**NOTETAKER’S NAME: SHELBY SHIVELY**

**UNIVERSAL PRE-K PLANNING**

**COMMITTEE CHARGES**

**DATA COLLECTION COMMITTEE**

**I. Plan Template: Estimated Number of Children Registering for Universal Preschool**

**CDEC has provided each LCO catchment with an estimate for the number of children we expect to register for UPK for the 2023/24 school year. However, we anticipate that LCOs will be well placed to make a more accurate assessment of likely uptake in their catchment area.**

* **State Estimate= 6,547 children will register for UPK in 2023-24. It is helpful (but not essential) to break this estimate down into 4-year-olds, 3-year-olds and children with disabilities.**
* **If not, outline a plan to obtain an accurate estimate.**

*Suggested Questions*:

*The state estimates that El Paso County can expect 6,547 number of children to register for UPK. Do we accept that estimate or do we need to obtain a more accurate estimate?*

* We do not accept this estimate, which is based off a count from the Colorado Children’s Campaign.

*If so, what are the steps we can take to secure the most accurate projection possible (i.e., looking at kindergarten enrollment over the last 5 years, etc.)?*

* We liked the idea of basing our estimate on [kindergarten enrollment](https://www.cde.state.co.us/cdereval/pupilcurrent) for the school districts in El Paso County and perhaps Woodland Park School District for the last 5+ years so we can make projections regarding the likely preschool population. We are prepared to take this step now.
  + It is important to note that many parents live in Teller County and commute to El Paso County. They will likely want to enroll their children in preschool in El Paso County.
* We know that under typical circumstances, roughly 25% of preschool-aged children are enrolled in preschool. Is this likely to be the case when UPK rolls out? Will we see a jump to 30%? 40%? Higher?
* According to Sarah Reiter, CPP Coordinators were all supposed to submit a report to the state with an estimate of 3- and 4-year-olds in the district, basically to estimate UPK and future kindergarten enrollment. As part of completing her report, she called all the preschools, centers, and FCC providers in her school district to ask how many kids they had enrolled of those ages, and the number she came up with was incredibly accurate to kindergarten enrollment in her district.
  + Kelly Fugate and other FCC providers she speaks with were not contacted for anything like this. Maybe CPP Coordinators in other school districts used a different method to determine their estimate?
* Can we use BridgeCare to determine the true demand for UPK?
* How are we going to determine what kids get accepted for UPK? Will it be based on CPP risk factors? A lottery? While we recognize that families who have CCCAP and/or meet CPP risk factors are of highest need, we know that most families struggle to pay for childcare, especially those who are just about the income level to receive CCCAP.

**II. Plan Template: Estimated Number of UPK Slots Available in the LCO Catchment Area**

**Please provide an estimate of the number of slots available for families in the 2023/24 school year. It is helpful (but not essential) to break the slots down by provider type. If you do not yet have an estimate, outline a plan to obtain one.**

**10 hours = 1 slot**

*Suggested Questions:*

*What steps do we need to take to estimate the number of available slots?*

* Can we use BridgeCare to determine the number of available UPK slots?
* For providers who want to do UPK, maybe we could make a data sharing agreement a condition of receiving that funding so that we can get their openings.
* What information does Mile High United Way have about openings for 3- and 4-year-olds?
* What requirements will we have for programs that are eligible to provide UPK?
  + We probably want them to accept CCCAP. In El Paso County, we have 71 centers and 46 FCC providers that accept CCCAP.
  + We likely want them to be at least Level 2, which is considered “quality.”
* AM/PM slots?
* Few, if any, providers are likely to offer a 10-hour slot. Families probably need a full 40+ hours of care, so 10 hours will be funded by UPK, but the rest will come out of families’ pockets or other funding sources (such as CCCAP).

Some notes on challenges:

* Colorado Shines can be obnoxious and cumbersome as a place to update openings. Rather than having CO Shines and BridgeCare, could we just use BridgeCare? We would love to be able to pull all of our data points into a single system.
* We have curiosity about Child Development Centers (CDCs) on military bases.
* Workforce, workforce, workforce: we need to improve pay, recruit, retain, pay a living wage!

**III. Plan Template: Managing and Allocating Resources**

**Explain how the LCO will ensure the equitable allocation of UPK seats among school- and community- based providers, with the goal of maximizing the use of funding to meet community needs (including the need for full day care).**

**Describe how the LCO will meet the department requirement to maintain transparency within the community concerning the amount of funding available and used to support early childhood education and family support programs, including all funding sources.**

*Suggested Questions:*

*Given the current available funding, describe what would be the ideal situation in terms of equitable allocation of UPK seats among providers?*

*Other than limitless funding, what are challenges/barriers for achieving the ideal situation?*

Some notes on challenges:

* CPP reimbursement has previously been 0.4x the typical per pupil funding rate. It is now going down to 0.25x.
* The UPK law that was signed was missing an important part from a draft of the bill: something related to kids with special needs. We need to be very mindful of how we match kids with special needs to programs.
* Due to federal law IDEA, parents may not be able to “choice” their kids into a different district for UPK. This does not make sense, as they *are* able to do so for kindergarten. We know there is some discussion about this at the state level.
* Our high military population means we have a constantly fluctuating population, though we recognize it is largely minor fluctuation.

*What are solutions to those barriers?*

*How can these solutions fit together in terms of creating processes and steps?*

*What is the order of steps and processes that are needed to ensure equitable allocation?*

**IV. Other LCO Needs**

*Suggested questions:*

*What data collection processes/systems are needed for implementing UPK?*

*What already exists? Can these systems be utilized/integrated?*

*Who needs to be involved?*

*What are the steps/processes needed for data collection across the county?*

*How will we track available slots and ensure timely updating?*

**V. Meeting Wrap-Up**

*Who else needs to be at this table for future meetings?*

*What actions need to be taken before the next meeting to complete the questions/committee charges?*

**NOTETAKER’S NAME: LIZ DENSON**

**UNIVERSAL PRE-K PLANNING**

**COMMITTEE CHARGES**

**MIXED DELIVERY INTEGRATION AND   
COMMUNICATION COMMITTEE**

**I. Plan Template: Detail strategies to recruit and support a variety of school- and community- based providers to ensure a mixed delivery system that provides choice for families. This should include work to support caregivers who are exempted from licensing.**

*Suggested Questions:*

*What are opportunities that UPK presents to families utilizing the various types of EC programs? Center-based programs? Family Child Care Home? Head Start? School districts? (The School District Committee will also answer this question.)*

* Provider shortage – UPK could create quality neighborhood spaces
* Eliminates barriers to families
* Military wives – offers the opportunity for them to have home-based employment
* Creating capacity for quality care
* Consistency for children
* Options for families
* Opportunity for schools, community centers, businesses, universities to partner with private organizations in different ways
* Opportunity for increase in wages for teaching staff – education and wages should be a part of this funding
* Licensing may need to be more creative and flexible with some standards and requirements.
* Workforce is a critical issue – we do not have people in the pipeline now to meet the needs when UPK is implemented. Get into the high schools to promote the field and offer dual credit options. Recruitment of men into the field.

*What are challenges and barriers families face for each type of provider?*

* Affordability
* Preschool vs childcare – having an educational component
* Bringing necessary supports to special needs children where they are, instead of taking them somewhere they are not familiar with to get other services

*Consider each of these one by one, what are solutions to each challenge/barrier?*

* The more we can support a mixed delivery model the more affordable it can be. Blending/braiding funds is complicated for a lot of providers – making that more accessible. We need to increase the number of providers – blending and braiding the day for families, not just the funds.
* Workforce – providers be more flexible in working hours, could mitigate burnout/turnover. Flexibility in job description – travelling preschool musician
* Preschool vs. child care – outreach to FCC. We need quality standards and a data tracking mechanism to follow the child and track outcomes.
* Special needs solutions - A BOCES-type model perhaps

*Would you tweak any of these solutions when you take a moment and consider an equity lens for the solutions suggested?*

* Resource allocation that is motivated by providing the service in a desert – opportunity zone. Ensure access for people who may want to get into the field, giving opportunities. Investments in FCCH PLC’s, mentorship and replicating models that already exist. To increase the number of providers, we need to keep language and literacy barriers in mind for FFN, FCCH and providers. Culturally, families may prefer FFN and/or these are the people they trust.
* Workforce – create a mentoring model for FCCHs – promote to military families. Have experienced teachers/providers mentor/coach new teachers/providers. Could use this funding for that work. Increasing recruitment of non-traditional workforce.
* Pay people to complete certifications for measurement tools. Provide tools in multiple languages, different literacy levels etc.
* CNA model – train/pay families to provide care – could work with dollars following the child instead of a slot model (backpack model)
* Everything needs to be more nimble and not so rigid to fully meet the needs of all families

*When considering the big picture and broad range of solutions, are there approaches to take to integrate various solutions*?

Solutions:

* Define what quality standards look like in UPK
  + Can’t increase capacity to meet need – low ratios are critical
  + Maintain inclusive classrooms
* If UPK funding is less than CPP, we will lose access.
* Recommendation to state – implement a program which provides tracking from early intervention to school to measure success. Training/education/provide access to program like Teaching Strategies GOLD to all UPK providers.

*If not already considered, what are barriers and challenges to creating seamless communication and integration with all types of providers?*

*What are solutions and approaches to creating seamless communication and integration with all types of providers?*

*Are there desired supports needed to ensure families can access UPK, no matter the type of provider they choose?*

*Are there additional steps and approaches to consider?*

**II. Plan Template: Provide an overview of the current landscape of providers in the catchment area as well as the LCO’s goals for increasing the mixed delivery capacity available for families. Describe strategies to meet the stated goals for building greater mixed delivery capacity.**

*Suggested Questions:*

*How would you describe the El Paso County ECE landscape overall? Be sure to highlight the strengths, uniqueness*

*What are unique features of El Paso County’s ECE landscape?*

*What unique challenges and opportunities do those present?*

*What are our goals for increasing capacity?*

*What are the barriers to reaching those goals?*

*What are the solutions to each of those barriers?*

**III. Plan Template: Managing and Allocating Resources**

**Explain how the LCO will ensure the equitable allocation of UPK seats among school- and community- based providers, with the goal of maximizing the use of funding to meet community needs (including the need for full day care).**

**Describe how the LCO will meet the department requirement to maintain transparency within the community concerning the amount of funding available and used to support early childhood education and family support programs, including all funding sources.**

**Explain how the LCO will work with local and tribal agencies to ensure that the public funding available to families is combined and coordinated to seamlessly provide early childhood and family support programs and services.**

*Suggested Questions:*

*Given the current available funding, describe what would be the ideal situation in terms of equitable allocation of UPK seats among providers?*

*Other than limitless funding, what are challenges/barriers for achieving the ideal situation?*

*What are solutions to those barriers?*

*How can these solutions fit together in terms of creating processes and steps?*

*What is the order of steps and processes that are needed to ensure equitable allocation?*

**IV. Plan Template:** Outline any plans to secure additional resources and funding, where feasible, to support early childhood education.

*Suggested Questions:*

*Who are other potential funding partners or resources?*

*How best to approach them?*

***V. Meeting Wrap-Up***

*Who else needs to be at this table for future meetings?*

*What actions need to be taken before the next meeting to complete the questions/committee charges?*

**NOTETAKER’S NAME: STACEY POWELL**

**UNIVERSAL PRE-K PLANNING**

**COMMITTEE CHARGES**

**PARENT ENGAGEMENT COMMITTEE**

**I. Plan** **Template**: **Outline outreach strategies and the manner in which the LCO will assist families in applying for UPK, through to the point of enrollment with a suitable provider. This should include equity considerations and plans to prioritize low-income families and those with qualifying factors in the event that demand exceeds supply. While LCOs are only required to implement UPK for the 2023/24 academic year, planning for the integration of other early childhood education and family support programs is encouraged.**

*Suggested Questions:*

*If ALL THINGS were possible, what would the ideal support system look like for families?*

* Application process
  + Avoid giving repeated information
  + Common, consistent, shared database county–wide online, one stop shop program selections as part of the application
  + User-friendly, limit acronyms, state-wide if parent lives in one area but works in another
* Delineate application vs. enrollment/registration
* Encompassing parents needs (full day, part day, transportation) not general forms-parents do not want information about programs they are not interested in
* Filter out irrelevant choice- if parents select part-day don’t offer only full day options
* Status updates so parents have an understanding/knowledge
* What is equity in UPK?
* Get input/feedback from other state-wide application process that exists
* CPP & 3-year-olds?
* Customer support-call line available
* Walk-in location for families who need access
* Share information about what programs a family may qualify for but maintain confidentiality
* If providers are using UPK funding- their status should be publicized so parents can make informed choices

*What are the potential barriers families will face in applying for UPK?*

* Kindergarten cut-off dates?
* CPCD?
* Don’t want the process to be confusing, lengthy-Needs to be clear/streamlined
* Need to know available funding sources
* Access to online applications
* Non-online access- FTE to support in-person application process
* Consider individual family needs
* Access to multiple resources at one location
* Communication-marketing-ongoing

*Considering equity (creating an even playing field for everyone), what are potential solutions for each of these challenges?*

* Centralized location with support during application process
* Community hub
* Application “Specialist” in variety of locations so families can access support easily

*What system or processes can be used to prioritize low-income families?*

* Make space available for all families
* Prioritize early childhood education

**II. Plan Template: Describe plans for the continued engagement of providers, families and community partners in decision making around the implementation of Universal Preschool. This may include outreach activities to ensure that marginalized groups within the community are represented.**

*Suggested Questions:*

*What are our bold goals for provider, family, and community partner engagement?*

*What are steps and/or approaches to achieving those goals?*

*What are the priority steps or approaches?*

***V. Meeting Wrap-Up***

*Who else needs to be at this table for future meetings?*

*What other questions or issues need to be discussed that we haven’t (if any)? Does this group want to answer the Managing Resources/Allocations questions as well?*

*What actions need to be taken before the next meeting to complete the questions/committee charges?*

**NOTETAKER’S NAME: YESENIA TORRES**

**UNIVERSAL PRE-K PLANNING**

**COMMITTEE CHARGES**

**WORKFORCE DEVELOPMENT COMMITTEE**

**I. Plan Template: Outline workforce development strategies, including plans to improve recruitment and retention in the early childhood education workforce, achieve living wage compensation and provide professional development.**

*Suggested Questions:*

*What is the current workforce landscape?*

* Lacks stability, pay competition, remote work, substitute shortage
* Available funds not used in a way that is meaningful to the workforce. For example-building renovation over sign on bonus
* People mostly seeking remote options
* Positive-career navigators supporting/guiding workforce
* Landscape unknown and generation changes such as work ethic
* Field lacks incentives, benefits such as 401k
* Restrictions within/from the system

*Does UPK surface new or unrecognized workforce issues?*

* Yes, already known stress is added, stressed workforce
* Limited time UPK allows
* Flood of kiddos identified with disabilities
* Need for rapid training & certifications of workforce
* Capacity for new kids & families seeking service
* Upkeep of certification

*There are existing plans in place. Do these plans include all of the strategies that we want to include in our LCO plan?*

* Internships with students from schools, colleges
* Financial incentives for the workforce
* Need to look at equity. Don’t just focus on workforce or students that are local. Broaden out from North, South
* Digital marketing- expand to include men
* Utilize new stations (weekly sports, i.e., children care field)
* Call to action: Intentional job fairs, partnerships with businesses to support day care needs
* Expand marketing outside of Colorado-tap into military for families relocating

*What are these? Are there strategies we need to tweak?*

* Include voices from UCCS/Pikes Peak, Community College
* Have a focus group with high school to help inform directions
* Living wage efforts
  + Benefits
* Market to people who want to create/run childcare center who know the business
* Consideration of workforce moving around to serve in other roles

*Are there strategies we need to add?*

* ^ see above
* Utilize workforce funding sources to support certifications
* Incentive professional growth along the way
* Workplace wellness
* Recognize childcare as professionals they are

**II. Plan Template: Managing and Allocating Resources**

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*Suggested Questions:*

*Given the current available funding, describe what would be the ideal situation in terms of equitable allocation of UPK seats among providers?*

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*What are solutions to those barriers?*

*How can these solutions fit together in terms of creating processes and steps?*

*What is the order of steps and processes that are needed to ensure equitable allocation?*

**III. Meeting Wrap-Up**

*Who else needs to be at this table for future meetings?*

*What actions need to be taken before the next meeting to complete the questions/committee charges?*

**NOTETAKER’S NAME: LINDA MEREDITH**

**UNIVERSAL PRE-K PLANNING**

**COMMITTEE CHARGES**

**SCHOOL DISTRICT NEEDS** **COMMITTEE**

**I. Plan Template**: **Detail strategies to recruit and support specifically school-based providers (to ensure a mixed delivery system that provides choice for families).**

*Suggested Questions:*

*What are opportunities that UPK presents to school districts?*

* Attract larger audience around preschool
* Access for families who are not eligible for CPP
* SD to get more involved
* Improves partnerships
* Equity in access

*What are challenges and barriers specific to school districts?*

* Diverse needs within county – will plan meet all needs?
* Predicting enrollment
* Universal is a misnomer
* Transportation
* ID which schools children can attend
* Most at risk enroll last
* District control over enrollment/registration
* Special education partnerships
* Funding for 10 hours (needs more and funding)
* Full day options
* Equality -huge amount of work
* CCAP -huge amount of work
* Colorado Shines -huge amount of work
* Children enrolled in other programs then need SN services

*Consider each of these one by one, what are solutions to each challenge/barrier?*

* Transparent communication along the way
* LCO strong screening to determine potential for needing special ed and referral process
* What is quality rating system?
* Partnership for bussing transport
* Do 3-year-olds need to re-enroll?
* Growth model- plan for where families are wanting their children
* Funding
* ODEC transparent about project plan along the way in timeline for opportunities to understand enrollment – how – where
* Predicting children with SN
* Prioritizing for enrollment
* Fund needs IEP slots
* Licensing- child care licensing – should SD have to carry more than one license

*Would you tweak any of these solutions when you take a moment and consider an equity lens for the solutions suggested?*

*When considering the big picture and broad range of solutions, are there approaches to take to integrate various solutions*?

*If not already considered, what are barriers and challenges to creating seamless communication and integration with community-based providers?*

*What are solutions and approaches to creating seamless communication and integration with community-based providers?*

*Are there additional steps and approaches to consider?*

**II. Plan Template: Managing and Allocating Resources**

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*Suggested Questions:*

*Who are other potential funding partners or resources?*

*How best to approach them?*

**IV. Meeting Wrap-Up**

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