

ECPD Advisory Working Group Kickoff Meeting Minutes – December 8, 2017

Members Present: Jeff Kuhr, Rashida Banerjee, Diane Price, Cassie Sorrells, Cheryl Carter, Diana Campbell, Brittany Lane, Carin Rosa, Lisa Matter, Cathrine Floyd, Heidi McCaslin, Joslyn Robich, Phyllis Lucas, Liz Houston, Laura Merrill, Crystal Munoz, Heather Tritten, Fred Franko, Tom Morgan, Heather Craiglow, Pamela Harris, Rebecca Kantor, Sondra Ranum

Members Online: Diane Hegeman, Noel Nelson, Ilona Witty

The meeting began just after 1:00pm with a brief meditation exercise and introductions.

Pamela Harris introduced the original Early Learning Professional Development System Plan and the updates that have been made for the new Early Childhood Workforce 2020 Plan. She mentioned the 2.0 Early Childhood professional credential and the fact that its greatest accomplishment is that it is now aligned and integrated. The new 2020 Plan is similar to the 2010 plan, although one main difference is that Recruitment, Retention and Compensation are now broken into two separate goals (Recruitment & Retention, and Compensation).

Comments from the group included noting the new report on teacher shortages in Colorado; the critical need for staff retention; identifying the new credential system and feedback on the points-based structure; and calling out family childcare providers and the important place they have in the system

Heather Craiglow spoke about the history of the 2020 Plan. She mentioned that about 85% of the previous plan was completed, and that the Institute of Medicine's "Transforming the Workforce" Early Childhood study (available [online](#) as pdf or for purchase) helped shape the current plan. In May 2016, the 2010 System Plan was reviewed and taskforces were created to create a new one, with feedback from the previous ECPD Advisory Group. In June 2017, the ECLC endorsed the resulting plan for publishing. This new ECPD Advisory Working Group is meant to implement the Early Childhood Workforce 2020 Plan. So far two of the objectives in the current plan have already been met – including to appoint an ECPD Advisory Group, and to look at results of the workforce survey.

Diana Schaack, PhD, University of Colorado Denver, presented next on Colorado's Early Childhood Workforce Survey (power point presentation available [online](#)). Some highlights of the discussion are below:

- Survey distributed online through the PDIS – representative of people using PDIS; next goal will be to get a more representative sample of the diversity of teachers, geographic regions, backgrounds, etc.
- Basic Demographics – majority of teachers/directors are white; Latina population is underrepresented in director roles; this survey was not translated into Spanish so we are not sure how correct the FCC information is
- Teacher Language – 51% of children in classrooms do not have teachers who speak their language (highest percentage of students: Spanish)
- A discussion about perceived areas of confidence indicated teachers are more comfortable with book-learned topics as opposed to topics like children with developmental delays or challenging

behaviors, which are more spontaneous in nature – additional support is needed for teachers to gain more skill in these areas

- Evidence indicates most teachers love their jobs, and would want to continue to pursue higher education, but are too tired/need financial support
- Compensation is low across the state; there is only a \$3.07/hour difference in wage between a teacher with only a high school degree and a teacher with a BA
- Job frustrations differ for teachers vs. FCC providers
- Most teachers are psychologically engaged with no signs of depression, but those who are depressed are more so than the general population

Comments from the group included noting that principals and others need to recognize the importance of early childhood work; the need to recruit infant/toddler and English/Spanish teachers

Diana noted that her goals for the Advisory Group to take away from the survey would be a need to elevate the field, create environments for effective teachers and learning, and recruitment and compensation.

Comments on elevating the field included identifying high school students for apprenticeships or internships (high school to career); thinking about legislation; noting the new Alternative Licensure as an option for those with a BA not in ECE; NAEYC Power to the Profession was mentioned as a resource.

The group then broke into smaller groups to talk about the difference goals of the 2020 Plan. After time to discuss among themselves, the groups identified a few priorities: competencies framework, policy review and analysis, funding analysis, and connecting leadership.

Comments and ideas included noting that if scholarships will be offered they must be sure to meet the needs that are out there; how does ECE link better to K-12; how can we add extra pay to the workforce; look at other states for ideas; push full day kindergarten

The meeting ended at 4:00pm.

Our next meeting will be held on February 20, 2018 at EDU Denver Place from 9:30am to noon.