



**TRANSITION  
ADVISORY  
GROUP**

**Universal Preschool  
Meeting 7  
September 30, 2021**

# Agenda

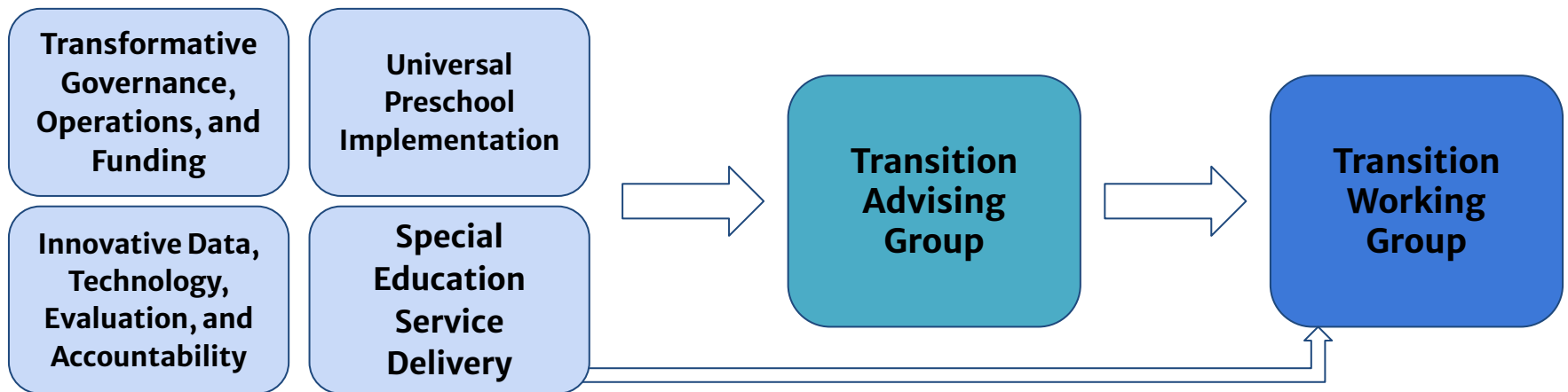
- Welcome
- Introduction
- Consider mission, vision, and guiding principles for new early childhood department
- Discuss logistics – Breakout format and GroupMap
- Group discussion and next steps

\* 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](mailto:Kristina.Heyl@state.co.us) for more information.

# Listening Sessions

In addition to the TAG and its subgroups, the ECLC is also convening the following interactive user-centered listening sessions to ensure that the new department will meet the needs of those who are involved in and/or experience Colorado's current early childhood system.

- Provider Experience - **Completed** on 08/03/2021
- Children and Family Experience - **Completed** on 8/24/2021
- Workforce Experience - **Completed** on 09/21/2021

These listening sessions will offer critical insight into the user experience of existing programs and systems. They will be working in tandem with the subgroups to offer insight to the TAG.

*\* Additional information will be available soon!*

# 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](mailto:rpeterson@garycommunity.org)*

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

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# Other Ways to Engage

## Statewide Listening Tour!

- October 11-14, 2021
- 11 Listening Sessions (Including 2 virtual)
- Visit [www.earlychildhoodcolorado.org/tour](http://www.earlychildhoodcolorado.org/tour) to learn more and register

## Preview of Draft Transition Plan for TAG and Subgroup Members

- Thursday, October 7 at 5:30pm
- More info coming soon!



AS COLORADO REIMAGINES EARLY CHILDHOOD,  
WE WANT TO HEAR FROM YOU.

## STATEWIDE LISTENING TOUR

Join state leaders and community stakeholders Oct.11-15, 2021, for a public presentation and Q&A session.

**EDWARDS + GRAND JUNCTION + MONTROSE  
DURANGO + ALAMOSA + PUEBLO + DENVER  
FORT MORGAN + FORT COLLINS**

Visit [www.earlychildhoodcolorado.org/tour](http://www.earlychildhoodcolorado.org/tour) to learn more and to save your seat. Virtual options will be available.





# Stakeholder Feedback

The ECLC is committed to ensuring that feedback can be provided in a variety of ways. A feedback form has been created on the ECLC website and will be available throughout the process.

- [Share Feedback Here!](#)

You will receive a link to the feedback that has been received ahead of each meeting as part of the pre-read materials. Please take a few minutes to review and consider the feedback being shared ahead of each meeting.

- [View the Feedback that Has Been Shared Here!](#)

# 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

**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

**Brainstorm ideas to ensure adequate teachers and staffing to implement UPK.**

<b>Compensation Ideas</b>	<ol style="list-style-type: none"> <li>1. Wages should respect the critical nature of work supporting children from birth through age eight.</li> <li>2. Create a compensation strategic plan with dedicated FTE for solutions at the state level.</li> <li>3. Help legislators more fully understand ECE and actively support ECE positive legislation.</li> <li>4. Require that a percentage of UPK funds be earmarked for compensation – we need public funds allocated directly to increasing compensation.</li> </ol>
<b>Pre-service Ideas</b>	<ol style="list-style-type: none"> <li>1. Ensure that required trainings are available on-demand and are made either affordable or free through PDIS.</li> <li>2. Pathways should allow more movement and make it easy for the workforce to earn degrees with cumulative PD and college coursework.</li> <li>3. A funding source should be dedicated to pre-service costs.</li> <li>4. Coaches should have formal training in the curriculum they are coaching as well as training on child assessment, UPK requirements, etc.</li> </ol>
<b>In-service Ideas</b>	<ol style="list-style-type: none"> <li>1. Ensure that PD can be stacked to create credits for continuing education and to help teachers move up, rather than PD just for the sake of PD.</li> <li>2. Compensate staff for mentoring.</li> <li>3. Add paid closure days, and pay preschool by slot rather than attendance.</li> <li>4. Ensure adequate staffing and substitutes/aids to allow teachers to participate in PD and coaching.</li> </ol>
<b>Culture and Climate Ideas</b>	<ol style="list-style-type: none"> <li>1. Center directors and administrators should have access to quality leadership training.</li> <li>2. Launch a positive, state-wide messaging campaign about the critical role of the EC workforce.</li> <li>3. Promote the well-being of the workforce to increase recruitment and retention.</li> <li>4. Promote the EC field as a desirable field in high-schools and higher education.</li> </ol>

## Brainstorm ideas to ensure adequate facilities for implementation of UPK

1. Implement a Cost of Care Model and ensure the CCCAP rate and UPK rate reflect the true cost of running a classroom, including maintenance.
2. Consider incentivizing property owners, office buildings, churches, schools, and higher education to lease portions of their facilities to house ECE classrooms.
3. Strive to match the NIEER per-child funding average of \$12,500 annually.
4. Include support for maintenance and upkeep of facilities in UPK funding.
5. Implement well-designed places for children including indoor/outdoor learning environments, places for parents to gather.

(Resource: <https://firstschool.fpg.unc.edu/sites/firstschool.fpg.unc.edu/files/LearningEnvironments.pdf>)

# Overview of Human Centered Design (HCD) with Providers

September 30, 2021



# Developing Solutions with Parents and Providers through Human Centered Design

Discussion with UPK subgroup about Provider findings and solutions

# ECE Design Project

Using Human Centered Design to redesign Colorado's Early Childhood Education system

## **Project vision**

To transform the fragmented Early Childhood Education (ECE) system, including childcare and preschool programming, into a unified system. To do so, we will put parents and providers at the core of the needs assessment and think boldly about future state design opportunities that can inform ongoing transition planning and early childhood department planning. We seek to engage members of the community, drive equity across the ECE system, and ensure that both parents and providers feel valued and heard throughout the project.



**ALIGNMENT**

# Aligning to ECLC guiding principles to deliver real-world solutions for . . .

- Child, family, and community centered
- Equity driven
- Innovation
- Streamlined efficiency
- Holistic services approach
- Data-driven outcomes



# Expected Project Outcomes

## **Informed transition planning**

- Learnings from parents and providers will support the transition planning led by the Governor's office, Early Childhood Leadership Commission and executive departments that serve families and children
- Inputs will inform transition plans for new departments and consolidated preschool program

## **Engaged families and providers**

- Gathering feedback and inputs from families and providers—who have often lacked a strong voice in the design of ECE programs—can drive engagement and program satisfaction
- Input from providers and families will ensure that program and process designs meet the needs of all types of children and providers and drive accessibility and equity

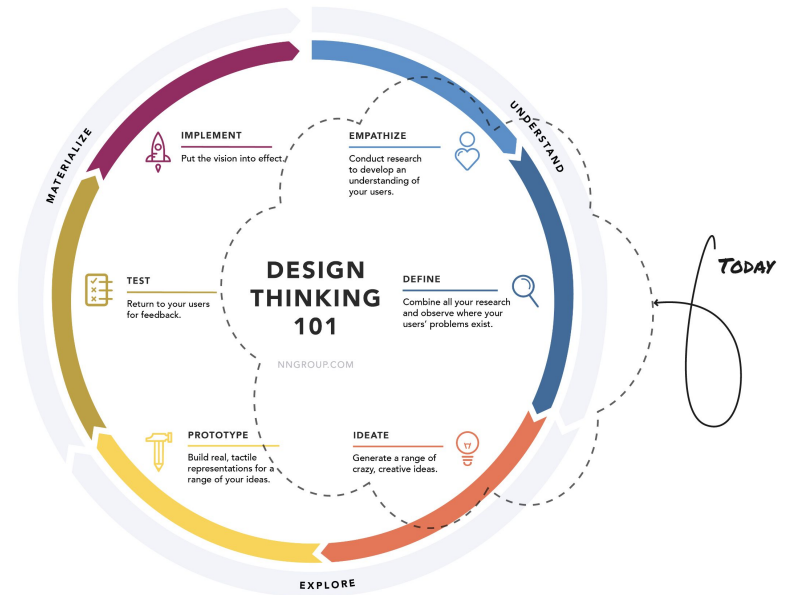
## **Streamlined process design recommendations**

- Real feedback from families and providers will shape how programs, processes, and systems are redesigned and shaped including:
  - The application process
  - Eligibility / redetermination
  - Payment systems
  - Regulatory approaches
  - Infrastructure
  - Program equity and accessibility

# Our approach

OUR APPROACH

Leverage a human-centered design approach, we will collaborate with stakeholders across Colorado to inform the transition planning process.



OUR APPROACH

# Research focus areas

**01**

**Explore the difference in journeys across three parent types:**

- No financial assistance required
- Supplemental assistance required (e.g., CCCAP, CPP, etc.)
- Assistance required but struggle to access funding (e.g., undocumented parents, parents just over income thresholds, can't meet eligibility requirements)

**02**

**Understand how at-risk populations navigate the ECE landscape**

- Identify the challenges in finding funding support resources, the application process, the flow of information from providers, navigating language/cultural barriers, etc.
- Define what resources are offered to at-risk families and when
- Define the amount of care parents need and what matters to them

**03**

**Define the resource toll on providers to serve at-risk populations**

- Understand the journey behind how providers of different sizes navigate the complexities of different governing bodies and funding sources
- Quantify the time and resource strain that providers feel

**04**

**Explore redundancies that impact programming**

- Uncover where and how duplicative regulations yields piecemeal programming (increasing provider strain)
- Define the needs associated with a consolidated or new payment system and understand opportunities to reduce duplicative regulations and processes

# What we learned

## RESEARCH FINDINGS

# Provider themes

01

**Workforce scarcity**

The inability to recruit and retain qualified teachers is the #1 threat to early childhood education

02

**Measurement mismatch**

We are too focused on the wrong performance indicators of the right goal - driving positive, equitable outcomes for children and families

03

**Funding process = shame**

The request for, and determination of funding, is an inauthentic process that can create barriers to access and prevent true family choice

04

**Exclusive vs. inclusive**

Access to information and support seems reserved for those who know how to navigate the system and have the "right" connections

05

**Data scarcity**

A lack of trust between stakeholders, especially in reporting and the data management, is a major cause of the duplicate processes

WORKSHOP FINDINGS

# Provider workshops

Workshop #1		Workshop #2	
<p><b>Details</b></p> <p>August 28</p>	<p><b>Key Learnings</b></p> <ul style="list-style-type: none"> <li>• Desire for a streamlined place to see regulations and complete requirements</li> <li>• There is a general lack of trust of regulatory agencies impacts the provider journey from the start</li> <li>• Need for flexible licensing coaching in addition to inspections; standardize licensing specialists' approach to requirements</li> <li>• Want a roadmap for providers to get from point A to point B</li> <li>• Licensing needs to be more of an ongoing partnership</li> </ul>	<p><b>Details</b></p> <p>Sept 16</p>	<p><b>Key Learnings</b></p> <ul style="list-style-type: none"> <li>• Belief that FT enrollment = FT time pay even if child is picked up early</li> <li>• Preference that funding is for all forms of family support and provider costs, not just to pay teachers</li> <li>• Perceptions that CO Shines is a chicken before the egg; in order to get better funding, you must rate higher, but in order to rate higher you need more money to spend on professional development</li> <li>• Frustration that the financial support seems biased against single male parents</li> <li>• Perception that CO Shines curriculum requirements don't meet the needs of all children at all levels</li> </ul>
<p><b>Quotes</b></p> <p>"The regulations are impossible to operationalize."</p> <p>"There are a lot of unwritten rules that you don't know about until you get written up for it."</p> <p>"Sometimes our licensing contact isn't even sure of the current rules."</p> <p>"I've heard the sentiment of 'begging for scraps' from many of our Latinx-serving centers in terms of accessing funding and support."</p>		<p><b>Quotes</b></p> <p>"We have taken people who are passionate about child care and turned them into glorified administrative assistants."</p> <p>"Colorado Shines tells me I need art on the walls, but then the fire department says the art must come down because it's a fire hazard. So, I put it up for one and then take it down the next week for the other."</p> <p>"If the new PDIS system was rolled out by Apple, Apple users would have thrown out their phone the next day. It's garbage and belongs in the trash can."</p> <p>"Every county sets their own rules for CCCAP. They need to standardize policies across the State"</p> <p>"It feels like a monopoly; if you don't know somebody in that funding source then it just drags - you have to game the system by relying on personal connections."</p>	



WORKSHOP FINDINGS

# Provider workshops (cont'd)

## Statewide Non-English Speaking Providers

### Details

Roaring Fork FFN HCD Workshop  
September 15

HCD Workshop  
September 15

United Way for Families  
ECE Parent Advisor Group  
September 10

### Key Learnings

- Afraid of consequences to immigration status in the future if opening a center prior to citizenship - is it even possible?
- Certain that they don't have the money for the overhead costs like enough space or resources to buy required materials
- Excited to learn that there are Spanish-language certification courses at the local community college
- Desire to get licensed so parents will pay more than minimum (avg. \$20/day)
- Insecure when parents ask if they have the right paperwork and insurance
- Frustrated that the Federal government talks about child care and preschool, but they are only talking about infrastructure
- Excited to learn about the Colorado Statewide Parent Coalition (PASO), which provides in-home training without a license

### Quotes

"There is something profoundly clear for us - we want the best for our kids."

"We have [our] model copied in other communities, and we want our legislators to know that."

"I had a parent who would drop off her kid at 5 a.m. and just expect me to take him. I feel uncomfortable setting boundaries."

"Where is my self-love when I can't get paid. I put my love, patience and quality into this."

"We want to break the cycle of families not seeing the value of ECE. That's the way to educate parents."

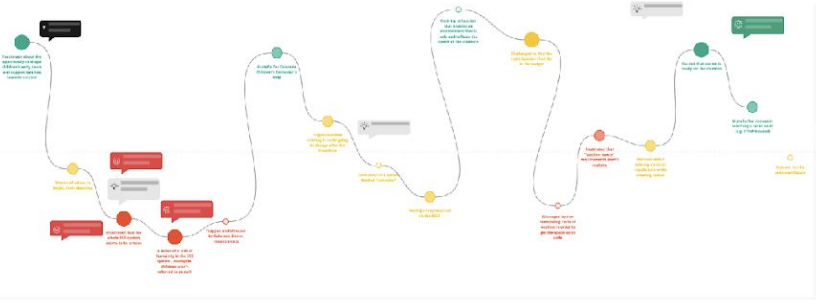
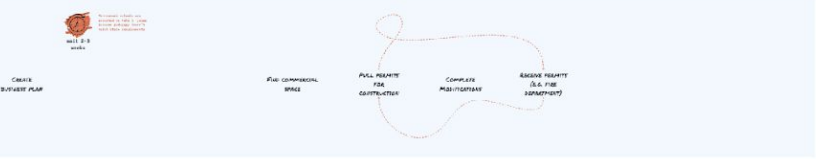
"Women will be empowered to leave their children in a safe place so they can work."

"Parent refuse to pay me because they say I'm not a real business."

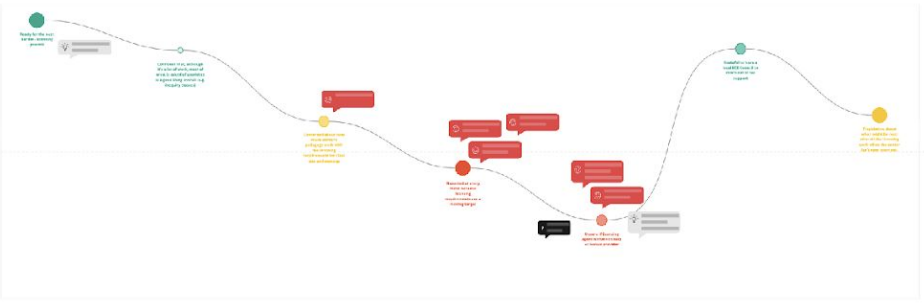
"I pay more to take care of these kids than the parents pay me. What they pay might cover two diapers."

"[People] think [babies] don't need a lot of attention, but I know better than that. With a routine and care, they will be better adapted as teenagers."

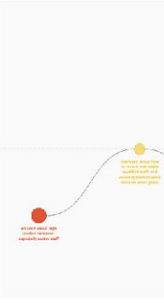
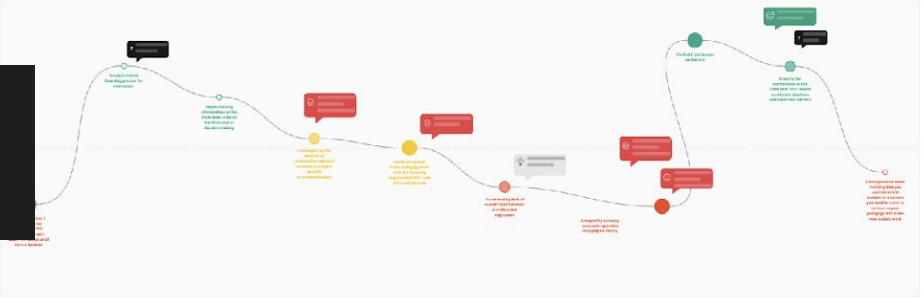
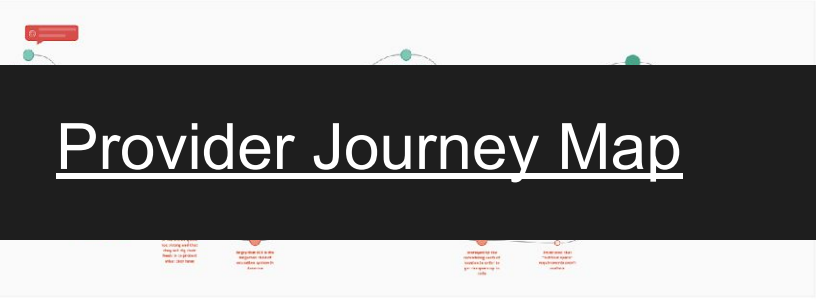
# ESTABLISH



# LICENSING



# RECRUITING TEACHERS



# Provider Journey Map

- Business plan
- Funding cycle
- Pay back loan flow
- Funding cycle
- Good income agency
- Construction company
- License
- First placement
- Parents
- Potential employer sponsors



Order case study and client data sets

COMPREHENDING INFORMATION REQUIRES DETERMINATION, LOTS OF TIME, ABILITY TO

LACK OF ATTENTION TO



- Various accountants
- Parents at NRC
- Students
- Teaching staff
- Parents at the same
- Funding Partners
- Risk of loss
- Early Childhood Services
- Licensing representative
- Co. Offices
- Callings



Collaborate between Family Childhood Services

MATERIALS, POLICIES, REQUIREMENTS, LAWS/BILLS,

PASSIVE IGNORANCE OF RULES AND REGULATIONS

PROCESSES ARE SLOED AND REDUNDANT BECAUSE

POLICY AND PROCESS DECISIONS

PROVIDERS CAN'T COMPETE

**Small Group. Considerations for ensuring providers' needs are met**



# **5 – minute break**

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# Brainstorm Session



Considerations for ensuring providers' needs are met

Brainstorm (20min)

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

# Whole Group: Reflect and Rate

## Rate

- How much do you agree with this idea?  
1 (low) - 10 (high)

**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 8, October 7
- Meeting 9, November 4
- Meeting 10, November 11
- Meeting 11, December 9

## Contact us:

- Early Milestones – [meg.franko@eceinsights.com](mailto:meg.franko@eceinsights.com)
- Marzano – [carrie.germeroth@marzanoresearch.com](mailto:carrie.germeroth@marzanoresearch.com)
- ECLC - [kristina.hey1@state.co.us](mailto:kristina.hey1@state.co.us)