

# Colorado Shines Brighter Strategic Plan Update

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December 2022

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*This project was made possible by grant number 90TP0054. Its contents are solely the responsibility of the authors and do not necessarily represent the official view of the United States Department of Health and Human Services, Administration for Children and Families.*

## Introduction

In December 2018, Colorado was awarded an initial Preschool Development Grant Birth through Five (PDG B-5) of \$5.8 million to help the state analyze the current landscape of the early care and learning mixed-delivery system and develop a strategic plan to guide the implementation of changes that maximize high-quality early care and education options for low-income families, enhance the quality of care, streamline administrative infrastructure, and improve state-level early childhood care and education funding efficiencies. The [Colorado Shines Brighter \(CSB\) Strategic Plan](#) was finalized in December 2019.

In December 2019, Colorado was awarded a PDG B-5 Renewal of \$11,171,969 annually for three years (2020–2022). The [CSB Strategic Plan uses](#) renewal grant funds to implement some of the identified activities. As part of the renewal grant, Colorado committed to an annual review and update to the CSB Strategic Plan to incorporate new findings from ongoing needs assessment activities, recommendations from the program evaluation and continuous quality improvement, and ongoing stakeholder feedback with an emphasis on families and caregivers of children birth through five.

To annually facilitate the development of the recommended updates to the CSB Strategic Plan, the Colorado Department of Early Childhood contracted Marzano Research to conduct four primary activities: 1) collect input on the current early childhood landscape related to the Strategic Plan, 2) engage a diverse group of stakeholders to inform the recommendations, especially families and caregivers of children birth through five, 3) facilitate a working group, and 4) prepare a set of recommended updates to the Strategic Plan for the Early Childhood Leadership Commission (ECLC) to consider for endorsement. The following report further describes these four activities.

## Activity 1. Collect Input on the Colorado Early Childhood Landscape

To inform updates to the CSB Strategic Plan in 2022, Marzano Research gathered and reviewed state-level policy and funding decisions with implications for the early care and education (ECE) system in Colorado. These documents included stimulus funding documents, PDG B-5 evaluation data, and state legislation related to universal preschool (UPK) and the new Department of Early Childhood (CDEC).

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The CSB Strategic Plan strategies were found to be well aligned with the following key documents that informed CO HB22-1295.

The Department of Early Childhood Transition Plan was finalized and approved by the ECLC in November 2021. The Transition Plan includes recommendations for transitioning early childhood services and programs from state agencies to the new DEC.

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Colorado Universal Preschool Recommendations finalized in January of 2022 provide Colorado’s Department of Early Childhood (CDEC) with guidance and direction to ensure a successful launch of the voluntary, universal preschool program.

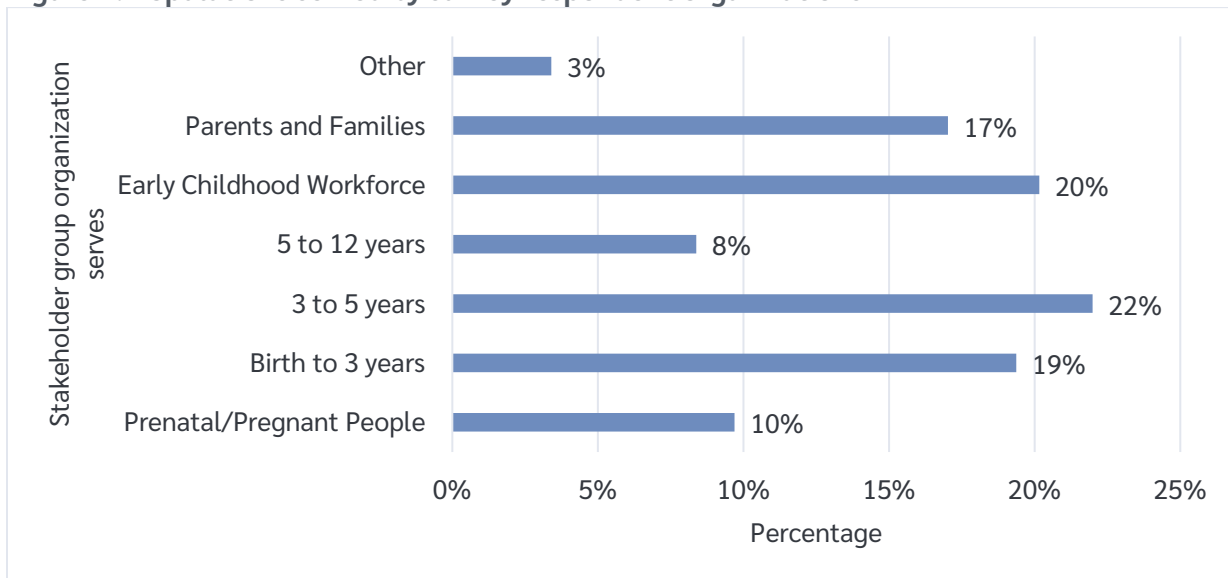
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## Activity 2. Stakeholder Engagement

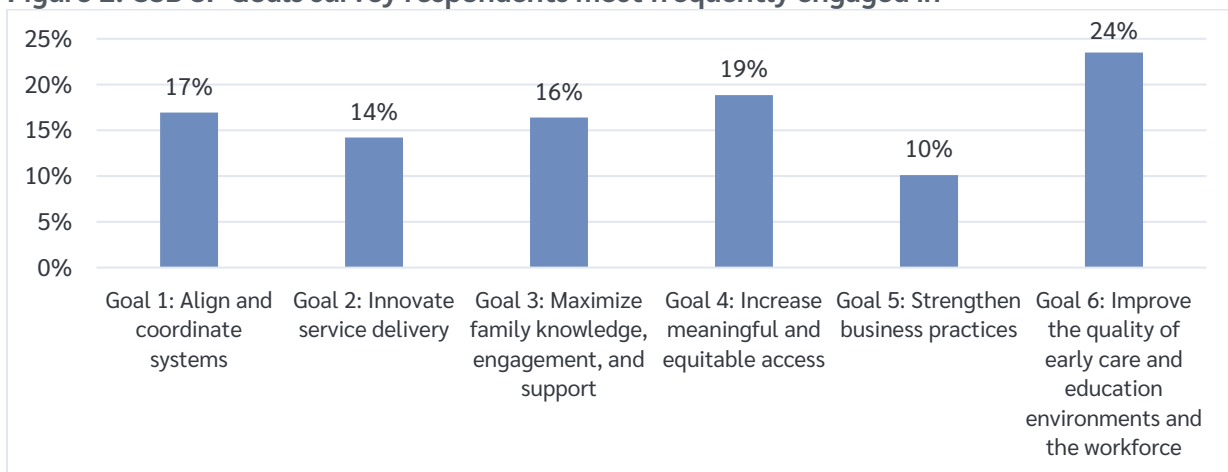
A diverse group of stakeholders was engaged in providing input to inform the recommended Strategic Plan updates. The Marzano Research facilitators attended two ECLC Program Quality and Alignment (PQAC) Subcommittee meetings to engage members in providing input on any recommended updates to the Strategic Plan strategies.

Marzano Research also conducted a survey to collect input from statewide stakeholders engaged in work related to moving the strategies forward. Stakeholders also provided input on needs moving forward. This input was also shared with the Strategic Plan Working Group to inform strategy updates. A total of 191 stakeholders responded to the survey. Respondent organizations serve populations across the B-5 system (Figure 1). Respondents most frequently indicated conducting activities under Goal 6, “Improve the quality of early care and education environments and the workforce” (Figure 2).

**Figure 1. Populations served by survey respondent organizations**

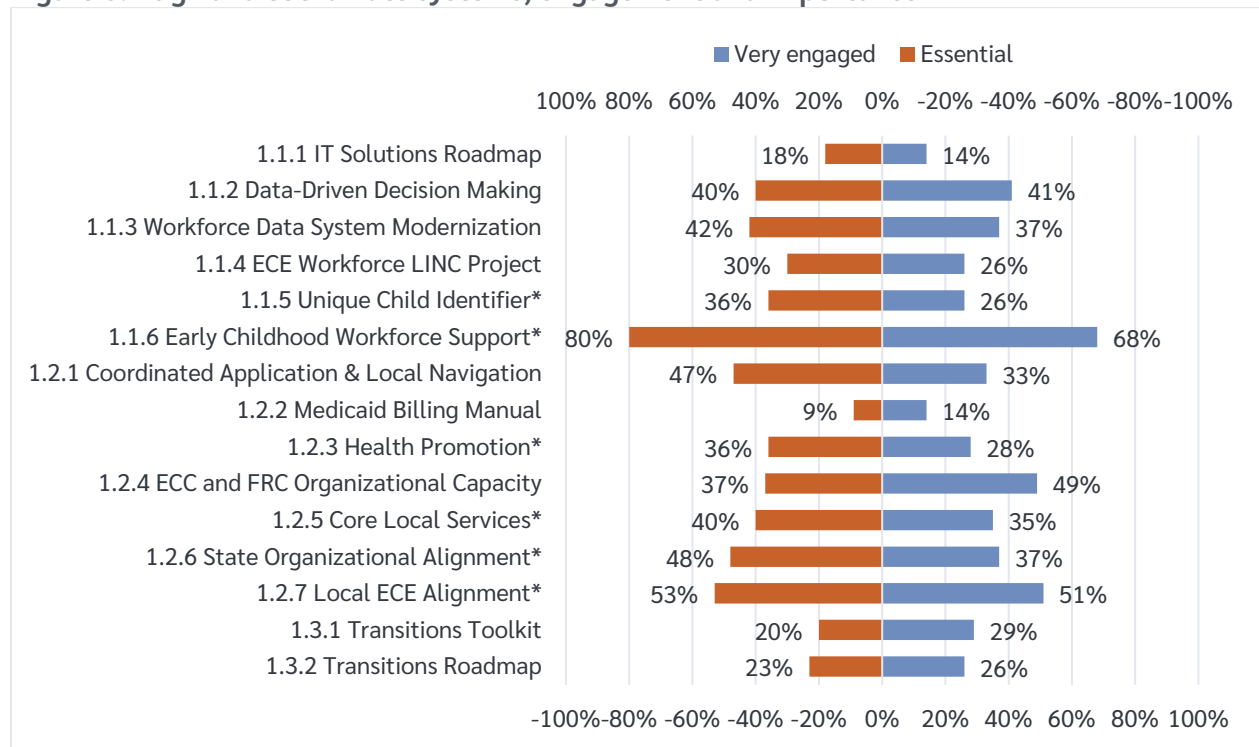


**Figure 2. CSB SP Goals survey respondents most frequently engaged in**



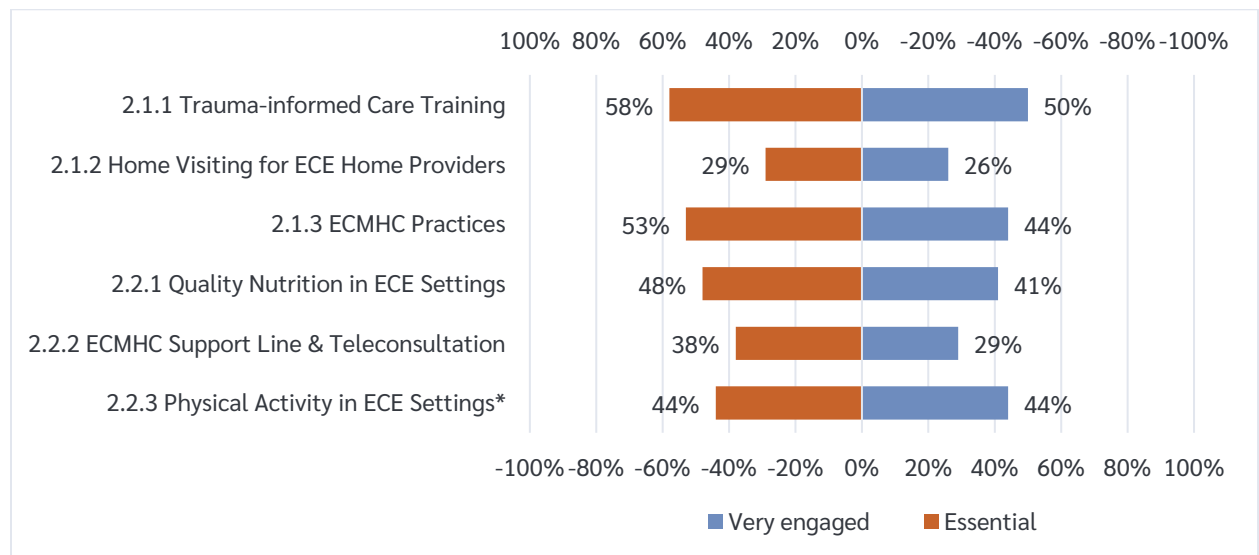
Figures 3 through 8 present the extent to which stakeholders indicated that their organizations engaged in work aligned with each strategy and how valuable it is to continue the work moving forward under each strategy. Strategies 6.2.6 (Compensation) and 6.2.7 (Recruitment and Retention) have the highest level of engagement. While stakeholders most frequently cited the following as essential to continue moving forward: 1.1.6 (Early Childhood Workforce Support), 3.1.6 (Early Learning & Development Guidelines), 5.1.1 (Pre-Licensing & Start-Up), and 6.2.1 (Professional Development Information System).

**Figure 3. Align and coordinate systems; engagement and importance**



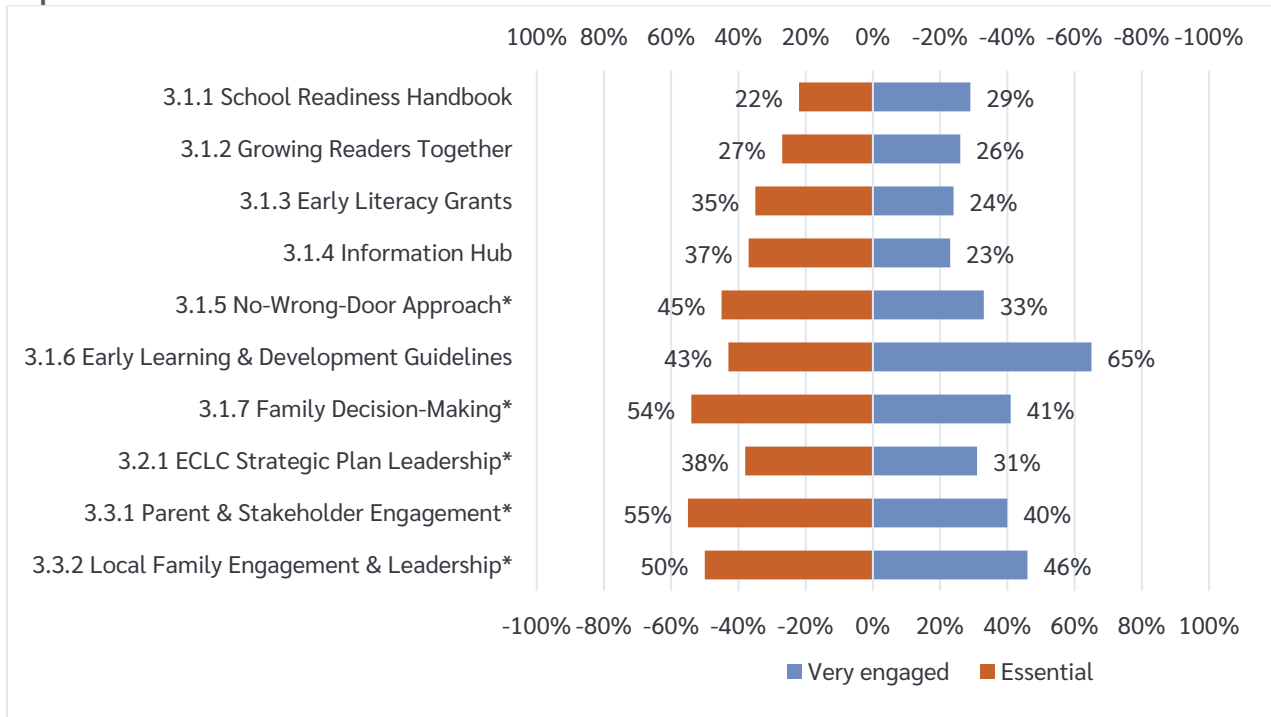
Note. "\*" reflects strategies that are not funded through the Preschool Development Grant.

**Figure 4 Goal 2: Innovate service delivery; engagement and importance**



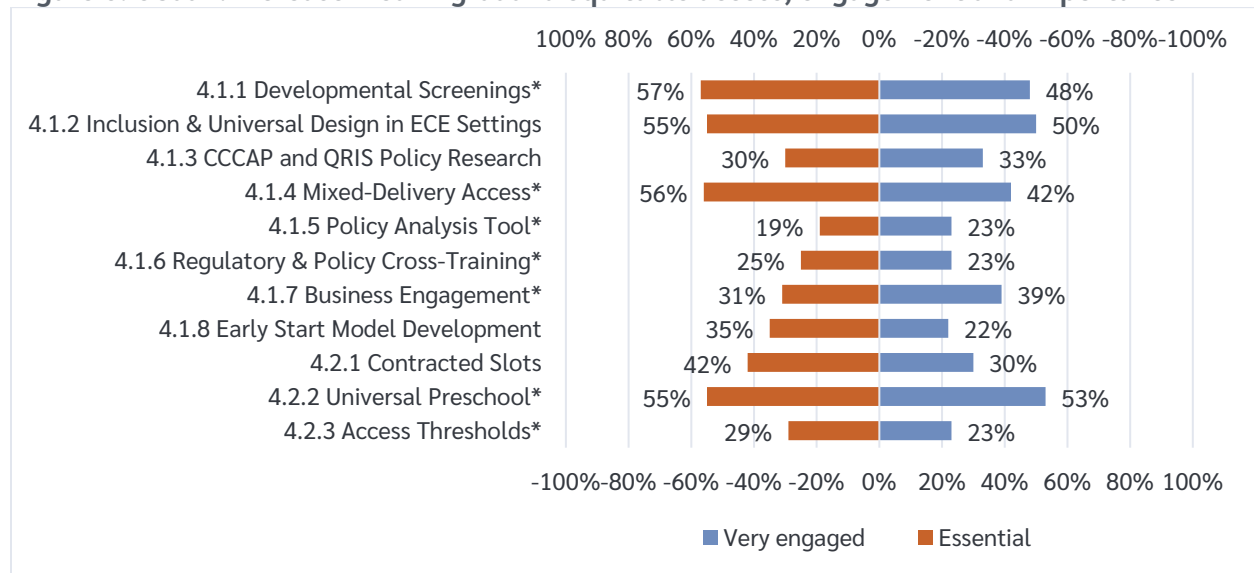
Note. "\*" reflects strategies that are not funded through the Preschool Development Grant.

**Figure 5. Goal 3: Maximize family knowledge, engagement and support; engagement and importance**



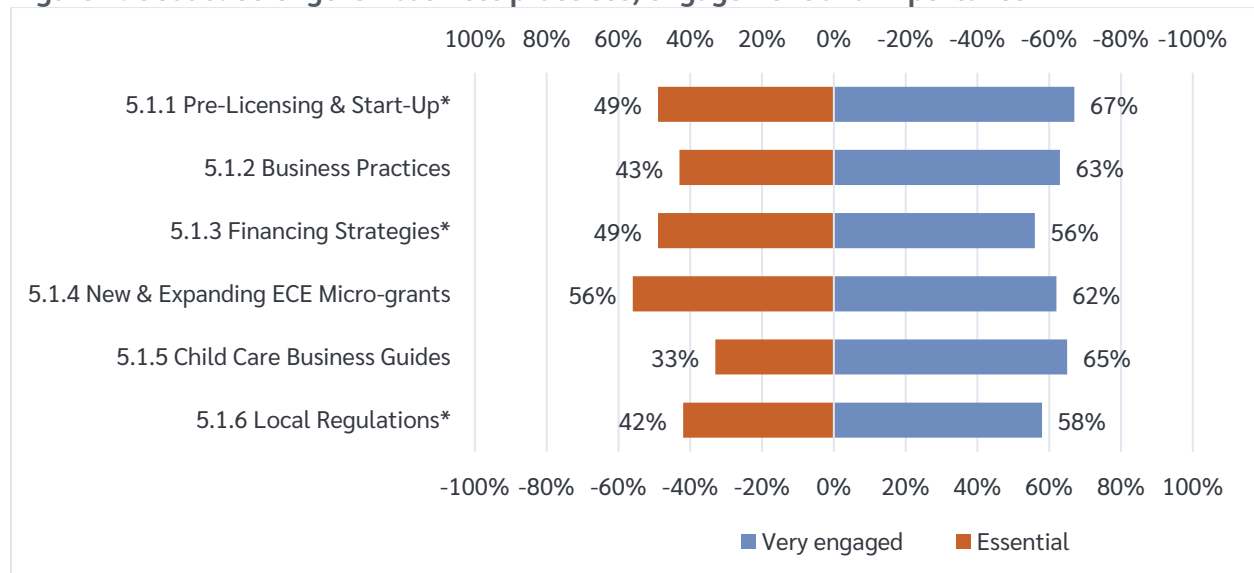
Note. “\*” reflects strategies that are not funded through the Preschool Development Grant.

**Figure 6. Goal 4: Increase meaningful and equitable access; engagement and importance**



Note. "\*" reflects strategies that are not funded through the Preschool Development Grant.

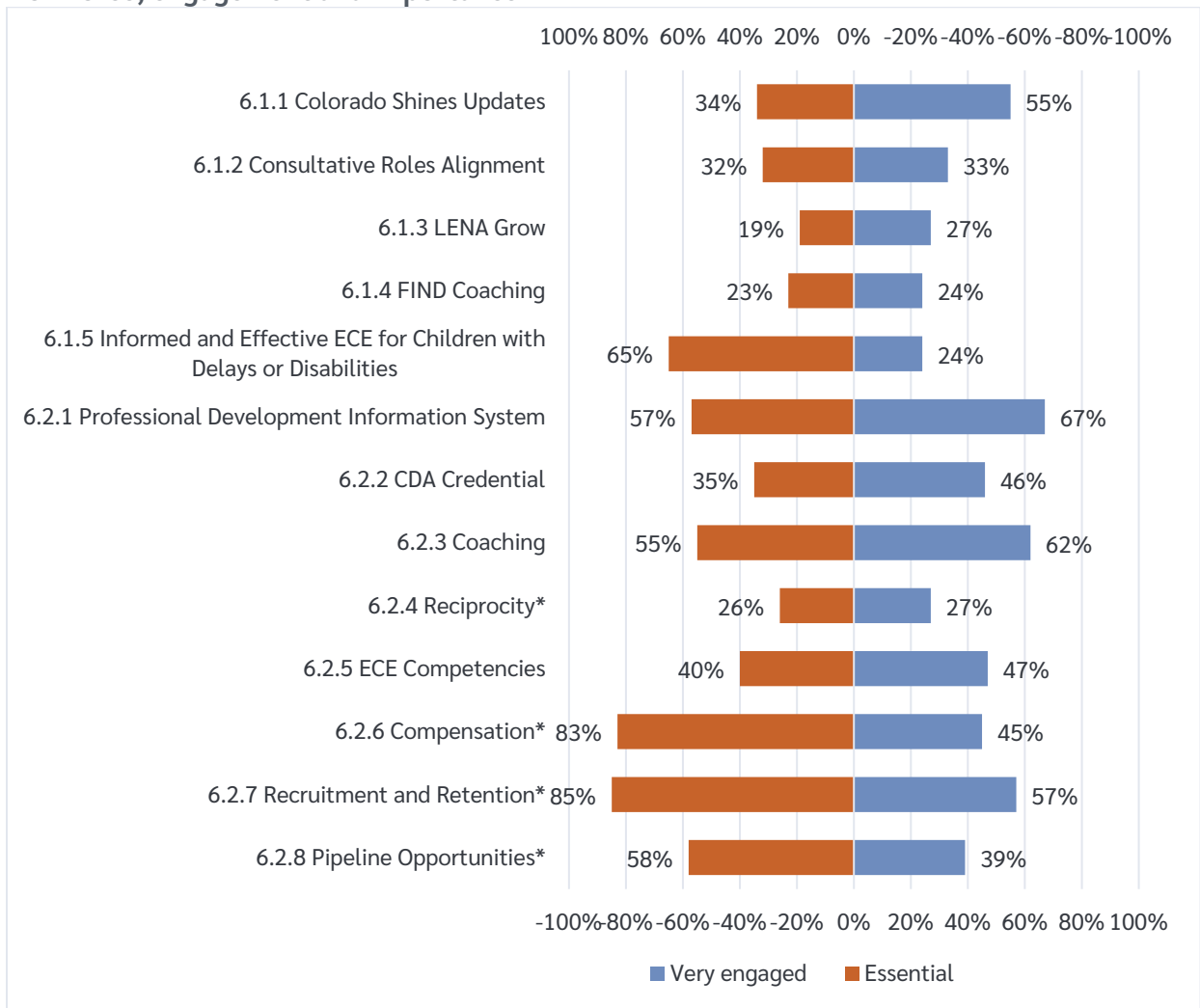
**Figure 7. Goal 5: Strengthen business practices; engagement and importance**



Note. "\*" reflects strategies that are not funded through the Preschool Development Grant.



**Figure 8. Goal 6: Improve the quality of early care and education environments and the workforce; engagement and importance**



Note. “\*” reflects strategies that are not funded through the Preschool Development Grant.

Stakeholders also identified areas that may be missing from the current CSB Strategic Plan strategies and could be an opportunity for the update. The opportunities shared by stakeholders reflect the following general themes.

- Opportunities to emphasize the use of accessible languages and formats for family support, communication, and engagement strategies
- Opportunities for strategies to be inclusive of other programs serving children and families (e.g., Early Intervention, Home Visiting, etc.) and early childhood professionals broadly
- Opportunities to identify CDEC's role with state agencies on appropriate strategies
- Opportunities to support UPK implementation with appropriate strategies
- Opportunities to focus on workforce support and preparation

### Activity 3. Strategic Plan Working Group

The Colorado Shines Brighter Strategic Plan Working Group, which sits under the PQAC, was approved by the ECLC on April 23, 2020. The purpose of the Working Group is to identify and monitor activities that support strategies in the Strategic Plan that are not funded through the Preschool Development Grant Birth through Five and to recommend changes annually to update the Strategic Plan based on the current early childhood environment, new findings from ongoing needs assessment activities, recommendations from the program evaluation and continuous quality improvement, and ongoing stakeholder feedback with an emphasis on families and caregivers of children birth through five. Table 1 presents the membership of the Working Group.

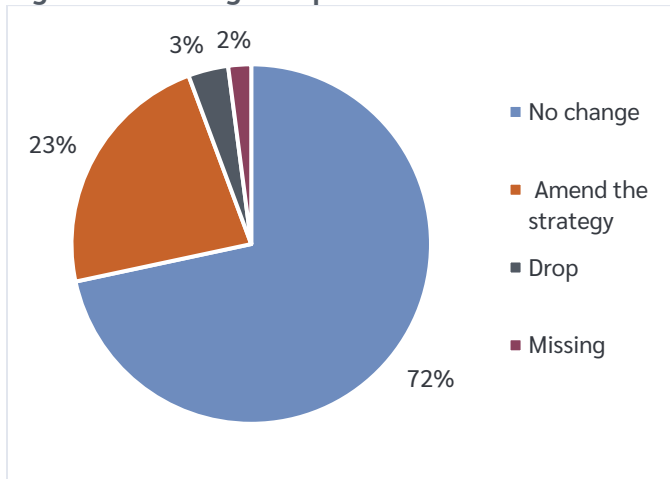
**Table 1. Colorado Shines Brighter Strategic Plan Working Group Members**

Sector	Name	Organization
B-3/Infants and Toddlers	Melissa Mares	CO Children's Campaign
B-3/Infants and Toddlers	Kelly Esch	Executive Director Early Childhood Network
Businesses/Business Supports	Lindsey Vigoda	Small Business Majority
Colorado Department of Human Services	Ki'i Powell	CDHS Office of Economic Security
County	Peter Manetta	Colorado Association of Local Public Health Officials (CALPHO)
County	Sam Markovitz	Early Childhood Coordinator & Early Childhood SubPAC NW Region Rep: Colorado Human Services Directors Association (CHSDA)
County	Elisabeth Lawrence	Summit County Commissioner
Early Childhood Councils	Clea Willow	Bright Futures (Delta, Montrose, Ouray, San Miguel, San Juan)
Early Intervention	Shannon Banks	Early Intervention, Rocky Mountain Human Services
English Language Learners/ Refugee or Immigrant Populations	Khatira Amn	The Spring Institute
Family Providers	Lorena Garcia	Colorado Statewide Parent Coalition, Providers Advancing Student Outcomes (PASO)
Funders/Philanthropic Partners	Steffanie Clothier	Gary Community Ventures
Head Start	Gayle Perryman	Jefferson County Head Start Director
Head Start	Tracey Lucero	Head Start and Migrant Head Start Program
Home Visiting	Lindsay Sherman	Invest in Kids
Homeless and Migrant Supports	Jenny Lerner	Colorado Department of Education
Licensed Child Care	Dawn Alexander	Early Childhood Education Association of Colorado
Mental Health	Jordana Ash	Consultant

Sector	Name	Organization
Parents/Caregivers	Ealasha Vaughner	
Parents/Caregivers	Janelle Jenkins	
Physical Health and Wellness	Tracy Miller	Colorado Department of Public Health & Environment
Public preschool	Jody Ejnes	Eagle County School District
School Readiness	Megan Rogers	Colorado Department of Education, Elementary Literacy and School Readiness Office
School Readiness	Rebecca Browning-Floyd	Colorado Department of Education, Elementary Literacy and School Readiness Office
Screening/Referral and Early Childhood Comprehensive Systems Grant	Eileen Auer Bennet	Assuring Better Child Health & Development
Special Education	Dawn Klco	Salida School District
State Advisory Committee - ECLC	Jake Williams	Healthier Colorado
State Government	Tamara (Tammi) Hiler	Governor's Office
Workforce	Vail Shoultz-McCole	Colorado Mesa Community College



The Working Group was convened for two meetings. Meeting 1 was to engage the working group members in evaluating the non-PDG B-5 strategies to identify possible updates. In small groups, the members reviewed input from the Colorado early childhood landscape along with their collective experience to assess progress toward meeting the goals and objectives in the Strategic Plan. As a follow-up to the meeting, additional feedback was solicited from members via a survey. The survey asked members to provide input on updates to the non-PDG B-5-funded strategies and any missing strategies under each of the six goals. Eighteen members responded to this follow-up survey. Thirty percent of the responses indicated some amendment was needed to update the strategies, while 61 percent recommended no change across strategies (Figure 9). Only 2 percent of respondents suggested that strategies were missing across the goals, and 3 percent suggested a strategy be dropped.

**Figure 9. Working Group Recommendations Across Strategies (n = 18)**



The Working Group met a second time to review the survey results and further process recommended updates to the non-PDG B-5-funded strategies. As a follow-up to the meeting, the members received a final set of draft recommended updates electronically for review. All members who responded to the final review email agreed that the recommended updates were responsive to the Working Group’s input. Table 2 presents the final set of recommended updates in the next section.

#### **Activity 4. Recommended Updates to the Strategic Plan**

The CSB Strategic Plan currently includes 61 strategies. Thirty-six strategies are funded under the Preschool Development Grant Birth through Five renewal grant, as noted by the symbol . The remaining 25 need to be implemented in partnership with the ECLC and other state and local organizations, noted by the  symbol. For the complete set of current strategies, reference the 2022 [Colorado Shines Brighter Strategic Plan](#). The CSB Strategic Plan strategies have evolved since 2019 in response to 1) input from the Colorado early childhood landscape, 2) ongoing needs assessment activities, 3) the current early childhood environment, and 4) a response to continuous quality improvement (Figure 10). The full CSB Strategic Plan strategies and how they have evolved since 2019 can be found in the appendix.

**Figure 10. CSB Strategic Plan Strategy updates over time**

Of the 56 2019 strategies

- 4 PDG funded strategies updated
- 16 non-PDG funded strategies updated
- 3 new strategies added

Of the 59 2020 strategies









- 22 PDG funded strategies updated
- 10 non-PDG funded strategies updated
- 2 new strategies added







Of the 61 2021 strategies







- 19 PDG funded strategies updated, 1 dropped
- 19 non-PDG funded strategies updated

19 PDG B-5-funded and 19 non-PDG B-5-funded strategies are recommended for the 2022 update. Twenty-three strategies remain unchanged in the Strategic Plan. Several general updates should be noted throughout the strategies. Local Coordinating Organizations were added where Early Childhood Councils and Family Resource Centers appear in strategies. References to the Colorado Preschool Program (CPP) were updated to Universal Preschool (UPK). Table 2 presents recommended updates for 2022, along with a summary of why the strategy is recommended for the update.











**Table 2. 2021 Strategy Update Recommendations**







2021 Strategy	Proposed 2022 Update
 <p><b>1.1.1 IT Solutions Roadmap.</b> Implement the Office of Early Childhood’s Information Technology Solutions Roadmap through a multi-phase plan that: supports collaboration and communication; standardizes design for accessibility and usability; and provides transparency and security for publicly available data.</p>	 <p><b>1.1.1 IT Solutions Roadmap.</b> Update and implement the Colorado Department of Early Childhood Information Technology Solutions Roadmap through a robust process that: supports collaboration and communication, standardizes design for accessibility and usability, and provides transparency and security for publicly available data.</p>
<p><b>Summary for the update:</b> Update to reflect a new phase or for accuracy.</p>	
 <p><b>1.1.2 Data-Driven Decision-Making.</b> Develop a strategic plan to inform implementation of an early childhood integrated data system to support state- and community-level information on the early childhood system and data-driven decisions.</p>	 <p><b>1.1.2 Data-Driven Decision-Making.</b> Develop an early childhood integrated data system to support state- and community-level information on the early childhood system and data-driven decisions.</p>
<p><b>Summary for the update:</b> Update to reflect a new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</p>	
 <p><b>1.1.3 Workforce Data System Modernization.</b> Embark on data system modernization planning to address Office of Early Childhood business needs including stakeholder input, identification of needed improvements, quality assurance analyses, and the development of specific requirements for enhancement.</p>	 <p><b>1.1.3 Workforce Data System Modernization.</b> Continue data system modernization planning to address Department of Early Childhood business needs, including stakeholder input, identification of needed improvements, quality assurance analyses, and the development of specific requirements for enhancement.</p>
<p><b>Summary for the update:</b> Update to reflect a new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</p>	
 <p><b>1.1.4 ECE Workforce LINC Project.</b> Use connected data from the Colorado Department of Human Services, the Colorado Department of Higher Education, and the Colorado Department of Labor and Employment through the Linked Information Network of Colorado (LINC) to gain a comprehensive picture of the early care and education workforce. Develop a model to provide timely information on workforce demographics, turnover, wages, and educational</p>	 <p><b>1.1.4 ECE Workforce LINC Project.</b> Use connected data from the Colorado Department of Early Childhood, the Colorado Department of Higher Education, and the Colorado Department of Labor and Employment through the Linked Information Network of Colorado (LINC) to gain a comprehensive picture of the early care and education workforce. Develop a model to provide timely information on workforce demographics, turnover, wages, and educational</p>









2021 Strategy	Proposed 2022 Update
pathways and disseminate to relevant local and state stakeholders.	pathways and disseminate to relevant local and state stakeholders.
<b>Summary for the update:</b> Update to reflect a new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.	
 <b>1.1.6 Early Childhood Workforce Support.</b> Improve efforts to recruit and retain a quality early childhood workforce, including home visitors, coaches, child health consultants, social workers, early intervention specialists, and early childhood mental health consultants. Ensure efforts are founded on diversity, equity and inclusivity and help to define professions within the sector.	 <b>1.1.6 Early Childhood Workforce Support.</b> Improve efforts to recruit and retain a quality early childhood workforce, including home visitors, coaches, child health consultants, social workers, early intervention specialists, parental and child health workforce, and early childhood mental health consultants. Ensure efforts are founded on diversity, equity, and inclusivity and help to define professions within the sector.
<b>Summary for the update:</b> Update to include “parental and child health workforce” to align with CDEC strategic planning goals and Colorado Early Childhood Comprehensive Systems Grant goals. This strategy is intended to go beyond CDEC alignment and reflects the need to strengthen healthcare as a system partner in the CSB Strategic Plan.	
 <b>1.2.1 Coordinated Application &amp; Local Navigation.</b> Local Research existing national and local models of coordinated application, eligibility and enrollment and service navigation and identify recommendations for a Colorado model. Review early childhood program applications to improve accessibility and usability.	 <b>1.2.1 Local Coordination and Navigation.</b> Maintain and update the Local Early Childhood Systems Coordination Toolkit to empower local entities to improve the coordination of their local B5 systems in the most appropriate, effective manner. Offer local entities and their partners collaborative planning mini-grants to resource the development of more coordinated systems. Review early childhood program applications to improve accessibility, usability, and integration with other programs.
<b>Summary for the update:</b> Update to reflect a new phase or for accuracy.	
 <b>1.2.3 Health Promotion.</b> Promote integrated preventative maternal and child physical, behavioral, oral and environmental health services that are culturally responsive. Explore current models including Head Start and the Colorado Department of Public Health and Environment’s maternal and child health priorities such as increasing prosocial connection and social-emotional well-being.	 <b>1.2.3 Health Promotion.</b> Coordinate preventative maternal and child physical, behavioral, oral, and environmental health services that are culturally responsive across settings, sectors, and locales. Explore current models, including Head Start and the Colorado Department of Public Health and Environment’s maternal and child health priorities, such as increasing prosocial connection and social-emotional well-being.









2021 Strategy	Proposed 2022 Update
<p><b>Summary for the update:</b> Edit to better reflect the intention to coordinate preventative services among health providers and delivery across settings, sectors, and locations statewide, as this can be a challenge in rural areas.</p>	
<p> <b>1.2.4 ECC and FRC Organizational Capacity.</b> Partner with Early Childhood Councils (ECCs), Family Resource Centers (FRCs) and leadership organizations to identify, prioritize and implement recommendations to strengthen local collaboration and increase the capacity of ECCs and FRCs to provide services to children and families. Develop and pilot shared data measures for ECCs. Formulate recommendations to improve the 2022 ECC triennial evaluation and include a cost analysis in the 2025 evaluation.</p>	<p> <b>1.2.4 Local Organizational Capacity.</b> Partner with Early Childhood Councils (ECCs), Family Resource Centers (FRCs), Local Coordinating Organizations (LCOs), and leadership organizations to identify, prioritize and implement recommendations to strengthen local collaboration and increase the capacity of local organizations to provide services to children and families. Continue implementation of ECC Shared Measures with councils and ECCLA.</p>
<p><b>Summary for the update:</b> Update to reflect a new phase or for accuracy.</p>	
<p> <b>1.2.5 Core Local Services.</b> Document the core early childhood, family and community support services in each county and implement a plan to address local service gaps.</p>	<p> <b>1.2.5 Core Local Services.</b> Document core local services in alignment with Community Plans developed by Local Coordinating Organizations (LCOs) to identify service gaps and implement comprehensive early childhood services.</p>
<p><b>Summary for the update:</b> Update to align local services with LCO community plans.</p>	
<p> <b>1.2.6 State Organizational Alignment.</b> Expand ongoing coordination and collaboration across state agencies including CDHS, CDPHE, Colorado Department of Education (CDE), Colorado Department of Higher Education (CDHE), Colorado Department of Health Care Policy and Financing (HCPF) and Department of Early Childhood (DEC) to improve child and family outcomes. Identify and address systems and administrative barriers within and across the agencies.</p>	<p> <b>1.2.6 State Organizational Alignment.</b> Expand ongoing coordination and collaboration across state agencies, including CDHS, CDPHE, Colorado Department of Education (CDE), Colorado Department of Higher Education (CDHE), Colorado Department of Health Care Policy and Financing (HCPF), Colorado Department of Early Childhood (CDEC), and the Colorado Governor’s Office to improve child and family outcomes. Identify and address systems and administrative barriers within and across the agencies.</p>
<p><b>Summary for the update:</b> Update DEC to CDEC and add the CO Governor’s Office as a state partner in this strategy.</p>	

















2021 Strategy	Proposed 2022 Update
 <p><b>1.2.7 Local ECE Alignment.</b> Support early care and education service providers in the implementation of systemic coordination to improve families’ and children’s transitions to kindergarten.</p>	 <p><b>1.2.7 Local ECE Alignment.</b> Support early childhood professionals in partnership with receiving organizations in implementing systematic coordination to improve families’ and children’s transitions across programs and settings.</p>
<p><b>Summary for the update:</b> Broaden to include early childhood professionals and transitions across programs and settings that families and children experience.</p>	
 <p><b>1.3.1 Transitions Toolkit.</b> Create a transition plan toolkit for early childhood professionals to communicate with families. Engage parents and caregivers to determine appropriate communication strategies.</p>	 <p><b>1.3.1 Transitions Toolkit.</b> Create resources to deepen awareness of transitions to kindergarten among early care and education professionals and families. Engage families and ECE Professionals to determine appropriate communication strategies.</p>
<p><b>Summary for the update:</b> Update to reflect a new phase or for accuracy.</p>	
 <p><b>2.1.1 Trauma-Informed Care Training.</b> Offer Roots™, Branches and Seedlings trauma-informed training to Early Childhood Mental Health Consultation professionals, community support providers, early care and education providers and families.</p>	 <p><b>2.1.1 Trauma-Informed Care Training.</b> Promote increased trauma-informed care knowledge and application across Colorado by offering a variety of curricula and trainings to mental health professionals, community support providers, early care and education providers and families.</p>
<p><b>Summary for the update:</b> Update to reflect a new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</p>	
 <p><b>2.1.3 ECMHC Practices.</b> Develop a Colorado model of Early Childhood Mental Health (ECMH) Consultation that responsively meets the needs of children, families and providers, while also being adopted by practitioners, implemented to fidelity and subject to evaluation. Align and coordinate the larger ECMH field to facilitate statewide implementation.</p>	 <p><b>2.1.3 ECMHC Practices.</b> Monitor and support implementation of the newly developed Colorado model of Early Childhood Mental Health (ECMH) Consultation. Align and coordinate the larger ECMH field and key partners to facilitate statewide fidelity implementation of a model that responsively meets the needs of children, families, and providers.</p>
<p><b>Summary for the update:</b> Update to reflect a new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</p>	
 <p><b>2.2.1 Quality Nutrition in ECE Settings.</b> The Colorado Department of Human Services, Colorado Department of Public Health and Environment and Colorado Department of</p>	 <p><b>2.2.1 Quality Nutrition in ECE Settings.</b> The Colorado Department of Early Childhood, Department of Public Health and Environment, Department of Education, and other state and</p>







2021 Strategy	Proposed 2022 Update
<p>Education will coordinate to reduce barriers and increase early care and education provider participation in the Child and Adult Care Food Program, National School Lunch Program and School Breakfast Program.</p>	<p>local partners will coordinate to reduce barriers and increase early care and education provider participation in the Child and Adult Care Food Program, National School Lunch Program, and School Breakfast Program.</p>
<p><b>Summary for the update:</b> Update to reflect a new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</p>	
<p> <b>2.2.2 ECMHC Support Line &amp; Teleconsultation.</b> Create a statewide Early Childhood Mental Health Support Line, strengthen teleconsultation practices and encourage use of teleconsultation to serve families and early childhood education providers in rural communities.</p>	<p> <b>2.2.2 ECMHC Support Line &amp; Teleconsultation.</b> Invest in awareness and promotion of innovative service delivery options, including the statewide Early Childhood Mental Health Support Line and teleconsultation to serve families and early childhood education providers in rural communities. Leverage continuous quality improvement, change management, and data-driven decision-making practices to refine services, offer responsive training, and increase statewide access to needed services.</p>
<p><b>Summary for the update:</b> Update to reflect a new phase or for accuracy.</p>	
<p> <b>3.1.5 No-Wrong-Door Approach.</b> Support the continued implementation of no-wrong-door strategies to ensure families can access information quickly, make timely connections, and receive support regardless of their initial entry point into the early childhood system.</p>	<p> <b>3.1.5 No-Wrong-Door Approach.</b> Support the continued implementation of no-wrong-door strategies to ensure families can access information quickly in their preferred language and relevant to their priorities and values to make timely connections. Ensure families receive support regardless of their initial entry point into the early childhood system.</p>
<p><b>Summary for the update:</b> Update to promote accessibility of information in families’ preferred language and relative to their priorities and values.</p>	
<p> <b>3.1.7 Family Decision-Making.</b> Engage families in shared decision-making with early care and education service providers through a process that incorporates information on key considerations for selecting programs and providers.</p>	<p> <b>3.1.7 Family Decision-Making.</b> Engage families in shared decision-making with early childhood, family support, and health care professionals through a process that incorporates families’ values and priorities when considering a selection of programs and providers.</p>
<p><b>Summary for the update:</b> This strategy intends to engage families in selecting child care. Broaden to include health care professionals in the process, as well as more explicitly call out family values and priorities in the decision-making process.</p>	

2021 Strategy	Proposed 2022 Update
 <p><b>3.2.1 ECLC Strategic Plan Leadership.</b> The Early Childhood Leadership Commission (ECLC) will identify a leadership role for specific strategies and ensure voices from families and providers representing diverse races, ethnicities, languages spoken and geographic regions are included.</p>	 <p><b>3.2.1 ECLC Strategic Plan Leadership.</b> The Early Childhood Leadership Commission (ECLC) will identify a leadership role for specific strategies and ensure that voices from families and providers representing diverse races, socio-economic statuses, ethnicities, languages spoken, and geographic regions are included.</p>
<p><b>Summary for the update:</b> Update to include socio-economic status as a representation factor.</p>	
 <p><b>3.3.1 Parent &amp; Stakeholder Engagement.</b> The Colorado Department of Human Services (CDHS) will continue to engage with the CDHS Family Voice Council, OEC Family Voice Council, Head Start Collaboration Office, Colorado Head Start Association, Family Leadership Network and state and local family and caregiver networks to support ongoing family engagement and leadership. Develop and disseminate a statewide Family Engagement Framework.</p>	 <p><b>3.3.1 Parent &amp; Stakeholder Engagement.</b> The CDEC will continue to engage with the Early Childhood Family Voice Council, CDHS Family Voice Council, Head Start Collaboration Office, Colorado Head Start Association, Family Leadership Network, and state and local family and caregivers networks to support ongoing family engagement and leadership. Disseminate the state-wide Family Engagement Framework and develop companion documents to support the implementation of the Framework.</p>
<p><b>Summary for the update:</b> Update to reflect a new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</p>	
 <p><b>3.3.2 Local Family Engagement &amp; Leadership.</b> Build capacity and identify points of collaboration with early care and education service providers to empower and engage families in a variety of leadership and advocacy roles.</p>	 <p><b>3.3.2 Local Family Engagement &amp; Leadership.</b> Build capacity and identify points of collaboration to use the Family Engagement Framework with early childhood and family service providers to empower and engage families in various leadership and advocacy roles.</p>
<p><b>Summary for the update:</b> Update to include the use of the Family Engagement Framework and broaden beyond early care and education.</p>	
 <p><b>4.1.1 Developmental Screenings.</b> Increase the availability of developmental screenings and referral processes in appropriate settings where children are served. Explore ways to ensure continuity of services once referrals are made and accessibility for all children and families regardless of systematic barriers.</p>	 <p><b>4.1.1 Developmental Screenings.</b> Increase the availability of developmental screenings, referrals, and ongoing monitoring processes in appropriate settings where children are served. Explore ways to ensure continuity of services once referrals are made and accessibility for all children and families regardless of systematic barriers.</p>
<p><b>Summary for the update:</b> Add “ongoing monitoring” to support a continuum of support from screening – referral – monitoring.</p>	

2021 Strategy	Proposed 2022 Update
 <p><b>4.1.5 Policy Analysis Tool.</b> Develop a tool to analyze how programs and policies affect the availability and funding of infant and toddler child care and the equitable access for priority populations such as dual-language learners, families living in poverty, families living in rural areas and families who have children with special needs. Explore processes to ensure relevant agencies and entities participate in a policy analysis review.</p>	 <p><b>4.1.5 Policy Analysis.</b> Evaluate how programs and policies impact the availability and funding of infant and toddler child care and equitable access for priority populations. Priority populations include but are not limited to dual-language learners, families living in poverty, families living in rural areas, and families who have children with special needs. Implement processes to ensure relevant agencies and entities participate in a policy analysis review.</p>
<p><b>Summary for the update:</b> Update that the policy tool is not the driver, but rather ongoing monitoring and evaluation to inform policy. Also, update “explore” to “implement processes” to ensure agencies are participating in monitoring and evaluating policies.</p>	
 <p><b>4.1.6 Regulatory &amp; Policy Cross-Training.</b> Develop strategies for CDPHE, CDHS, CDE, DEC, ECCs, school districts, local regulatory entities, the Colorado Office of Economic Development and International Trade (OEDIT) and professional associations to cross-train on ECE regulatory and policy changes to improve equitable access to services.</p>	 <p><b>4.1.6 Regulatory and Policy Cross-Training.</b> Develop strategies for CDPHE, CDHS, CDE, CDEC, ECCs, Head Starts, school districts, local regulatory entities, the Colorado Office of Economic Development and International Trade (OEDIT), and professional associations to cross-train on ECE regulatory and policy change analysis to improve equitable access to services.</p>
<p><b>Summary for the update:</b> Update to include Head Start as a partner and change DEC to CDEC for accuracy. Add training on regulatory and policy change analysis as the Working Group cites this as a need.</p>	
 <p><b>4.1.7 Business Engagement.</b> Engage and equip local and state business leaders and business -support organizations with the resources and knowledge they need to support the availability of, and equitable access to, early care and education programs through public-private partnerships.</p>	 <p><b>4.1.7 Business Engagement.</b> Engage and equip local and state business leaders and business -support organizations with the knowledge and resources they need to support the availability of, and equitable access to, mixed-delivery early care and education programs through public-private partnerships.</p>
<p><b>Summary for the update:</b> Update to include mixed-delivery early care and education (ECE) to broaden.</p>	
 <p><b>4.2.2 Universal Preschool.</b> Implement a mixed-delivery high-quality universal preschool program for all Colorado four-year-olds that is coordinated with existing early care and education programs.</p>	 <p><b>4.2.2 Universal Preschool.</b> Implement and evaluate Colorado’s high-quality mixed-delivery Universal Preschool program with specific attention to equity and inclusiveness of the program and mitigate unintended consequences.</p>

2021 Strategy	Proposed 2022 Update
<p><b>Summary for the update:</b> Update to reflect a new phase of the strategy to implement and evaluate UPK.</p>	
<p> <b>5.1.1 Pre-Licensing &amp; Start-Up.</b> Partner with early care and education providers to address pre-licensing and start-up challenges, and connect them to resources to support sustainability and financially sound business practices, including how to achieve livable wages.</p>	<p> <b>5.1.1 Pre-Licensing &amp; Start-Up.</b> Partner with early care and education providers to address pre-licensing and start-up challenges and connect them to resources accessible in multiple languages to support sustainability and financially sound business practices, including how to achieve livable wages.</p>
<p><b>Summary for the update:</b> Update to include resources accessible in multiple languages.</p>	
<p> <b>5.1.4 New &amp; Expanding ECE Microgrants.</b> Provide early care and education micro-grants to support start-up costs, targeting providers in child care deserts and those serving infants, toddlers or children with special health or developmental needs.</p>	<p> <b>5.1.4 New &amp; Expanding ECE Grants.</b> Provide early care and education grants to support start-up costs, targeting providers in child care deserts and those serving infants, toddlers, or children with special health or developmental needs. Evaluate grants to understand the capital, start-up, and expansion needs of ECE programs.</p>
<p><b>Summary for the update:</b> Update to reflect a new phase of the strategy to implement and evaluate UPK. CDEC will continue to support but will not use PDG funding in 2023.</p>	
<p> <b>5.1.5 Child Care Business Guides.</b> Develop and disseminate business guides to early care and education providers to support connections to resources and the adoption of best practices including the blending and braiding of funding streams, budgeting, regulatory compliance and other operational functions of a small business.</p>	<p> <b>5.1.5 Child Care Business Guides.</b> Maintain, update, and promote business guides to new and existing early care and education providers to support connections to resources and the adoption of best practices, including the blending and braiding of funding streams, budgeting, regulatory compliance, and other operational functions of a small business. Partner with EPIC to develop an Employer-Based Child Care Business Guide.</p>
<p><b>Summary for the update:</b> Update to reflect a new phase of the strategy. CDEC will continue to support but will not use PDG funding in 2023.</p>	
<p> <b>5.1.6 Local Regulations.</b> Study the effect of local regulations on the availability of infant and toddler child care and family child care homes. Identify regulations that might cause barriers to increase the availability of infant and toddler care.</p>	<p> <b>5.1.6 State and Local Regulations.</b> Study the effect of state and local regulations on the availability of infant and toddler child care and family child care homes. Identify regulations that might cause barriers to increase the availability of infant and toddler care.</p>
<p><b>Summary for the update:</b> Update to include state regulations.</p>	

2021 Strategy	Proposed 2022 Update
 <p><b>6.1.1 Colorado Shines Updates.</b> Implement the new Colorado Shines Quality Rating and Improvement System (QRIS) Framework and the Environmental Rating Scale 3. Complete a validation study of the Framework in 2023.</p>	 <p><b>6.1.1 Colorado Shines Updates.</b> Finalize the new Colorado Shines Quality Rating and Improvement System (QRIS) Framework and the Environmental Rating Scale 3 by completing a validation study of the Framework in 2023.</p>
<p><b>Summary for the update:</b> Update to reflect a new phase of the strategy.</p>	
 <p><b>6.1.5 Informed and Effective ECE for Children with Delays or Disabilities.</b> Develop state-level infrastructure to pilot and sustain community implementation teams promoting the adoption of inclusive practices in early care and education programs.</p>	 <p><b>6.1.5 Informed and Effective ECE for Children of all Abilities.</b> Build the capacity of state-level coaches to support inclusion practices in early childhood settings.</p>
<p><b>Summary for the update:</b> Update to reflect a new phase of the strategy.</p>	
 <p><b>6.2.2 CDA Credential.</b> Provide Child Development Associate (CDA) scholarships to early care and education professionals, targeting areas with known workforce shortages. Add CDA professional development specialists to support implementation.</p>	 <p><b>6.2.2 CDA Credential.</b> Provide Child Development Associate (CDA) scholarships to early care and education professionals, targeting areas with known workforce shortages. Look at innovative ways to support the CDA credential as a workforce pathway.</p>
<p><b>Summary for the update:</b> Update to reflect a new phase of the strategy.</p>	
 <p><b>6.2.3 Coaching.</b> Pilot a state early care and education coaching model including Colorado Shines Quality Rating Improvement System and Expanding Quality in Infant Toddler Care. Utilize regional coaches to increase data collection and provide data-informed training and formal supports for coaches including reflective supervision. Update courses, transcreate coaching materials and utilize a telehealth approach to coaching.</p>	 <p><b>6.2.3 Coaching.</b> Expand the state program for early care and education coaching. This program includes CQI, EQ Relates, UPK, and other coaching models actively used across the state. The regional coaching team spearheaded the coaching initiative to provide formal supports for coaches, such as data-informed training and reflective supervision, and to collect data on the effectiveness of their support.</p>
<p><b>Summary for the update:</b> Update to reflect a new phase of the strategy. CDEC will continue to support but will not use PDG funding in 2023.</p>	






2021 Strategy	Proposed 2022 Update
 <p><b>6.2.6 Compensation.</b> Explore strategies to ensure worthy and livable compensation for early care and education professionals. Work to enhance compensation, including benefits, and create compensation parity across settings, sectors and age of children served.</p>	 <p><b>6.2.6 Compensation.</b> Prioritize and implement effective, sustainable strategies to ensure worthy and livable compensation for early care and education professionals. Ensure strategies enhance compensation, including benefits, and create compensation parity across public and private settings, sectors, and age of children served.</p>
<p><b>Summary for the update:</b> Update to reflect a new phase in the strategy given work underway to study compensation for UPK workforce, EI providers, and other pilots underway to create parity in the system.</p>	
 <p><b>6.2.7 Recruitment and Retention.</b> Update the Early Childhood Workforce 2020 plan to support the recruitment and retention of early care and education professionals who are from diverse backgrounds and speak the language and reflect the cultures of children in care.</p>	 <p><b>6.2.7 Recruitment and Retention.</b> Update the Early Childhood Workforce 2020 plan to support the recruitment and retention of early childhood professionals who are from diverse backgrounds and speak the language and reflect the cultures of children in care.</p>
<p><b>Summary for the update:</b> Change “early care and education” to “early childhood” professionals to reflect that the update happening in 2023 will broaden the plan to EC professionals.</p>	
 <p><b>6.2.8 Pipeline Opportunities.</b> Explore and expand access to early childhood apprenticeship and peer mentoring programs, including providing concurrent enrollment apprenticeship opportunities for high school students to gain work experience in early care and education settings.</p>	 <p><b>6.2.8 Pipeline Opportunities.</b> Expand access to apprenticeship and coaching opportunities for early childhood professionals, including providing concurrent enrollment for groups such as family friend and neighbor providers, retirees, and high schoolers through apprenticeships.</p>
<p><b>Summary for the update:</b> Update to reflect work done statewide on apprenticeships, no longer in explore phase, but can be expanded. Also, broaden to a larger EC workforce.</p>	

**Early Childhood Comprehensive Systems Grant**

Colorado was awarded a five-year Early Childhood Comprehensive Systems (ECCS) grant in August 2021 by the federal Health Resources and Services Administration (HRSA). As part of the grant, states are required to complete a system gap and gap analysis to inform the development of a prenatal to three statewide strategic plan or updates to an existing strategic plan. The Colorado Early Childhood Comprehensive Systems: Health Integration Prenatal-to-three Project (CO-ECCS) is advancing the infrastructure, capacity, equity, and sustainability of Colorado’s maternal and early childhood systems of care to achieve the vision that “All children are valued, healthy and thriving and have equal access to services, supports, and resources” in Colorado.

The CO-ECCS Working Group guides this work, which sits under the PQAC of the ECLC. The CO-ECCS Working Group identified strategies aligned to the ECCS project currently in the Strategic Plan. It developed five new strategies to address system gaps and embed the project goals into the CSB SP. Table 3 provides the 5 strategies to be added to the Strategic Plan. In addition to these 5 strategies, the CO-ECCS Working Group provided recommendations to further integrate physical health, mental health, oral health, nutrition, and the healthcare system throughout the CSB Strategic Plan.

**Table 3. ECCS Strategies to be embedded under CSB Strategic Plan Objectives**

CSB Objective	ECCS Strategy
1.1 - Make Data-Informed Decisions	 <b>1.1.7 Prenatal-to-Three Early Childhood Equity Action Plan.</b> Develop an Early Childhood Equity Action Plan that advances equity for prenatal to three that is a collaboration of the early childhood and maternal child health systems.
1.2 - Ensure Coordinated Services	 <b>1.2.8 Integrated Coordinated Intake and Referral Systems.</b> Identify and assess barriers across local and state referral systems, create resources to support community cross-sector integration, and develop recommendations for future improvements to prenatal to three referral systems.
1.3 - Promote and Share Knowledge	 <b>1.3.3 Prenatal-to-Three Policy.</b> Identify and prioritize policy and financing recommendations that support an integrated prenatal-to-three system and mobilize partners to advance those recommendations.
3.3 - Provide Inclusive Opportunities for Family Engagement and Leadership	 <b>3.3.3 Family Voice in Integrated Systems.</b> Ensure structures are in place to receive and incorporate family voices across early childhood and maternal child health policy and initiative planning, implementation, and continuous quality improvement processes.
4.1 - Build Community Capacity	 <b>4.1.9 Sustainable Integrated Programming.</b> Develop resources to increase connections between early childhood and maternal child health systems through cross-sector planning, braiding and blending funds, and sustainable implementation strategies.



## Conclusion









This report presents a set of recommended updates to the Colorado Shines Brighter Strategic Plan for the Early Childhood Leadership Commission to consider for endorsement. The recommendations result from findings from the Colorado early childhood landscape document review, ongoing needs assessment data, stakeholder feedback, and the need for continuous quality improvement. During the Preschool Development Grant Birth through Five renewal grant period, the Colorado Shines Brighter Strategic Plan was reviewed and updated annually to incorporate new findings from ongoing needs assessment activities, recommendations from the program evaluation and continuous quality improvement, and ongoing stakeholder feedback with an emphasis on families and caregivers of children birth through five.









Should Colorado receive a PDG B-5 Planning Grant for 2023, a more significant CSB Strategic Plan update will be necessary. As part of that update, the following broader recommendations are provided for consideration.





- The CO-ECCS Working Group recommends including the Behavioral Health Administration (BHA) as a partner in the Colorado Shines Brighter Strategic Plan.
- The CSB Strategic Plan Working Group recommends adding a separate Early Childhood Workforce Goal in alignment with the Early Childhood Workforce Plan update to be completed in 2023.
- The CSB Strategic Plan should also be aligned with the updated Early Childhood Colorado Framework to be completed in 2023.





# Appendix








## Colorado Shines Brighter Strategic Plan Strategy Evolution





2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
 <p><b>1.1.1 IT Solutions</b>  <b>Roadmap.</b> Implement the Office of Early Childhood’s (OEC) InformationTechnology (IT) Solutions Roadmap through a multi-phase plan that: supports collaboration and communication; standardizes design for accessibility and usability; and provides transparency and security for publicly available data.</p>	 <p><b>1.1.1 IT Solutions</b>  <b>Roadmap.</b> Implement the Office of Early Childhood’s Information Technology Solutions Roadmap through a multi-phase plan that: supports collaboration and communication; standardizes design for accessibility and usability; and provides transparency and security for publicly available data.</p>	 <p><b>1.1.1 IT Solutions</b>  <b>Roadmap.</b> Implement the Office of Early Childhood’s Information Technology Solutions Roadmap through a multi-phase plan that: supports collaboration and communication; standardizes design for accessibility and usability; and provides transparency and security for publicly available data.</p>	 <p><b>1.1.1 IT Solutions</b>  <b>Roadmap.</b> Update and implement the Colorado Department of Early Childhood Information Technology Solutions Roadmap through a robust process that: supports collaboration and communication, standardizes design for accessibility and usability, and provides transparency and security for publicly available data.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: No change</li> <li>• 2021-2022: Update to reflect new phase or for accuracy.</li> </ul>			
 <p><b>1.1.2 Data-Driven</b>  <b>Decision Making.</b> Build a public-facing dashboard to support community-level information on the state of the local early childhood system and data-driven decisions.</p>	 <p><b>1.1.2 Data-Driven</b>  <b>Decision Making.</b> Build a public-facing dashboard to support community-level information on the state of the local early childhood system and data-driven decisions.</p>	 <p><b>1.1.2 Data-Driven</b>  <b>Decision Making.</b> Develop a strategic plan to inform implementation of an early childhood integrated data system to support state- and community-level information on the early childhood system and data-driven decisions.</p>	 <p><b>1.1.2 Data-Driven</b>  <b>Decision-Making.</b> Develop an early childhood integrated data system to support state- and community-level information on the early childhood system and data-driven decisions.</p>





2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: This strategy was updated to reflect the need to first develop a plan to implement an ECIDS and more accurately describe what is occurring under the PDG.</li> <li>• 2021 – 2022: Update to reflect new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</li> </ul>			
 <p><b>1.1.3 Workforce Data System Modernization.</b> Embark on data system modernization planning to address OEC business needs including stakeholder input, identification of needed improvements, quality assurance analyses, and the development of specific requirements for enhancement.</p>	 <p><b>1.1.3 Workforce Data System Modernization.</b> Embark on data system modernization planning to address Office of Early Childhood business needs including stakeholder input, identification of needed improvements, quality assurance analyses, and the development of specific requirements for enhancement.</p>	 <p><b>1.1.3 Workforce Data System Modernization.</b> Embark on data system modernization planning to address Office of Early Childhood business needs including stakeholder input, identification of needed improvements, quality assurance analyses, and the development of specific requirements for enhancement.</p>	 <p><b>1.1.3 Workforce Data System Modernization.</b> Continue data system modernization planning to address Department of Early Childhood business needs, including stakeholder input, identification of needed improvements, quality assurance analyses, and the development of specific requirements for enhancement.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: No change</li> <li>• 2021-2022: Update to reflect new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</li> </ul>			
 <p><b>1.1.4 ECE Workforce LINC Project.</b> Use connected data from the Colorado Department of Human Services (CDHS), the Colorado Department of Higher Education (CDHE), and the Colorado Department of Labor and Employment (CDLE)</p>	 <p><b>1.1.4 ECE Workforce LINC Project.</b> Use connected data from the Colorado Department of Human Services, the Colorado Department of Higher Education, and the Colorado Department of Labor and Employment through the</p>	 <p><b>1.1.4 ECE Workforce LINC Project.</b> Use connected data from the Colorado Department of Human Services, the Colorado Department of Higher Education, and the Colorado Department of Labor and Employment through the</p>	 <p><b>1.1.4 ECE Workforce LINC Project.</b> Use connected data from the Colorado Department of Early Childhood, the Colorado Department of Higher Education, and the Colorado Department of Labor and Employment through the</p>

2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<p>through the Linked Information Network of Colorado (LINC) to gain a comprehensive picture of the early care and education (ECE) workforce. Develop a model to provide timely information on workforce demographics, turnover, wages, and educational pathways and disseminate to relevant local and state stakeholders.</p>	<p>Linked Information Network of Colorado (LINC) to gain a comprehensive picture of the early care and education workforce. Develop a model to provide timely information on workforce demographics, turnover, wages, and educational pathways and disseminate to relevant local and state stakeholders.</p>	<p>Linked Information Network of Colorado (LINC) to gain a comprehensive picture of the early care and education workforce. Develop a model to provide timely information on workforce demographics, turnover, wages, and educational pathways and disseminate to relevant local and state stakeholders.</p>	<p>Linked Information Network of Colorado (LINC) to gain a comprehensive picture of the early care and education workforce. Develop a model to provide timely information on workforce demographics, turnover, wages, and educational pathways and disseminate to relevant local and state stakeholders.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: PDG will no longer fund implementation, however that is planned through the new DEC</li> <li>• 2021-2022: Update to reflect new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</li> </ul>			
<p> <b>1.1.5 Unique Child Identifier.</b> Explore barriers and strategies to implementing a unique child identifier (per Colorado House Bill 08-1364) to enable data informed decisions concerning child outcomes. Utilize the upcoming school readiness data pilot program with local school districts to explore existing or needed technologies and data sharing agreements and unique child identifier implementation challenges.</p>	<p> <b>1.1.5 Unique Child Identifier.</b> Accelerate strategies to implement a unique child identifier (per Colorado House Bill 08-1364) to enable data-informed decisions concerning child outcomes. Coordinate across early childhood settings to explore existing or needed technologies and data-sharing agreements and unique child identifier implementation challenges.</p>	<p> <b>1.1.5 Unique Child Identifier.</b> Accelerate strategies to implement a unique child identifier (per Colorado House Bill 08-1364) to enable data-informed decisions concerning child outcomes. Coordinate across early childhood settings to explore existing or needed technologies and data-sharing agreements and unique child identifier implementation challenges.</p>	<p> <b>1.1.5 Unique Child Identifier.</b> Accelerate strategies to implement a unique child identifier (per Colorado House Bill 08-1364) to enable data-informed decisions concerning child outcomes. Coordinate across early childhood settings to explore existing or needed technologies and data-sharing agreements and unique child identifier implementation challenges.</p>









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: Changes were made to directly address the comments to amend the strategy. The language to “explore barriers” was removed, as several comments noted that barriers are already known. To make the strategy more inclusive, “coordinate across early childhood settings” was added. The “school readiness data pilot program” was removed so as not to limit when and how the exploration of needed technologies and data-sharing agreements could be explored.</li> <li>2020-2021: No change</li> <li>2021-2022: No change</li> </ul>			
 <p><b>1.1.6 Early Childhood Workforce Support.</b> Identify current and new opportunities to better support the broader early childhood workforce including home visitors, coaches, child health consultants, and mental health consultants.</p>	 <p><b>1.1.6 Early Childhood Workforce Support.</b> Identify current and new opportunities to better recruit, retain, and define ECE professions with a foundation of diversity, equity, and inclusivity in professional development to increase the quality of the broader early childhood workforce, including home visitors, coaches, child health consultants, social workers, early intervention specialists, and early childhood mental health consultants.</p>	 <p><b>1.1.6 Early Childhood Workforce Support.</b> Improve efforts to recruit and retain a quality early childhood workforce, including home visitors, coaches, child health consultants, social workers, early intervention specialists, and early childhood mental health consultants. Ensure efforts are founded on diversity, equity and inclusivity and help to define professions within the sector.</p>	 <p><b>1.1.6 Early Childhood Workforce Support.</b> Improve efforts to recruit and retain a quality early childhood workforce, including home visitors, coaches, child health consultants, social workers, early intervention specialists, parental and child health workforce, and early childhood mental health consultants. Ensure efforts are founded on diversity, equity, and inclusivity and help to define professions within the sector.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: Additional specificity was added to the language to address input on the need to not just support but also recruit and retain. The word “support” is vague and it was replaced with additional language to explicitly emphasize professionalism and added diversity, equity, and inclusion for ECE professionals. Additional early childhood personnel were added to further expand the “broader workforce” that is called out.</li> <li>2020-2021: No change</li> </ul>			




2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<ul style="list-style-type: none"> <li>2021-2022: Update to include “parental and child health workforce” to align with CDEC strategic planning goals and Colorado Early Childhood Comprehensive Systems Grant goals. This strategy is intended to go beyond CDEC alignment and reflects the need to strengthen healthcare as a system partner in the CSB Strategic Plan.</li> </ul>			
 <p><b>1.2.1 Coordinated Application &amp; Local Navigation.</b> Research existing national and local models of coordinated enrollment/application and service navigation and identify recommendations for local implementation.</p>	 <p><b>1.2.1 Coordinated Application &amp; Local Navigation.</b> Research existing national and local models of coordinated enrollment/application and service navigation and identify recommendations for local implementation.</p>	 <p><b>1.2.1 Coordinated Application &amp; Local Navigation.</b> Research existing national and local models of coordinated application, eligibility, and enrollment and service navigation and identify recommendations for a Colorado model. Review early childhood program applications to improve accessibility and usability.</p>	 <p><b>1.2.1 Local Coordination and Navigation.</b> Maintain and update the Local Early Childhood Systems Coordination Toolkit to empower local entities to improve the coordination of their local B5 systems in the most appropriate, effective manner. Offer local entities and their partners collaborative planning mini-grants to resource the development of more coordinated systems. Review early childhood program applications to improve accessibility, usability, and integration with other programs.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: No change</li> <li>2020-2021: This strategy was updated to better reflect the work of the Coordinated Application, Eligibility, and Enrollment workgroup facilitated by OEC and the PDG B-5 TA Center and the CCCAP Application Rewrite workgroup.</li> <li>2021-2022: Update to reflect new phase or for accuracy.</li> </ul>			
 <p><b>1.2.2 Medicaid Billing Manual.</b> Develop a Medicaid</p>	 <p><b>1.2.2 Medicaid Billing Manual.</b> Develop and make</p>	 <p><b>1.2.2 Medicaid Billing Guides.</b> Develop and make</p>	<p>1.2.2 Completed, no new phase</p>









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<p>billing process manual for Healthy Steps, Early Childhood Mental Health Consultation (ECMHC) and home visiting programs. Provide training and technical assistance to support utilization.</p>	<p>updates to Medicaid billing process manuals for Child First, Healthy Steps, Early Intervention Colorado, Early Childhood Mental Health Consultation, Nurse-Family Partnership, SafeCare Colorado, and other state-funded home visiting programs. Provide training and technical assistance to support utilization.</p>	<p>updates to Medicaid billing process guides for Child First, Healthy Steps, Early Intervention Colorado, Early Childhood Mental Health Consultation, Nurse-Family Partnership, SafeCare Colorado, and other state-funded home visiting programs. Provide training and technical assistance to support utilization.</p>	
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: The Advancing Medicaid in Early Childhood project led by HCPF is intended to expand access to Medicaid for children up to age three. Through the Working Group directing this project, the Child First and SafeCare Colorado programs were identified as additional programs to add to the strategy that qualify for Medicaid billing. The working group also identified updates to existing Medicaid billing manuals for Early Intervention Colorado and the Nurse-Family Partnership.</li> <li>• 2020-2021: This strategy was updated to reflect current work by a vendor that will end in 2021. Additionally, “Manual” was changed to “Guides” for accuracy.</li> <li>• 2021-2022: This strategy was completed, and there is no new phase of the work.</li> </ul>			
<p> <b>1.2.3 Health Promotion.</b> Promote integrated and preventative maternal and child physical, behavioral, oral, and environmental health services. Explore current models including Head Start and the Colorado Department of Public Health and Environment’s (CDPHE) maternal and child</p>	<p> <b>1.2.3 Health Promotion.</b> Promote integrated preventative maternal and child physical, behavioral, oral, and environmental health services that are culturally responsive. Explore current models including Head Start and the Colorado Department of Public Health and Environment’s</p>	<p> <b>1.2.3 Health Promotion.</b> Promote integrated preventative maternal and child physical, behavioral, oral and environmental health services that are culturally responsive. Explore current models including Head Start and the Colorado Department of Public Health and Environment’s</p>	<p> <b>1.2.3 Health Promotion.</b> Coordinate preventative maternal and child physical, behavioral, oral, and environmental health services that are culturally responsive across settings, sectors, and locales. Explore current models, including Head Start and the Colorado Department of Public</p>





2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
health priorities such as increasing prosocial connection and social emotional well-being.	(CDPHE) maternal and child health priorities such as increasing prosocial connection and social-emotional well-being.	maternal and child health priorities such as increasing prosocial connection and social-emotional well-being.	Health and Environment’s maternal and child health priorities, such as increasing prosocial connection and social-emotional well-being.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: The change made was to further promote culturally responsive approaches to preventative maternal and child health based on comments. Other comments provided were related to implementation of actions under the strategy.</li> <li>• 2020-2021: No change</li> <li>• 2021-2022: Edit to better reflect the intention to coordinate preventative services among health providers and delivery across settings, sectors, and locations statewide, as this can be a challenge in rural areas.</li> </ul>			
 <p><b>1.2.4 Local Organizational Capacity.</b> Review the 2019 Early Childhood Council (ECC) and Family Resource Center (FRC) organizational capacity study. Through stakeholder workgroups identify, prioritize, and implement recommendations to increase the capacity of ECCs and FRCs to enable the provision of ECE and wraparound services to more underserved children and families. Expand the ECC triennial evaluation to include a cost analysis of the resources needed to fully fund the local system.</p>	 <p><b>1.2.4 ECC and FRC Organizational Capacity.</b> Review the 2019 Early Childhood Council (ECC) and Family Resource Center (FRC) organizational capacity study. Through stakeholder workgroups identify, prioritize, and implement recommendations to increase the capacity of ECCs and FRCs to enable the provision of early care and education and wraparound services to more underserved children and families. Expand the ECC triennial evaluation to include a cost analysis of the resources</p>	 <p><b>1.2.4 ECC and FRC Organizational Capacity.</b> Partner with Early Childhood Councils (ECCs), Family Resource Centers (FRCs), and leadership organizations to identify, prioritize, and implement recommendations to strengthen local collaboration and increase the capacity of ECCs and FRCs to provide services to children and families. Develop and pilot shared data measures for ECCs. Formulate recommendations to improve the 2022 ECC triennial evaluation and include a cost analysis in the 2025 evaluation.</p>	 <p><b>1.2.4 Local Organizational Capacity.</b> Partner with Early Childhood Councils (ECCs), Family Resource Centers (FRCs), Local Coordinating Organizations (LCOs), and leadership organizations to identify, prioritize and implement recommendations to strengthen local collaboration and increase the capacity of local organizations to provide services to children and families. Continue implementation of ECC Shared Measures with councils and ECCLA.</p>



















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	needed to fully fund the local system.		
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: No change</li> <li>2020-2021: The strategy was updated to reflect the ECC Triennial that is legislatively mandated and due October 1, 2022. A work team is currently identifying the strategies for measuring effectiveness for the 2025 Triennial reporting.</li> <li>2021-2022: Update to reflect new phase or for accuracy.</li> </ul>			
 <p><b>1.2.5 Core Local Services.</b> Determine the core early childhood and family and community support services to be made available in each county and create a plan to address local service gaps.</p>	 <p><b>1.2.5 Core Local Services.</b> Determine the core early childhood and family and community support services to be made available in each county and create a plan to address local service gaps.</p>	 <p><b>1.2.5 Core Local Services.</b> Document the core early childhood, family, and community support services in each county and implement a plan to address local service gaps.</p>	 <p><b>1.2.5 Core Local Services.</b> Document core local services in alignment with Community Plans developed by Local Coordinating Organizations (LCOs) to identify service gaps and implement comprehensive early childhood services.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: No change</li> <li>2020-2021: The strategy was updated for accuracy. Specifically, “Determine” was changed to “Document.” Additionally, “implement” a plan replaces “create” a plan to move the strategy further toward action.</li> <li>2021-2022: Update to align local services with LCO community plans.</li> </ul>			
 <p><b>1.2.6 State Organizational Alignment.</b> Enhance ongoing coordination and collaboration across state agencies including CDHS, CDPHE, Colorado Department of Education (CDE), and Colorado Department of Health Care Policy and Financing (HCPF). Identify</p>	 <p><b>1.2.6 State Organizational Alignment.</b> Expand ongoing coordination and collaboration across state agencies including CDHS, CDPHE, Colorado Department of Education (CDE), Colorado Department of Higher Education (CDHE), and Colorado</p>	 <p><b>1.2.6 State Organizational Alignment.</b> Expand ongoing coordination and collaboration across state agencies including CDHS, CDPHE, Colorado Department of Education (CDE), Colorado Department of Higher Education (CDHE), Colorado</p>	 <p><b>1.2.6 State Organizational Alignment.</b> Expand ongoing coordination and collaboration across state agencies, including CDHS, CDPHE, Colorado Department of Education (CDE), Colorado Department of Higher Education (CDHE), Colorado Department of Health Care</p>




2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
opportunities to address systems and administrative barriers.	Department of Health Care Policy and Financing (HCPF) to improve child and family outcomes. Identify opportunities to address systems and administrative barriers.	Department of Health Care Policy and Financing (HCPF), and Department of Early Childhood (DEC) to improve child and family outcomes. Identify and address systems and administrative barriers within and across the agencies.	Policy and Financing (HCPF), Colorado Department of Early Childhood (CDEC), and the Colorado Governor’s Office to improve child and family outcomes. Identify and address systems and administrative barriers within and across the agencies.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: “Enhance” was changed to “expand” in order to acknowledge the coordination and collaboration that is occurring already among agencies. Additionally, CDHE was added as another collaborative agency and a focus for coordination and collaboration to “improve child and family outcomes.”</li> <li>2020-2021: The strategy was updated to include the new Department of Early Childhood as a collaborator on this strategy and removed “opportunity” to move this strategy forward to action.</li> <li>2021-2022: Update DEC to CDEC and add the CO Governor’s Office as a state partner in this strategy.</li> </ul>			
1.2.7 Did not exist	 <p><b>1.2.7 Local ECE</b>  <b>Alignment.</b> Support school district implementation of systemic coordination with community based ECE programs to improve children’s transitions to kindergarten (and early elementary school grades).</p>	 <p><b>1.2.7 Local ECE</b>  <b>Alignment.</b> Support early care and education service providers in the implementation of systemic coordination to improve families’ and children’s transitions to kindergarten.</p>	 <p><b>1.2.7 Local ECE</b>  <b>Alignment.</b> Support early childhood professionals in partnership with receiving organizations in implementing systematic coordination to improve families’ and children’s transitions across programs and settings.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: A strategy to explicitly support children’s transition from preschool to kindergarten (and early elementary school grades) is needed under Goal 1, as Colorado prepares to implement universal preschool and because COVID has disrupted normal learning services for preschoolers. Effective coordination between preschool settings and school districts requires transition</li> </ul>			









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<p>agreements to include, at a minimum, coordination plans and policies on children’s records, parent-teacher communication, and teacher professional development.</p> <ul style="list-style-type: none"> <li>2020-2021: This strategy was broadened to include community partners, both public and private, using the terminology of “early care and education service providers.” Additionally, content in parentheses was removed and “families” added.</li> <li>2021-2022: Broaden to include EC professionals and transitions across programs and settings that families and children experience.</li> </ul>			
 <p><b>1.3.1 Transitions Toolkit &amp; Marketplace.</b> Create a transition plan toolkit and online marketplace for early childhood professionals to communicate with families. Engage parents and caregivers to determine appropriate communication strategies for families.</p>	 <p><b>1.3.1 Transitions Toolkit &amp; Marketplace.</b> Create a transition plan toolkit and online marketplace for early childhood professionals to communicate with families. Engage parents and caregivers to determine appropriate communication strategies for families.</p>	 <p><b>1.3.1 Transitions Toolkit.</b> Create a transition plan toolkit for early childhood professionals to communicate with families. Engage parents and caregivers to determine appropriate communication strategies.</p>	 <p><b>1.3.1 Transitions Toolkit.</b> Create resources to deepen awareness of transitions to kindergarten among early care and education professionals and families. Engage families and ECE Professionals to determine appropriate communication strategies.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: No change</li> <li>2020-2021: Change Language for Accuracy Heather Craiglow: Remove Marketplace. We will create transition resources to reside on our revised website.</li> <li>2021-2022: Update to reflect new phase or for accuracy.</li> </ul>			
 <p><b>1.3.2 Transitions Roadmap.</b> The OEC and the CDE Preschool through Third Grade (P-3) Office will develop a birth through five (B-5) transitions roadmap and identify the needed local training and tools for implementation. The roadmap will encompass</p>	 <p><b>1.3.2 Transitions Roadmap.</b> The Office of Early Childhood and the Preschool through Third Grade Office will develop a birth through five transitions roadmap and identify the needed local training and tools for implementation. The roadmap</p>	 <p><b>1.3.2 Transitions Roadmap.</b> Develop and disseminate a kindergarten transitions roadmap and training and tools for implementation. The roadmap should encompass support for children, including those with special health or developmental</p>	 <p><b>1.3.2 Transitions Roadmap.</b> Develop and disseminate a kindergarten transitions roadmap and training and tools for implementation. The roadmap should encompass support for children, including those with special health or developmental</p>

2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
support for children, including those with special health or developmental needs, their families, and ECE and K-3 professionals, as well as home visitors, early intervention, child health, and ECMH professionals.	will encompass support for children, including those with special health or developmental needs, their families, and early care and education and K-3 professionals, as well as home visitors, early intervention, child health, and early childhood mental health professionals.	needs, their families, and early care and education and K-3 professionals, as well as home visitors, early intervention, child health, and early childhood mental health professionals.	needs, their families, and early care and education and K-3 professionals, as well as home visitors, early intervention, child health, and early childhood mental health professionals.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: The strategy was updated to reflect a new phase of implementation to develop and disseminate the transitions roadmap.</li> <li>• 2021-2022: No change</li> </ul>			
 <p><b>2.1.1 Trauma-informed Care Training.</b> Offer Roots™, Branches and Seedlings trauma-informed training to Early Childhood Mental Health Consultation (ECMHC) professionals, community support providers, ECE providers, and families.</p>	 <p><b>2.1.1 Trauma-informed Care Training.</b> Offer Roots™, Branches and Seedlings trauma-informed training to Early Childhood Mental Health Consultation professionals, community support providers, early care and education providers, and families.</p>	 <p><b>2.1.1 Trauma-Informed Care Training.</b> Offer Roots™, Branches and Seedlings trauma-informed training to Early Childhood Mental Health Consultation professionals, community support providers, early care and education providers and families.</p>	 <p><b>2.1.1 Trauma-Informed Care Training.</b> Promote increased trauma-informed care knowledge and application across Colorado by offering a variety of curricula and trainings to mental health professionals, community support providers, early care and education providers and families.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: No change</li> <li>• 2021-2022: Update to reflect new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</li> </ul>			









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
 <b>2.1.2 Home Visiting for ECE Home Providers.</b> Continue the Home Visiting for Child Care Homes Pilot Program through 2020. Evaluate outcomes to inform practice and future expansion.	 <b>2.1.2 Home Visiting for ECE Home Providers.</b> Continue the Home Visiting for Child Care Homes Pilot Program through 2020. Evaluate outcomes to inform practice and future expansion.	 <b>2.1.2 Home Visiting for ECE Home Providers.</b> Disseminate the Home Visiting for Child Care Homes Pilot Program case study to share outcomes, inform practice, and identify opportunities for expansion.	 <b>2.1.2 Home Visiting for ECE Home Providers.</b> Disseminate the Home Visiting for Child Care Homes Pilot Program case study to share outcomes, inform practice, and identify opportunities for expansion.
Summary of the update over time: <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: The strategy was updated to reflect a new phase of implementation. The project has transitioned to case study completion, followed by community dissemination.</li> <li>• 2021-2022: No change</li> </ul>			
 <b>2.1.3 ECMHC Practices.</b> Complete an ECMHC service delivery model evaluation to inform workforce standards, model-development and quality improvement.	 <b>2.1.3 ECMHC Practices.</b> Complete an Early Childhood Mental Health Consultation service delivery model evaluation to inform workforce standards, model development, and quality improvement.	 <b>2.1.3 ECMHC Practices.</b> Develop a Colorado model of Early Childhood Mental Health (ECMH) Consultation that responsively meets the needs of children, families, and providers, while also being adopted by practitioners, implemented to fidelity, and subject to evaluation. Align and coordinate the larger ECMH field to facilitate statewide implementation.	 <b>2.1.3 ECMHC Practices.</b> Monitor and support implementation of the newly developed Colorado model of Early Childhood Mental Health (ECMH) Consultation. Align and coordinate the larger ECMH field and key partners to facilitate statewide fidelity implementation of a model that responsively meets the needs of children, families, and providers.
Summary of the update over time: <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> </ul>			









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<ul style="list-style-type: none"> <li>2020-2021: The strategy was updated for accuracy. This strategy will be awarded in the updated QRIS framework. There is also new work to align and coordinate the larger ECMH field to facilitate a statewide model implemented to fidelity.</li> <li>2021-2022: Update to reflect new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</li> </ul>			
 <p><b>2.2.1 Quality Nutrition in ECE Settings.</b> Coordinate with CDHS, CDPHE and CDE to increase ECE provider participation in the Child and Adult Care Food Program and the National School Lunch Program.</p>	 <p><b>2.2.1 Quality Nutrition in ECE Settings.</b> Coordinate with the Colorado Department of Human Services, Colorado Department of Public Health and Environment, and Colorado Department of Education to increase early care and education provider participation in the Child and Adult Care Food Program, National School Lunch Program, and the School Breakfast Program.</p>	 <p><b>2.2.1 Quality Nutrition in ECE Settings.</b> The Colorado Department of Human Services, Colorado Department of Public Health and Environment, and Colorado Department of Education will coordinate to reduce barriers and increase early care and education provider participation in the Child and Adult Care Food Program, National School Lunch Program, and the School Breakfast Program.</p>	 <p><b>2.2.1 Quality Nutrition in ECE Settings.</b> The Colorado Department of Early Childhood, Department of Public Health and Environment, Department of Education, and other state and local partners will coordinate to reduce barriers and increase early care and education provider participation in the Child and Adult Care Food Program, National School Lunch Program, and School Breakfast Program.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: The “School Breakfast Program” was added to this strategy as a result of input from CDE partners that it should be included because of its alignment with the other programs. The addition of the program increases efficiency in service delivery and is a response to continuous quality improvement.</li> <li>2020-2021: This strategy was updated for accuracy, adding that these practices within ECE programs will be awarded in the updated QRIS framework.</li> <li>2021-2022: Update to reflect new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</li> </ul>			
 <p><b>2.2.2 ECMHC Warmline &amp; Telehealth.</b> Create an ECMHC warm-line and explore telehealth options for both families and early childhood</p>	 <p><b>2.2.2 ECMHC Warmline &amp; Telehealth.</b> Create an Early Childhood Mental Health Consultation warm-line and explore telehealth options for</p>	 <p><b>2.2.2 ECMHC Support Line &amp; Teleconsultation.</b> Create a statewide Early Childhood Mental Health Support Line, strengthen</p>	 <p><b>2.2.2 ECMHC Support Line &amp; Teleconsultation.</b> Invest in awareness and promotion of innovative service delivery options, including the statewide</p>





2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
education providers in rural communities.	both families and early childhood education providers in rural communities.	teleconsultation practices, and encourage use of teleconsultation to serve families and early childhood education providers in rural communities.	Early Childhood Mental Health Support Line and teleconsultation to serve families and early childhood education providers in rural communities. Leverage continuous quality improvement, change management, and data-driven decision-making practices to refine services, offer responsive training, and increase statewide access to needed services.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: No change</li> <li>2020-2021: This strategy was updated for accuracy, to reflect use of telehealth since 2020. ECMHC Warmline is now called ECMHC Support Line.</li> <li>2021-2022: Update to reflect new phase or for accuracy.</li> </ul>			
2.2.3 Did not exist	 <b>2.2.3 Physical Activity in ECE Settings.</b> Increase physical activity in early care and education settings.	 <b>2.2.3 Physical Activity in ECE Settings.</b> Promote moderate to vigorous physical activity that is developmentally appropriate and carried out in a variety of modalities and settings.	 <b>2.2.3 Physical Activity in ECE Settings.</b> Promote moderate to vigorous physical activity that is developmentally appropriate and carried out in a variety of modalities and settings.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: Objective 2.2 is to promote strong relationships, social and emotional development, appropriate nutrition, and physical activity. Currently, this objective lacks a strategy that addresses physical activity. Building in a strategy focused on physical activity will help support the objective overall.</li> </ul>			









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<ul style="list-style-type: none"> <li>2020-2021: This strategy changed “Increase” to “Promote.” It also added “moderate to vigorous,” “developmentally appropriate,” and “variety of modalities and settings” to be specific about the types of physical activity and broaden to different places and ways the activity can occur.</li> <li>2021-2022: No change</li> </ul>			
 <p><b>3.1.1 School Readiness Handbook.</b> Develop a school readiness handbook for families and informal child care providers to share best practices and resources to support children’s learning and development. Implement a plan for dissemination and use including online and print distribution in multiple languages.</p>	 <p><b>3.1.1 School Readiness Handbook.</b> Develop a school readiness handbook for families and informal child care providers to share best practices and resources to support children’s learning and development. Implement a plan for dissemination and use, including online and print distribution in multiple languages.</p>	 <p><b>3.1.1 School Readiness Handbook.</b> Disseminate The PLAYbook to families and informal child care providers to inform best practices and resources to support children’s learning and development. Translate The PLAYBook into multiple languages.</p>	 <p><b>3.1.1 School Readiness Handbook.</b> Disseminate The PLAYbook to families and informal child care providers to inform best practices and resources to support children’s learning and development. Translate The PLAYBook into multiple languages.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: No change</li> <li>2020-2021: This strategy was updated to reflect a new phase of implementation.</li> <li>2021-2022: No change</li> </ul>			
 <p><b>3.1.2 Growing Readers Together.</b> Expand Growing Readers Together to increase quality in informal care environments and support early literacy for children not in formal (licensed) ECE programs.</p>	 <p><b>3.1.2 Growing Readers Together.</b> Expand Growing Readers Together to increase quality in informal care environments and support early literacy for children not in formal (licensed) early care and education programs.</p>	 <p><b>3.1.2 Growing Readers Together.</b> Expand Growing Readers Together to increase quality in informal care environments and support early literacy for children not in formal (licensed) early care and education programs.</p>	 <p><b>3.1.2 Growing Readers Together.</b> Expand Growing Readers Together to increase quality in informal care environments and support early literacy for children not in formal (licensed) early care and education programs.</p>
<p>Summary of the update over time:</p>			















2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: No change</li> <li>• 2021-2022: No change</li> </ul>			
 <p><b>3.1.3 Early Literacy Grants.</b> Expand the Comprehensive Early Literacy Grant Program to ensure the essential components of reading instruction are embedded into public preschool through third grade instruction including universal, targeted and intensive interventions. Increase focus on family knowledge and engagement.</p>	 <p><b>3.1.3 Early Literacy Grants.</b> Expand the Comprehensive Early Literacy Grant Program to ensure the essential components of reading instruction are embedded into public preschool through third grade instruction including universal, targeted and intensive interventions. Increase focus on family knowledge and engagement.</p>	 <p><b>3.1.3 Early Literacy Grants.</b> Expand the Comprehensive Early Literacy Grant Program to ensure the essential components of reading instruction are embedded into public preschool through third grade instruction including universal, targeted and intensive interventions. Increase focus on family knowledge and engagement.</p>	 <p><b>3.1.3 Early Literacy Grants.</b> Review grantee evaluation summaries and summarize the impact of the Early Literacy Grant Preschool Expansion.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: No change</li> <li>• 2021-2022: Update to reflect new phase or for accuracy.</li> </ul>			
 <p><b>3.1.4 Information Hub.</b> Consolidate parent-facing websites into a single online resource that will connect parents to information about ECE, developmental milestones, early screenings, and other programs and services to</p>	 <p><b>3.1.4 Information Hub.</b> Consolidate parent-facing websites into a single online resource that will connect parents to information about early care and education, developmental milestones, early screenings, and other</p>	 <p><b>3.1.4 Information Hub.</b> Consolidate parent-facing websites into a single online resource that will connect parents to information about early care and education, developmental milestones, early screenings and other</p>	 <p><b>3.1.4 Information Hub.</b> Consolidate parent-facing websites into a single online resource that will connect parents to information about early care and education, developmental milestones, early screenings and other</p>





2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
support young children and their families.	programs and services to support young children and their families.	programs and services to support young children and their families.	programs and services to support young children and their families.
Summary of the update over time: <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: No change</li> <li>• 2021-2022: No change</li> </ul>			
 <b>3.1.5 No-Wrong-Door Campaign.</b> Support the continued implementation of the no-wrong-door strategy which ensures families can access information quickly, make timely connections, and receive support regardless of their initial entry point into the early childhood system.	 <b>3.1.5 No-Wrong-Door Campaign.</b> Support the continued implementation of the no-wrong-door strategy, which ensures families can access information quickly, make timely connections, and receive support regardless of their initial entry point into the early childhood system.	 <b>3.1.5 No-Wrong-Door Approach.</b> Support the continued implementation of no-wrong-door strategies to ensure families can access information quickly, make timely connections, and receive support regardless of their initial entry point into the early childhood system.	 <b>3.1.5 No-Wrong-Door Approach.</b> Support the continued implementation of no-wrong-door strategies to ensure families can access information quickly in their preferred language and relevant to their priorities and values to make timely connections. Ensure families receive support regardless of their initial entry point into the early childhood system.
Summary of the update over time: <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: This strategy was updated to reflect stakeholder comments to change the word “campaign” and to add language related to carrying out or implementing the strategy.</li> <li>• 2021-2022: Update to promote accessibility of information in families’ preferred language and relative to their priorities and values.</li> </ul>			
 <b>3.1.6 Early Learning &amp; Development Guidelines.</b> Distribute the updated Colorado Early Learning & Development	 <b>3.1.6 Early Learning &amp; Development Guidelines.</b> Distribute the updated Colorado Early Learning & Development	 <b>3.1.6 Early Learning &amp; Development Guidelines.</b> Distribute the updated Colorado Early Learning & Development	 <b>3.1.6 Early Learning &amp; Development Guidelines.</b> Distribute the updated Colorado Early Learning & Development Guidelines print and online









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<p>Guidelines print and online materials, including new videos on transitions and parents’ experiences, to parents, caregivers, ECE providers, and early childhood professionals.</p>	<p>Guidelines print and online materials, including new videos on transitions and parents’ experiences, to parents, caregivers, early care and education providers, and early childhood professionals.</p>	<p>Guidelines print and online materials, including new videos on transitions and parents’ experiences, to parents, caregivers, early care and education providers and early childhood professionals.</p>	<p>materials, including new videos on transitions and parents’ experiences, to parents, caregivers, early care and education providers and early childhood professionals.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: No change</li> <li>• 2021-2022: No change. CDEC will continue to support but will not use PDG funding in 2023.</li> </ul>			
<p> <b>3.1.7 Family Attitudes &amp; Decision-Making.</b> Explore family opinions and decision-making in the mixed-delivery system, including the influence of Colorado Shines ratings on provider selection and considerations of reputation, cost, and teacher qualifications.</p>	<p> <b>3.1.7 Family Attitudes &amp; Decision-Making.</b> Increase shared decision-making with families in the mixed-delivery system, incorporating family opinions, Colorado Shines ratings, and considerations of reputation, cost, and teacher qualifications on provider selection.</p>	<p> <b>3.1.7 Family Decision-Making.</b> Engage families in shared decision-making with early care and education service providers through a process that incorporates information on key considerations for selecting programs and providers.</p>	<p> <b>3.1.7 Family Decision-Making.</b> Engage families in shared decision-making with early childhood, family support, and health care professionals through a process that incorporates families’ values and priorities when considering a selection of programs and providers.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: To reflect Working Group input, “explore” was changed to “increase” to be more action-oriented and reflect the desire to call out the importance of including families in shared decision-making more explicitly.</li> <li>• 2020-2021: This strategy was updated to broaden to “early care and education service providers” to be more inclusive of the types of services families access. The word “Increase” was changed to “Engage” families.</li> <li>• 2021-2022: This strategy focuses on engaging families in selecting child care. Broaden to include health care professionals in the process as well as more explicitly call out family values and priorities in the decision-making process.</li> </ul>			

2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
 <p><b>3.2.1 ECLC Strategic Plan Leadership.</b> The Early Childhood Leadership Commission (ECLC) will consider a leadership role for specific strategies and incorporate input from families and early childhood professionals.</p>	 <p><b>3.2.1 ECLC Strategic Plan Leadership.</b> The Early Childhood Leadership Commission (ECLC) will identify a leadership role for specific strategies and ensure voices from families and providers representing diverse races, ethnicities, languages spoken, and geographic regions are included.</p>	 <p><b>3.2.1 ECLC Strategic Plan Leadership.</b> The Early Childhood Leadership Commission (ECLC) will identify a leadership role for specific strategies and ensure voices from families and providers representing diverse races, ethnicities, languages spoken, and geographic regions are included.</p>	 <p><b>3.2.1 ECLC Strategic Plan Leadership.</b> The Early Childhood Leadership Commission (ECLC) will identify a leadership role for specific strategies and ensure that voices from families and providers representing diverse races, socio-economic statuses, ethnicities, languages spoken, and geographic regions are included.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: More explicit language regarding the role of the ECLC to “identify” leadership roles for strategies and ensure inclusion of families and providers of color and diverse geographic locales was included.</li> <li>• 2020-2021: No change</li> <li>• 2021-2022: Update to include socio-economic status as a representation factor.</li> </ul>			
 <p><b>3.3.1 Parent &amp; Stakeholder Engagement.</b> CDHS will continue to engage with the CDHS Family Voice Council, Head Start Collaboration Office, Colorado Head Start Association, and state and local family and caregiver networks to support ongoing family engagement and leadership.</p>	 <p><b>3.3.1 Parent &amp; Stakeholder Engagement.</b> The Colorado Department of Human Services (CDHS) will continue to engage with the CDHS Family Voice Council, Head Start Collaboration Office, Colorado Head Start Association, and state and local family and caregiver networks to support ongoing family engagement and leadership.</p>	 <p><b>3.3.1 Parent &amp; Stakeholder Engagement.</b> The Colorado Department of Human Services (CDHS) will continue to engage with the CDHS Family Voice Council, OEC Family Voice Council, Head Start Collaboration Office, Colorado Head Start Association, Family Leadership Network, and state and local family and caregiver networks to support ongoing</p>	 <p><b>3.3.1 Parent &amp; Stakeholder Engagement.</b> The CDEC will continue to engage with the Early Childhood Family Voice Council, CDHS Family Voice Council, Head Start Collaboration Office, Colorado Head Start Association, Family Leadership Network, and state and local family and caregivers networks to support ongoing family engagement and leadership. Disseminate the</p>









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		family engagement and leadership. Develop and disseminate a statewide Family Engagement Framework.	state-wide Family Engagement Framework and develop companion documents to support the implementation of the Framework.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: No change</li> <li>2020-2021: This strategy was updated for accuracy, to include creation of the OEC Family Voice Council &amp; Family Engagement Framework.</li> <li>2021-2022: Update to reflect new phase or for accuracy. CDEC will continue to support but will not use PDG funding in 2023.</li> </ul>			
 <p><b>3.3.2 Early Childhood Council Capacity.</b> Build capacity of local ECCs to engage family leaders, including consultation and engagement with local FRCs and Head Start programs to ensure families are empowered to become community leaders.</p>	 <p><b>3.3.2 Local Family Engagement &amp; Leadership.</b> Build capacity and identify points of collaboration with community-based organizations and ECCs to engage family leaders, including consultation and engagement with local FRCs and Head Start programs, state-funded preschool, and school districts to ensure families are empowered to become community leaders.</p>	 <p><b>3.3.2 Local Family Engagement &amp; Leadership.</b> Build capacity and identify points of collaboration with early care and learning service providers to empower and engage families in a variety of leadership and advocacy roles.</p>	 <p><b>3.3.2 Local Family Engagement &amp; Leadership.</b> Build capacity and identify points of collaboration to use the Family Engagement Framework with early childhood and family service providers to empower and engage families in various leadership and advocacy roles.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: The strategy was amended to acknowledge the important role of community-based organizations in the system. Additionally, state-funded preschool and school districts were added to the list of collaborators to support family engagement. Other comments related to this strategy were more focused on implementation of actions.</li> <li>2020-2021: In response to stakeholder input to broaden the strategy, specific entities were removed and replaced with “early care and learning service providers.” Additionally, the strategy was broadened from families being “community leaders” to engaging in a “variety of leadership and advocacy roles.”</li> </ul>			



2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<ul style="list-style-type: none"> <li>2021-2022: Update to include the use of the Family Engagement Framework and broaden beyond early care and education.</li> </ul>			
 <p><b>4.1.1 Developmental Screenings.</b> Increase the availability of developmental screenings and referral processes in appropriate settings where children are served.</p>	 <p><b>4.1.1 Developmental Screenings.</b> Increase the availability of developmental screenings and referral processes in appropriate settings where children are served. Explore ways to ensure continuity of services once referrals are made and accessibility for all children and families regardless of systematic barriers.</p>	 <p><b>4.1.1 Developmental Screenings.</b> Increase the availability of developmental screenings and referral processes in appropriate settings where children are served. Explore ways to ensure continuity of services once referrals are made and accessibility for all children and families regardless of systematic barriers.</p>	 <p><b>4.1.1 Developmental Screenings.</b> Increase the availability of developmental screenings, referrals, and ongoing monitoring processes in appropriate settings where children are served. Explore ways to ensure continuity of services once referrals are made and accessibility for all children and families regardless of systematic barriers.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: To reflect the importance of continuity of services once a referral is made, additional language was added to support the system to not just increase screenings and referrals but to ensure services are available to support children and families once a referral is made. Additional suggested changes through the entire goal 4 strategies were to emphasize equity and access to children and families of color.</li> <li>2020-2021: No change</li> <li>2021-2022: Add “ongoing monitoring” to support a continuum of support from screening – referral – monitoring.</li> </ul>			
 <p><b>4.1.2 Inclusive ECE Environments.</b> Increase the ability of ECE professionals and programs to care for and educate children with developmental delays or disabilities and to connect families to supportive services. Provide ECE micro-grants to</p>	 <p><b>4.1.2 Inclusion &amp; Universal Design in ECE Settings.</b> Increase the ability of early care and education professionals and programs to care for and educate all children by providing coaching, training, and materials focused on universal design and inclusion.</p>	 <p><b>4.1.2 Inclusion &amp; Universal Design in ECE Settings.</b> Increase the ability of early care and education professionals and programs to care for and educate all children by providing coaching, training and materials focused on universal design and inclusion.</p>	 <p><b>4.1.2 Inclusion &amp; Universal Design in ECE Settings.</b> Increase the ability of early care and education professionals and programs to care for and educate all children by providing coaching, training and materials focused on universal design and inclusion.</p>









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
purchase adaptive materials or make facility changes to support greater inclusivity.			
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: The update to the strategy builds on existing support from the Center for Inclusive Design and Engineering at UC Denver to provide coaching, training, and materials to increase ECE professionals’ abilities to care for all children. In lieu of one-time micro-grants, these investments have demonstrated increased effectiveness and better opportunities for sustainability of the strategy.</li> <li>2020-2021: No change</li> <li>2021-2022: No change</li> </ul>			
 <p><b>4.1.3 Local Impact Study.</b> Study local Colorado Child Care Assistance Program (CCCAP) and Colorado Shines Quality Rating and Improvement System (QRIS) policies for the impact on ECE providers and families, including how new reimbursement rate policies have impacted family participation and access to high-quality ECE programs, and implement indicated changes.</p>	 <p><b>4.1.3 CCCAP and QRIS Policy Research.</b> Study local Colorado Child Care Assistance Program (CCCAP) and Colorado Shines Quality Rating and Improvement System (QRIS) policies for their impact on early care and education providers and families, including how new reimbursement rate policies have impacted family participation and access to high-quality early care and education programs, and implement indicated changes.</p>	 <p><b>4.1.3 CCCAP and QRIS Policy Research.</b> Study local Colorado Child Care Assistance Program (CCCAP) and Colorado Shines Quality Rating and Improvement System (QRIS ) policies for their impact on early care and education providers and families, including h ow new reimbursement rate policies have impacted family participation and access to high- quality early care and education programs, and implement indicated changes.</p>	 <p><b>4.1.3 CCCAP and QRIS Policy Research.</b> Study local Colorado Child Care Assistance Program (CCCAP) and Colorado Shines Quality Rating and Improvement System (QRIS ) policies for their impact on early care and education providers and families, including h ow new reimbursement rate policies have impacted family participation and access to high- quality early care and education programs, and implement indicated changes.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: No change</li> <li>2020-2021: No change</li> <li>2021-2022: No change</li> </ul>			









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 <p><b>4.1.4 Mixed-Delivery Access.</b> Explore opportunities to increase access to a system of mixed-delivery ECE programs with an emphasis on serving infants and toddlers.</p>	 <p><b>4.1.4 Mixed-Delivery Access.</b> Explore opportunities to increase and ensure equitable access to a system of mixed-delivery ECE programs with an emphasis on serving infants and toddlers.</p>	 <p><b>4.1.4 Mixed-Delivery Access.</b> Explore opportunities to increase and ensure equitable access to a system of mixed-delivery early care and education programs with an emphasis on serving infants and toddlers.</p>	 <p><b>4.1.4 Mixed-Delivery Access.</b> Explore opportunities to increase and ensure equitable access to a system of mixed-delivery early care and education programs with an emphasis on serving infants and toddlers.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: Stakeholder input did not reflect the need for specific changes to this strategy, other than adding language to emphasize equity and access to children and families of color. Other comments on this strategy were more related to action steps to implement it.</li> <li>• 2020-2021: No change</li> <li>• 2021-2022: No change</li> </ul>			
 <p><b>4.1.5 Policy Analysis Tool.</b> Develop a tool to analyze how programs and policies affect the availability and funding of infant and toddler child care and the equitable access for priority populations such as dual language learners, families living in poverty, families living in rural areas, and families who have children with special needs. Explore processes to ensure relevant agencies and entities participate in a policy analysis review.</p>	 <p><b>4.1.5 Policy Analysis Tool.</b> Develop a tool to analyze how programs and policies affect the availability and funding of infant and toddler child care and the equitable access for priority populations such as dual-language learners, families living in poverty, families living in rural areas, and families who have children with special needs. Explore processes to ensure relevant agencies and entities participate in a policy analysis review.</p>	 <p><b>4.1.5 Policy Analysis Tool.</b> Develop a tool to analyze how programs and policies affect the availability and funding of infant and toddler child care and the equitable access for priority populations such as duallanguage learners, families living in poverty, families living in rural areas and families who have children with special needs. Explore processes to ensure relevant agencies and entities participate in a policy analysis review.</p>	 <p><b>4.1.5 Policy Analysis.</b> Evaluate how programs and policies impact the availability and funding of infant and toddler child care and equitable access for priority populations. Priority populations include but are not limited to dual-language learners, families living in poverty, families living in rural areas, and families who have children with special needs. Implement processes to ensure relevant agencies and entities participate in a policy analysis review.</p>















2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: No change</li> <li>• 2021-2022: Update that the policy tool is not the driver, but rather ongoing monitoring and evaluation to inform policy. Also, update “explore” to “implement” processes to ensure agencies are participating in monitoring and evaluating policies.</li> </ul>			
 <p><b>4.1.6 Regulatory &amp; Policy Cross-Training.</b> Explore the potential for CDHS, ECCs, local regulatory entities, the Office of Economic Development, and professional associations to cross-train on ECE regulatory and policy changes.</p>	 <p><b>4.1.6 Regulatory &amp; Policy Cross-Training.</b> Explore the potential for CDHS, CDE, ECCs, school districts, local regulatory entities, the Colorado Office of Economic Development and International Trade (OEDIT), and professional associations to cross-train on ECE regulatory and policy changes to improve equitable access to services.</p>	 <p><b>4.1.6 Regulatory &amp; Policy Cross-Training.</b> Develop strategies for CDPHE, CDHS, CDE, DEC, ECCs, school districts, local regulatory entities, the Colorado Office of Economic Development and International Trade (OEDIT), and professional associations to cross-train on ECE regulatory and policy changes to improve equitable access to services.</p>	 <p><b>4.1.6 Regulatory and Policy Cross-Training.</b> Develop strategies for CDPHE, CDHS, CDE, CDEC, ECCs, Head Starts, school districts, local regulatory entities, the Colorado Office of Economic Development and International Trade (OEDIT), and professional associations to cross-train on ECE regulatory and policy change analysis to improve equitable access to services.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: Changes reflect comments on the impact of preschool regulations on school-based services and the need to engage school districts at the local level. Additional language to improve coordination and communication between CDE and CDHS on this topic was also added to reflect the comments citing the critical role the state agencies play to ensure this happens effectively. Other comments related to implementation of this strategy.</li> <li>• 2020-2021: To reflect progress with the strategy and the need to move forward, “Explore” was changed to “Develop strategies.” Additionally, the new Department of Early Childhood and CDHPE were added as collaborators on strategy.</li> <li>• 2021-2022: Update to include Head Start as a partner and change DEC to CDEC for accuracy, add training on regulatory and policy change analysis as the Working Group cite this as a need.</li> </ul>			
 <p><b>4.1.7 Business Engagement.</b> Engage and equip local and state business leaders</p>	 <p><b>4.1.7 Business Engagement.</b> Engage and equip local and state business leaders</p>	 <p><b>4.1.7 Business Engagement.</b> Engage and equip local and state business leaders</p>	 <p><b>4.1.7 Business Engagement.</b> Engage and equip local and state business leaders</p>









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and business support organizations with the resources and knowledge they need to support the availability of, and access to, ECE programs through public-private partnerships.	and business support organizations with the resources and knowledge they need to support the availability of, and equitable access to, ECE programs through public-private partnerships.	and business-support organizations with the resources and knowledge they need to support the availability of, and equitable access to, early care and education programs through public-private partnerships.	and business -support organizations with the knowledge and resources they need to support the availability of, and equitable access to, mixed-delivery early care and education programs through public-private partnerships.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: Stakeholder input did not reflect the need for specific changes to this strategy beyond adding more focus on equity. Comments on this strategy were more related to action steps to implement this strategy.</li> <li>2020-2021: No change</li> <li>2021-2022: Update to include mixed-delivery early care and education (ECE) to broaden.</li> </ul>			
4.1.8 Did not exist	 <p><b>4.1.8 Early Start Model Development.</b> Develop a model of direct service, care coordination, and parenting support to connect families of children up to age three who do not meet eligibility for IDEA Part C Early Intervention to programs and services that can address children’s developmental needs.</p>	 <p><b>4.1.8 Early Start Model Implementation.</b> Identify resources to implement a model of direct service, care coordination, and parenting support to connect families of children up to age three who do not meet eligibility for IDEA Part C Early Intervention but have identified delays or risk factors to programs and services that can address children’s developmental needs.</p>	No longer a PDG strategy effective 12/2021
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: In 2020, the state budget deficit resulted in a reduction in state funds for the Early Intervention Colorado (EI) program (IDEA Part C). To flatten caseload and reduce future intake, the definition for EI eligibility changed in state rule. Previously, children were eligible for service if they demonstrated a 25 percent or higher delay in one or more developmental domains. The new</li> </ul>			





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<p>definition requires a 33 percent or higher delay in one or more domains. To ensure children who would have previously been eligible for EI can access needed supports, the state proposed a new definition, “risk factor,” meaning a 25 percent delay in two or more domains and, if sufficient appropriations are available, a 25 percent delay in one domain, or other factors determined by the department to have research that supports the potential for impact on development at a later age. Under new state rules, children eligible under the “risk factor” definition may receive services through “Early Intervention Early Start,” a program separate from early intervention services provided in accordance with IDEA Part C.</p> <ul style="list-style-type: none"> <li>2020-2021: Changes were made to reflect a new phase in strategy implementation from development of a model to identification of resources to support implementation of the model.</li> <li>2021-2022: No longer a PDG strategy effective 12/2021</li> </ul>			
 <p><b>4.2.1 Contracted Slots.</b> Develop policies and processes to support county implementation of CCCAP Contract for Slots to support an increase in local access to high-quality ECE programs.</p>	 <p><b>4.2.1 Contracted Slots.</b> Develop policies and processes to support county implementation of Colorado Child Care Assistance Program Contract for Slots to support an increase in local access to high-quality early care and education programs.</p>	 <p><b>4.2.1 Contracted Slots.</b> Develop policies and processes to support county implementation of Colorado Child Care Assistance Program Contract for Slots to support an increase in local access to high-quality early care and education programs.</p>	 <p><b>4.2.1 Contracted Slots.</b> Develop policies and processes to support county implementation of Colorado Child Care Assistance Program Contract for Slots to support an increase in local access to high-quality early care and education programs.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: No change</li> <li>2020-2021: No change</li> <li>2021-2022: No change</li> </ul>			
 <p><b>4.2.2 Universal Preschool.</b> Expand and enhance affordable pre-kindergarten options for all Colorado 4-year-olds.</p>	 <p><b>4.2.2 Universal Preschool.</b> Implement a mixed-delivery high-quality universal preschool program for all Colorado four-year-olds that is coordinated with existing early childhood care and education programs.</p>	 <p><b>4.2.2 Universal Preschool.</b> Implement a mixed-delivery high-quality universal preschool program for all Colorado four-year-olds that is coordinated with existing early care and education programs.</p>	 <p><b>4.2.2 Universal Preschool.</b> Implement and evaluate Colorado’s high-quality mixed-delivery Universal Preschool program with specific attention to equity and inclusiveness of</p>

2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
			the program and mitigate unintended consequences.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: Changes were made to recognize policy changes related to implementation of universal preschool and the need to coordinate with system partners to provide care beyond the 10 hours per week that universal preschool will provide.</li> <li>2020-2021: No change</li> <li>2021-2022: Update to reflect a new phase of the strategy to implement and evaluate UPK.</li> </ul>			
 <p><b>4.2.3 Access Thresholds.</b> Analyze eligibility and family income thresholds across multiple early childhood and family support programs to provide more consistent, equitable access.</p>	 <p><b>4.2.3 Access Thresholds.</b> Analyze eligibility and family income thresholds across multiple early childhood and family support programs to reduce administrative burden and increase consistent and equitable access.</p>	 <p><b>4.2.3 Access Thresholds.</b> Analyze eligibility and family income thresholds across multiple early childhood and family support programs to reduce administrative burden and increase consistent and equitable access.</p>	 <p><b>4.2.3 Access Thresholds.</b> Analyze eligibility and family income thresholds across multiple early childhood and family support programs to reduce administrative burden and increase consistent and equitable access.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: The change reflects input that individuals seeking assistance encounter administrative burdens that deter them from accessing support programs.</li> <li>2020-2021: No change</li> <li>2021-2022: No change</li> </ul>			
 <p><b>5.1.1 Pre-licensing &amp; Start-Up.</b> Explore challenges to ECE program pre-licensing and start-up activities, and investigate how business consultants/navigators could support start-ups through technical assistance on launching and sustaining a</p>	 <p><b>5.1.1 Pre-licensing &amp; Start-Up.</b> Explore challenges to ECE program pre-licensing and start-up activities, including license-exempt ECE providers, such as FFN, and investigate how business consultants/navigators could support through technical assistance on launching and</p>	 <p><b>5.1.1 Pre-licensing &amp; Start-Up.</b> Partner with early care and education providers to address pre-licensing and start-up challenges, and connect them to resources to support sustainability and financially sound business practices, including how to achieve livable wages.</p>	 <p><b>5.1.1 Pre-Licensing &amp; Start-Up.</b> Partner with early care and education providers to address pre-licensing and start-up challenges and connect them to resources accessible in multiple languages to support sustainability and financially sound business practices,</p>









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financially sound ECE program with livable wages.	sustaining a financially sound, licensed ECE program with livable wages.		including how to achieve livable wages.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: Family, friends, and neighbors (FFN) were added to more explicitly call out the importance in supporting unlicensed providers such as FFN as start-up businesses because they play a key role in providing care for many families and children in Colorado.</li> <li>2020-2021: To be more proactive, the strategy was updated from “Explore” to “Partner to address” pre-licensing and start-up challenges. Additionally, the strategy was broadened to “early care and education service providers” to acknowledge business support needed for all providers. The second sentence was updated to connect “achieving livable wages” as part of sustainability and sound business practices.</li> <li>2021-2022: Update to include resources accessible in multiple languages.</li> </ul>			
 <p><b>5.1.2 Business Practices.</b> Provide the “Strengthening Business Practices for Child Care Programs” training series to ECE providers to strengthen foundational knowledge of sound fiscal management and business operations. Develop a business resource toolkit to accompany the training series.</p>	 <p><b>5.1.2 Business Practices.</b> Provide the “Strengthening Business Practices for Child Care Programs” training series to early care and education providers to strengthen foundational knowledge of sound fiscal management and business operations. Develop a business resource toolkit to accompany the training series.</p>	 <p><b>5.1.2 Business Practices.</b> Partner with OEDIT, Small Business Development Center Network, and Early Childhood Councils to provide business training and individualized consultation to strengthen early care and education providers’ foundational knowledge of sound fiscal management and business operations.</p>	 <p><b>5.1.2 Business Practices.</b> Partner with OEDIT, Small Business Development Center Network, and Early Childhood Councils to provide business training and individualized consultation to strengthen early care and education providers’ foundational knowledge of sound fiscal management and business operations.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: No change</li> <li>2020-2021: This strategy was updated for accuracy.</li> <li>2021-2022: No change</li> </ul>			









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
 <p><b>5.1.3 Financing Strategies.</b> Study and implement financing strategies to incentivize weekend and off-hours services and ECE for children with special health or developmental needs.</p>	 <p><b>5.1.3 Financing Strategies.</b> Study and implement financing strategies to incentivize weekend and off-hours services and early care and education for children with special health or developmental needs.</p>	 <p><b>5.1.3 Financing Strategies.</b> Study and implement financing strategies to incentivize weekend and off-hours services and early care and education for children with special health or developmental needs.</p>	 <p><b>5.1.3 Financing Strategies.</b> Study and implement financing strategies to incentivize weekend and off-hours services and early care and education for children with special health or developmental needs.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: No change</li> <li>• 2021-2022: No change</li> </ul>			
 <p><b>5.1.4 Micro-grants.</b> Provide ECE micro-grants to support start-up costs, targeting providers in child care deserts and those serving infants, toddlers, or children with special health or developmental needs.</p>	 <p><b>5.1.4 New &amp; Expanding ECE Micro-grants.</b> Provide early care and education micro-grants to support start-up costs, targeting providers in child care deserts and those serving infants, toddlers, or children with special health or developmental needs.</p>	 <p><b>5.1.4 New &amp; Expanding ECE Microgrants.</b> Provide early care and education micro-grants to support start-up costs, targeting providers in child care deserts and those serving infants, toddlers or children with special health or developmental needs.</p>	 <p><b>5.1.4 New &amp; Expanding ECE Grants.</b> Provide early care and education grants to support start-up costs, targeting providers in child care deserts and those serving infants, toddlers, or children with special health or developmental needs. Evaluate grants to understand the capital, start-up, and expansion needs of ECE programs.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: This work moved to stimulus funding in 2020</li> <li>• 2021-2022: Update to reflect a new phase of the strategy. CDEC will continue to support but will not use PDG funding in 2023.</li> </ul>			









2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
 <p><b>5.1.5 Integrated Financing.</b> Develop tools to inform and support the integration of ECE funding streams including CCCAP, Colorado Preschool Program, Head Start, and local subsidies, and provide guidance on blending and braiding funds.</p>	 <p><b>5.1.5 Integrated Financing.</b> Develop tools to inform and support the integration of early care and education funding streams including Colorado Child Care Assistance Program, Colorado Preschool Program, Head Start, and local subsidies, and provide guidance on blending and braiding funds.</p>	 <p><b>5.1.5 Child Care Business Guides.</b> Develop and disseminate business guides to early care and education providers to support connections to resources and the adoption of best practices including the blending and braiding of funding streams, budgeting, regulatory compliance, and other operational functions of a small business.</p>	 <p><b>5.1.5 Child Care Business Guides.</b> Maintain, update, and promote business guides to new and existing early care and education providers to support connections to resources and the adoption of best practices, including the blending and braiding of funding streams, budgeting, regulatory compliance, and other operational functions of a small business. Partner with EPIC to develop an Employer-Based Child Care Business Guide.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: This strategy was updated for accuracy. These guides will be a high-level compendium of resources covering business best practices, including the integration of early care and education funding streams, blending and braiding funds, budgeting, legal structures, regulatory compliance, marketing, and more.</li> <li>• 2021-2022: Update to reflect a new phase of the strategy. CDEC will continue to support but will not use PDG funding in 2023.</li> </ul>			
 <p><b>5.1.6 Local Regulations.</b> Study the effect of local regulations on the availability of infant and toddler child care, and family child care homes, including minimum wage thresholds.</p>	 <p><b>5.1.6 Local Regulations.</b> Study the effect of local regulations on the availability of infant and toddler child care and family child care homes. Identify regulations that might cause barriers to increase the availability of infant and toddler care.</p>	 <p><b>5.1.6 Local Regulations.</b> Study the effect of local regulations on the availability of infant and toddler child care and family child care homes. Identify regulations that might cause barriers to increase the availability of infant and toddler care.</p>	 <p><b>5.1.6 State and Local Regulations.</b> Study the effect of state and local regulations on the availability of infant and toddler child care and family child care homes. Identify regulations that might cause barriers to increase the</p>





2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
			availability of infant and toddler care.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: Changes were made to more broadly identify conflicting regulations that might serve as barriers to implementing infant and toddler care, removing references to any specific barrier. Additional comments on this strategy were related to action steps to implement this strategy.</li> <li>2020-2021: No change</li> <li>2021-2022: Update to include state regulations.</li> </ul>			
 <p><b>6.1.1 Colorado Shines</b>  <b>Updates.</b> Continue to retool the Colorado Shines Quality Rating and Improvement System (QRIS) for the Environmental Rating Scale 3 (ERS 3) and implement other tools. Support more ratings, including alternative pathways, through an increase in rating assessors. Incorporate stakeholder workgroup findings into the QRIS Framework, including an increased emphasis on cultural and linguistic responsiveness. Complete a validation study in 2022.</p>	 <p><b>6.1.1 Colorado Shines</b>  <b>Updates.</b> Continue to retool the Colorado Shines Quality Rating and Improvement System (QRIS) for the Environmental Rating Scale 3 and implement other tools. Support more ratings, including alternative pathways, through an increase in rating assessors. Incorporate stakeholder workgroup findings into the QRIS Framework, including an increased emphasis on cultural and linguistic responsiveness. Complete a validation study in 2022.</p>	 <p><b>6.1.1 Colorado Shines</b>  <b>Updates.</b> Implement the new Colorado Shines Quality Rating and Improvement System (QRIS) Framework and the Environmental Rating Scale 3. Complete a validation study of the Framework in 2023.</p>	 <p><b>6.1.1 Colorado Shines</b>  <b>Updates.</b> Finalize the new Colorado Shines Quality Rating and Improvement System (QRIS) Framework and the Environmental Rating Scale 3 by completing a validation study of the Framework in 2023.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: No change</li> <li>2020-2021: The strategy was updated to reflect a new phase in the work. The framework was updated and released as of September 2021. The implementation will be January 2022. The validation will start in late 2022 and will be completed in 2023 to have enough data to make determinations that the structure is valid.</li> <li>2021-2022: Update to reflect a new phase of the strategy.</li> </ul>			

















2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
 <p><b>6.1.2 Consultative Roles</b>  <b>Alignment.</b> Review key consultative roles, including Expanding Quality in Infant Toddler Care (EQIT) Specialist Network, ECMH Consultants, Colorado Shines QRIS Coaches, and Child Care Health Consultants, to ensure coordination and collaboration between roles. Identify qualifications and ongoing professional development supports to ensure individuals are equipped to support quality practices within licensed ECE programs.</p>	 <p><b>6.1.2 Consultative Roles</b>  <b>Alignment.</b> Review key consultative roles, including Expanding Quality in Infant Toddler Care Specialist Network, Early Childhood Mental Health Consultants, Colorado Shines QRIS Coaches, and Child Care Health Consultants, to ensure coordination and collaboration between roles. Identify qualifications and ongoing professional development supports to ensure individuals are equipped to support quality practices within licensed early care and education programs.</p>	 <p><b>6.1.2 Consultative Roles</b>  <b>Alignment.</b> Review key consultative roles, including Expanding Quality in Infant Toddler Care Specialist Network, Early Childhood Mental Health Consultants, Colorado Shines QRIS Coaches, and Child Care Health Consultants, to ensure coordination and collaboration between roles. Identify qualifications and ongoing professional development supports to ensure individuals are equipped to support quality practices within licensed early care and education programs.</p>	 <p><b>6.1.2 Consultative Roles</b>  <b>Alignment.</b> Review key consultative roles, including Expanding Quality in Infant Toddler Care Specialist Network, Early Childhood Mental Health Consultants, Colorado Shines QRIS Coaches, and Child Care Health Consultants, to ensure coordination and collaboration between roles. Identify qualifications and ongoing professional development supports to ensure individuals are equipped to support quality practices within licensed early care and education programs.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: No change</li> <li>• 2021-2022: No change</li> </ul>			
 <p><b>6.1.3 LENA Grow.</b> Build infrastructure through public-private partnerships to support and coordinate LENA Grow implementation across the state.</p>	 <p><b>6.1.3 LENA Grow.</b> Build infrastructure through public-private partnerships to support and coordinate LENA Grow implementation across the state.</p>	 <p><b>6.1.3 LENA Grow.</b> Continue to build infrastructure that empowers local implementation partners to expand access to LENA Grow across the state.</p>	 <p><b>6.1.3 LENA Grow.</b> Continue to build infrastructure that empowers local implementation partners to expand access to LENA Grow across the state.</p>
<p>Summary of the update over time:</p>			



2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<ul style="list-style-type: none"> <li>2019-2020: No change</li> <li>2020-2021: The strategy was updated to reflect the next phase of implementation.</li> <li>2021-2022: No change</li> </ul>			
 <p><b>6.1.4 FIND Coaching.</b> Build relationships and infrastructure to pilot Filming Interactions to Nurture Development (FIND) Coaching, and explore opportunities to expand FIND through public-private partnerships.</p>	 <p><b>6.1.4 FIND Coaching.</b> Build relationships and infrastructure to pilot Filming Interactions to Nurture Development (FIND) Coaching, and explore opportunities to expand FIND through public-private partnerships.</p>	 <p><b>6.1.4 FIND Coaching.</b> Build relationships and infrastructure to pilot Filming Interactions to Nurture Development (FIND) Coaching and explore opportunities to expand FIND through public-private partnerships.</p>	 <p><b>6.1.4 FIND Coaching.</b> Build relationships and infrastructure to pilot Filming Interactions to Nurture Development (FIND) Coaching and explore opportunities to expand FIND through public-private partnerships.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: No change</li> <li>2020-2021: No change</li> <li>2021-2022: No change</li> </ul>			
 <p><b>6.1.5 Informed and Effective ECE for Children with Delays or Disabilities.</b> Enhance and align the roles of consultative support professionals. Train consultative support professionals to help providers make referral determination concerning IDEA Part C or Part B Section-619, early childhood mental health services, and other supports.</p>	 <p><b>6.1.5 Informed and Effective ECE for Children with Delays or Disabilities.</b> Explore the development of local communities of practice to help formal (licensed) early care and education providers adopt inclusive practices and connect to early childhood mental health services and other resources in their community.</p>	 <p><b>6.1.5 Informed and Effective ECE for Children with Delays or Disabilities.</b> Develop state-level infrastructure to pilot and sustain community implementation teams promoting the adoption of inclusive practices in early care and education programs.</p>	 <p><b>6.1.5 Informed and Effective ECE for Children of all Abilities.</b> Build the capacity of state-level coaches to support inclusion practices in early childhood settings.</p>
<p>Summary of the update over time:</p>			

2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<ul style="list-style-type: none"> <li>2019-2020: In response to continuous quality improvement and to increase efficiency, the recommended updates recognize the efficiencies to be gained by leveraging current referral partners, such as CCBs, to be a resource for ECE providers. Furthermore, it is recommended that this strategy move under objective 6.1, as the outcome is more focused on quality environments than workforce development and retention.</li> <li>2020-2021: The strategy was updated to reflect the next phase of implementation.</li> <li>2021-2022: Update to reflect a new phase of the strategy.</li> </ul>			
 <p><b>6.2.1 Professional Development Information System.</b> Re-platform the Colorado Shines Professional Development Information System (PDIS) to improve user experience, enhance data collection, and enable transcreation of the site into Spanish. Add 24 eLearning course hours based on identified needs.</p>	 <p><b>6.2.1 Professional Development Information System.</b> Re-platform the Colorado Shines Professional Development Information System to improve user experience, enhance data collection, and enable transcreation of the site into Spanish. Add 24 eLearning course hours based on identified needs.</p>	 <p><b>6.2.1 Professional Development Information System.</b> Support user access to, and participation in, the updated Colorado Shines Professional Development Information System. Add new eLearning course hours in English and Spanish based on identified needs.</p>	 <p><b>6.2.1 Professional Development Information System.</b> Support user access to, and participation in, the updated Colorado Shines Professional Development Information System. Add new eLearning course hours in English and Spanish based on identified needs.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: No change</li> <li>2020-2021: The strategy was updated to reflect the next phase of implementation.</li> <li>2021-2022: No change</li> </ul>			
 <p><b>6.2.2 CDA Credential.</b> Provide Child Development Associate (CDA) Scholarships to 250 ECE professionals, targeting areas with known workforce shortages. Add CDA professional</p>	 <p><b>6.2.2 CDA Credential.</b> Provide Child Development Associate (CDA) scholarships to 250 early care and education professionals, targeting areas with known workforce shortages. Add CDA professional</p>	 <p><b>6.2.2 CDA Credential.</b> Provide Child Development Associate (CDA) scholarships to early care and education professionals, targeting areas with known workforce shortages. Add CDA professional</p>	 <p><b>6.2.2 CDA Credential.</b> Provide Child Development Associate (CDA) scholarships to early care and education professionals, targeting areas with known workforce shortages. Look at innovative</p>

2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
development specialists to support implementation.	development specialists to support implementation.	development specialists to support implementation.	ways to support the CDA credential as a workforce pathway.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: The strategy was updated to reflect the next phase of implementation.</li> <li>• 2021-2022: Update to reflect a new phase of the strategy.</li> </ul>			
 <p><b>6.2.3 Coaching.</b> Pilot a state ECE coaching model including Colorado Shines QRIS and EQIT. Increase staff to meet the needs of known coaching deserts and provide additional meetings and formal supports for coaches. Update courses, transcreate coaching materials, and explore a telehealth approach to coaching.</p>	 <p><b>6.2.3 Coaching.</b> Pilot a state early care and education coaching model including Colorado Shines Quality Rating Improvement System and Expanding Quality in Infant Toddler Care. Increase staff to meet the needs of known coaching deserts and provide additional meetings and formal supports for coaches. Update courses, transcreate coaching materials, and explore a telehealth approach to coaching.</p>	 <p><b>6.2.3 Coaching.</b> Pilot a state early care and education coaching model including Colorado Shines Quality Rating Improvement System and Expanding Quality in Infant Toddler Care. Utilize regional coaches to increase data collection and provide data-informed training and formal supports for coaches including reflective supervision. Update courses, transcreate coaching materials, and utilize a telehealth approach to coaching.</p>	 <p><b>6.2.3 Coaching.</b> Expand the state program for early care and education coaching. This program includes CQI, EQ Relates, UPK, and other coaching models actively used across the state. The regional coaching team spearheaded the coaching initiative to provide formal supports for coaches, such as data-informed training and reflective supervision, and to collect data on the effectiveness of their support.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: The strategy was updated to reflect the next phase of implementation, specifically, expansion to use regional coaches to support reflective supervision.</li> <li>• 2021-2022: Update to reflect a new phase of the strategy. CDEC will continue to support but will not use PDG funding in 2023.</li> </ul>			

2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
 <b>6.2.4 Reciprocity.</b> Explore reciprocity in credentials and licensure across states (starting with Region VIII) and countries (starting with countries with the highest migration to Colorado), and provide supports for review of transcripts and other approval processes.	 <b>6.2.4 Reciprocity.</b> Consider developing a framework to explore reciprocity in credentials and licensure across states (starting with Region VIII) and countries (starting with countries with the highest migration to Colorado), and provide supports for review of transcripts and other approval processes.	 <b>6.2.4 Reciprocity.</b> Consider a framework to address reciprocity in credentials and licensure across states (starting with Region VIII) and countries (starting with countries with the highest migration to Colorado), and provide supports for review of transcripts and other approval processes.	 <b>6.2.4 Reciprocity.</b> Consider a framework to address reciprocity in credentials and licensure across states (starting with Region VIII) and countries (starting with countries with the highest migration to Colorado), and provide supports for review of transcripts and other approval processes.
Summary of the update over time: <ul style="list-style-type: none"> <li>• 2019-2020: The change reflects comments to move beyond exploring reciprocity to developing a framework to support the efforts to implement this strategy. The intent of this change is to streamline a process for determining reciprocity from other jurisdictions so that the onus does not fall on Colorado to predetermine reciprocity with every other licensing jurisdiction.</li> <li>• 2020-2021: The word “developing” was removed and “address” was added to support further action with this strategy.</li> <li>• 2021-2022: No change</li> </ul>			
 <b>6.2.5 ECE Competencies.</b> Enhance the training alignment process to increase the number of trainings aligned with Colorado Competencies for Early Childhood Educators and Administrators.	 <b>6.2.5 ECE Competencies.</b> Enhance the training alignment process to increase the number of trainings aligned with Colorado’s Competencies for Early Childhood Educators and Administrators.	 <b>6.2.5 ECE Competencies.</b> Enhance the training alignment process to increase the number of trainings aligned with Colorado’s Competencies for Early Childhood Educators and Professionals.	 <b>6.2.5 ECE Competencies.</b> Enhance the training alignment process to increase the number of trainings aligned with Colorado’s Competencies for Early Childhood Educators and Professionals.
Summary of the update over time: <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: This strategy was updated with the new ECE competencies document name.</li> <li>• 2021-2022: No change</li> </ul>			

2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
 <p><b>6.2.7 Compensation.</b> Explore strategies to ensure worthy and livable compensation for early care and education professionals. Work to enhance compensation, including benefits, and create compensation parity across settings, sectors, and age of children served.</p>	 <p><b>6.2.6 Compensation.</b> Explore strategies to ensure worthy and livable compensation for early care and education professionals. Work to enhance compensation, including benefits, and create compensation parity across settings, sectors, and age of children served.</p>	 <p><b>6.2.6 Compensation.</b> Explore strategies to ensure worthy and livable compensation for early care and education professionals. Work to enhance compensation, including benefits, and create compensation parity across settings, sectors and age of children served.</p>	 <p><b>6.2.6 Compensation.</b> Prioritize and implement effective, sustainable strategies to ensure worthy and livable compensation for early care and education professionals. Ensure strategies enhance compensation, including benefits, and create compensation parity across public and private settings, sectors, and age of children served.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> <li>• 2020-2021: No change</li> <li>• 2021-2022: Update to reflect new phase in the strategy given work underway to study compensation for UPK workforce, EI providers, and other pilots underway to create parity in the system.</li> </ul>			
<p>6.2.7 Formely compensation</p>	<p>6.2.7 Did not exist</p>	 <p><b>6.2.7 Recruitment and Retention.</b> Update the Early Childhood Workforce 2020 plan to support the recruitment and retention of early care and education professionals who are from diverse backgrounds and speak the language and reflect the cultures of children in care.</p>	 <p><b>6.2.7 Recruitment and Retention.</b> Update the Early Childhood Workforce 2020 plan to support the recruitment and retention of early childhood professionals who are from diverse backgrounds and speak the language and reflect the cultures of children in care.</p>
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>• 2019-2020: No change</li> </ul>			

2019 Strategy	2020 Strategy	2021 Strategy	2022 Recommended Update
<ul style="list-style-type: none"> <li>2020-2021: This non-PDG funded strategy is recommended for addition to reflect the need to develop a plan to recruit and retain professionals from diverse backgrounds and who speak the language and reflect the cultures of children in care. This strategy is necessary in order for children and families to experience equitable and inclusive services, and to see themselves represented in the places where they access services. PD requirements for the field are almost exclusively available in English, and sometimes in Spanish. This prevents potential educators from receiving PD in their preferred language, which further perpetuates our workforce development problems in the field. If a para or support staff role is the only role available due to lack of access to PD, we are (our systems are) actually preventing children from experiencing a diverse culture of care.</li> <li>2021-2022: Change “early care and education” to “early childhood” professionals to reflect that the update happening in 2023 will broaden the plan to EC professionals.</li> </ul>			
6.2.8 Did not exist	6.2.8 Did not exist	 <b>6.2.8 Pipeline Opportunities.</b> Explore and expand access to early childhood apprenticeship and peer mentoring programs, including providing concurrent enrollment apprenticeship opportunities for high school students to gain work experience in early care and education settings.	 <b>6.2.8 Pipeline Opportunities.</b> Expand access to apprenticeship and coaching opportunities for early childhood professionals, including providing concurrent enrollment for groups such as family friend and neighbor providers, retirees, and high schoolers through apprenticeships.
<p>Summary of the update over time:</p> <ul style="list-style-type: none"> <li>2019-2020: No change</li> <li>2020-2021: This non-PDG funded strategy is recommended for addition to reflect the momentum around apprenticeship as a strategy for ECE professional recruitment.</li> <li>2021-2022: Update to reflect work being done statewide on apprenticeships, no longer in explore phase, but can be expanded. Also, broaden to the larger EC workforce.</li> </ul>			



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