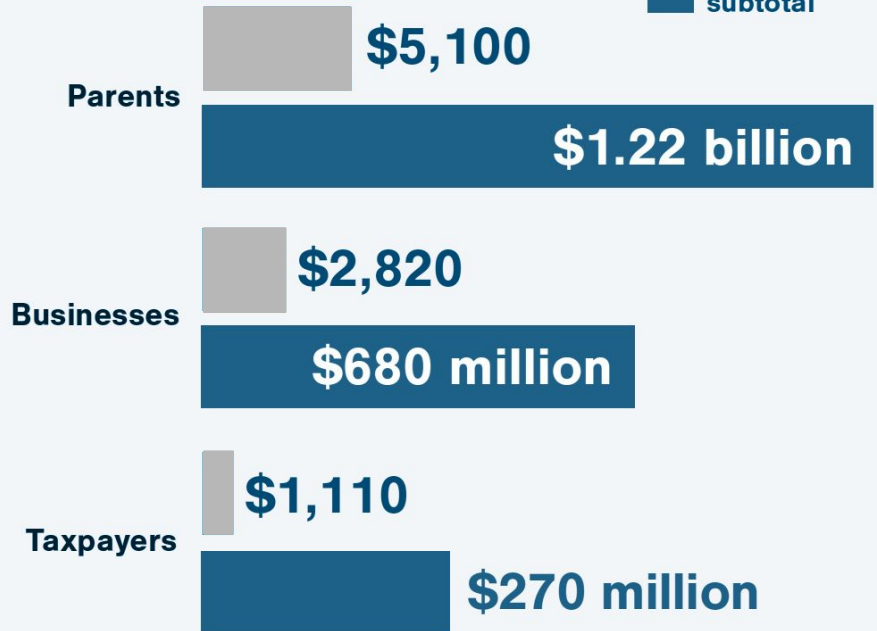
Economic Impacts of Infant Toddler Child Care Crisis

The economic impacts of insufficient child care on Colorado parents, employers, and taxpayers

Insufficient care for children under the age of 3 costs individuals, businesses, and our entire state billions of dollars each year

Annual aggregate economic burden each year a child is under age 3:

Individual average
Colorado subtotal



SB 19-063 - Infant and Family Child Care Shortage Strategic Action Plan

- **Every single county** in Colorado experienced a drop in the number of licensed homes from 2010 to 2018 or had none to begin with.
- With just a few exceptions, most counties either experienced a **drop in the licensed capacity for infants** from 2010 to 2018 or had none to begin with.
- **Only five states saw a faster growth** in their child population than Colorado over the last 15 years, making the demand for child care even higher.

Conduct A Detailed Analysis

The bill would ensure we have a detailed understanding of:
1) why infant and family child care are declining and
2) clear obstacles to promoting better access to licensed options.

Engage Diverse Stakeholders

The bill requires the engagement of diverse partners representing providers, educators, local government officials, business groups, parents, and policy organizations to develop the plan.

Recommend Policy Action

By Dec. 1 2019, the bill requires consensus-based recommendations to the legislature and other boards and commissions to remedy the issues identified in the analysis.

Colorado Senate Bill 19-063 Infant and Family Child Care Action Plan - Recommendations



Operational Supports

Provide financial, business, and professional support to prospective and existing family child care home providers and centers serving infants.



Professional Development

Increase access to training and professional supports that enable infant care professionals and family child care providers to provide high-quality care.



Child Care Licensing

Add resources to the child care licensing process to increase support and training to providers and decrease time to obtain a background check.



Regulation

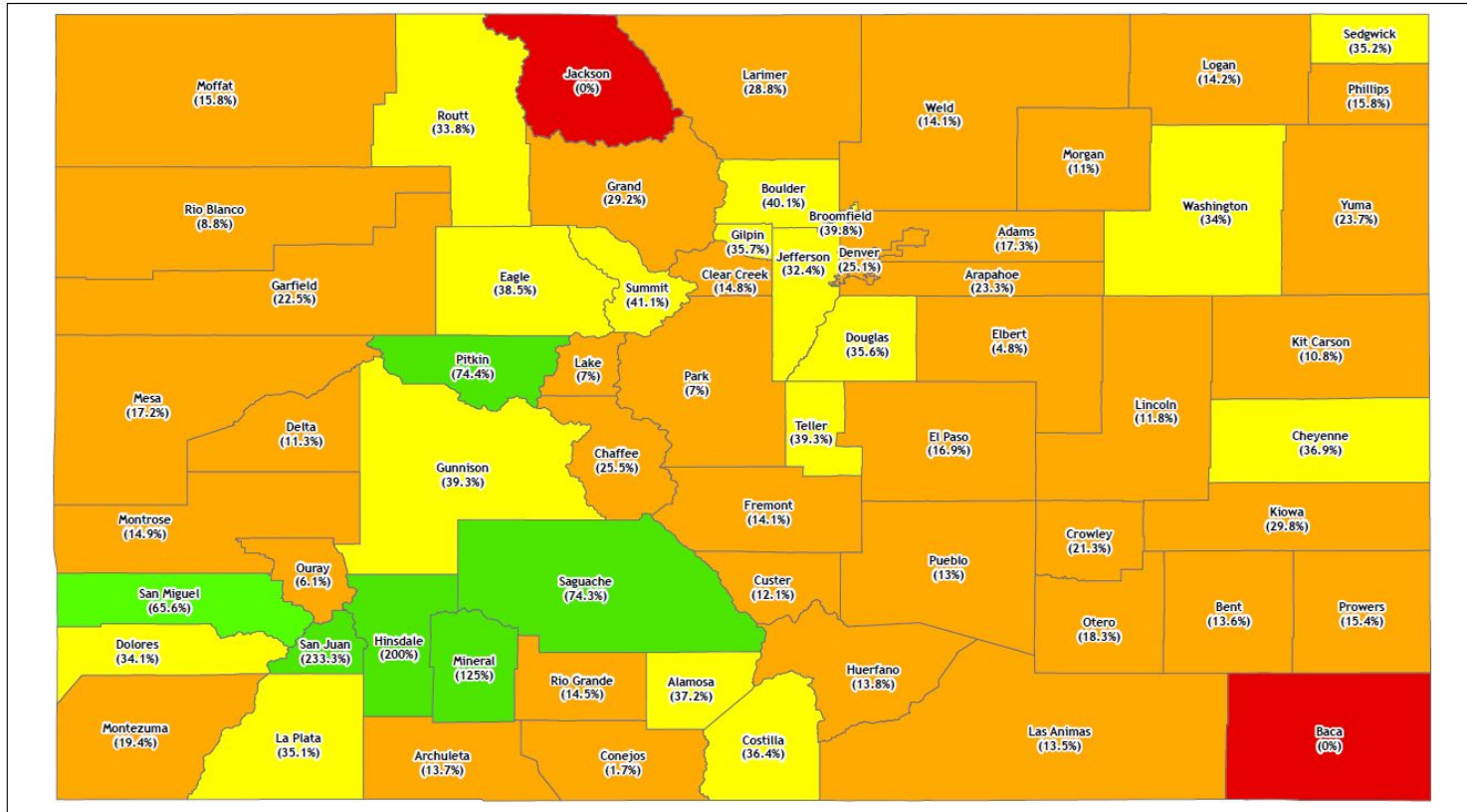
Clarify, coordinate, and resolve differences among state and local regulatory agencies to remove administrative and financial burdens and assure safe environments for children in family child care homes.



Policy Review

Examine how early education (and other) policies impact availability of licensed infant care and family child care homes.

Licensed Capacity as a Percent of Population: Toddlers by County



Toddlers (18-36 months)





State Strategies to Support Infant-Toddler Child Care, as

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ZTT Recommendations & Colorado Context

Mixed-Delivery System

UPK \$ allocated to Infant Toddler Programs

Increase Subsidy Rates

Slot Contracts

Educator Pay

Early Head Start model

Family Child Care Investment

Explicit focus of Proposition EE & HB21-1304

GAP/Models of Quality Improvement that can be scaled

Alternate Market Rate Method, CRRSA, ARP

Pilots in CO already, Increase absences during pandemic

Proposal with ARP/CRRSA Funds

Proposed for ARPA and CRRSA funds

Infant and Family Child Care Action Plan Recommendations



New Trees
For the
Future



Small Group 1. Reflections on Presentations

Brainstorm Session



- Small Group: Brainstorm
- Whole Group: Reflect and Vote

1. Guide

Makes sure the group stays on course and support meeting norms

2. Mapper

Captures group ideas on the map

3. Reporter

Shares small group discussion during the whole group debrief

**Small Group 2. Protecting Infant and Toddler Care while
implementing UPK**

Brainstorm Session



- Small Group: Brainstorm
- Whole Group: Reflect and Vote

1. Guide

Makes sure the group stays on course and support meeting norms

2. Mapper

Captures group ideas on the map

3. Reporter

Shares small group discussion during the whole group debrief

**Closing/
Next Steps**

Next Steps



If you would like to receive meeting materials, including meeting dates, emails and agendas, please subscribe to the Newsletter and update your subscription profile to include information on this subgroup.

Participants of each subgroup are **highly encouraged to attend all meetings of that group** and should be prepared to review approximately 1 hour of materials prior to the meetings.

Upcoming Meetings for Universal Preschool

- Meeting 10, November 11
- Meeting 11, December 9

Contact us:

- Early Milestones – meg.franko@eceinsights.com
- Marzano – carrie.germeroth@marzanoresearch.com
- ECLC - kristina.hey1@state.co.us