CDE Early Childhood Update

Presentation to the
Early Childhood and School Readiness Legislative Commission

September 20, 2021

Presenters

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Director, Early Childhood Workforce Development, CDE

- **Early Childhood Workforce**

- **Legislative and Grant Updates**

  - Colorado Preschool Program

  - Preschool Development Grant Collaboration with CDHS

  - Early Literacy Professional Development Grants

  - Kindergarten School Readiness

  - Impact of the COVID-19 Pandemic on preschool

Early Childhood Workforce

Colorado's professional development system ensures positive outcomes for young children birth through age eight and their families by recruiting, preparing, and supporting highly-effective, caring, and diverse professionals, with a specific focus on race and ethnicity, in a variety of early childhood settings.

-Colorado's Early Childhood Workforce 2020 Plan

- Collaborative space with broad stakeholder representation

- Stewarding the implementation of Colorado's Workforce 2020 Plan

- Priorities: Recruitment/retention of a diverse workforce

- Activities
  - Peer learning community/Talent Equity Agenda TA
  - Beginning to create early care and education-specific tools

- Accomplishments https://www.livebinders.com/b/2748205

The Colorado Shines Professional Development Information System

- The Colorado Shines Professional Development Information System (PDIS) is a free statewide web-based system supporting professional development for Colorado's early childhood workforce.

- The PDIS allows early childhood professionals to manage their own career and professional growth using a competencies self-assessment, an individual professional development plan and a wide array of free online and in-person training.

- The Early Childhood Workforce Development Team helps early educators navigate their career development and the variety of ways in which the PDIS can support that growth.

- The Early Childhood Professional Credential is a formal recognition of an early educator's expertise.

- It can be used to meet child care licensing workforce requirements, is a major component of the Colorado Shines Quality Rating and Improvement System, and some communities provide stipends based on the level of Early Childhood Professional Credential an educator has achieved.

- Points are earned in each of four components: (1) formal education (2) ongoing professional development (3) experience and (4) formal demonstration of competency. Educators are then assigned one of six levels based on total number of points and the number of components contributing to the total.
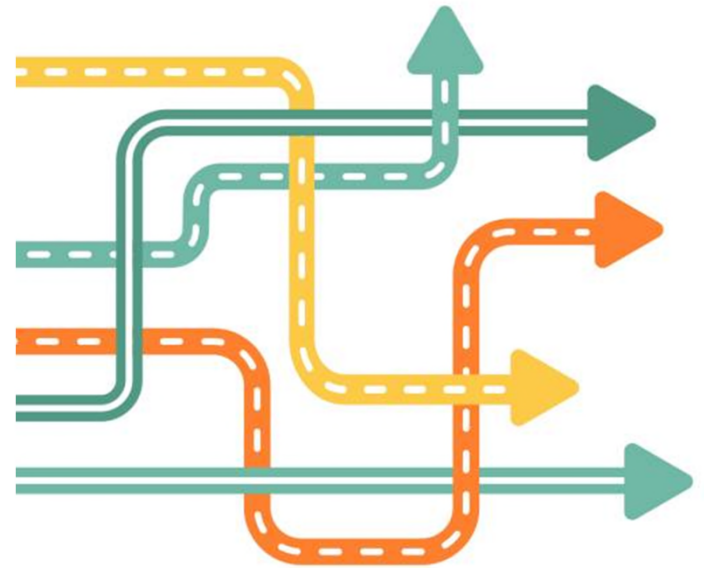
Over 20,000 Credentialed Professionals in Colorado!

New Career Navigation Unit

- Starting in 2022

- Working with CDE's Recruitment and Retention Unit

- Projects
  - Mission/Vision/Project Plan
  - TEACH Colorado
  - International Transcript Verification
  - Translation
  - Collaborating with 3 Councils to learn how the state can support local effort

ECE Workforce Data Linkage Project

UNIVERSITY *of* DENVER

COLORADO EVALUATION AND ACTION LAB

A strategic research partner for government agencies and a bridge to the research community

Whitney LeBoeuf, PhD
Director of Data Integration & Analytics

ECE Workforce Data Linkage Project

Purpose: Bring together data assets on the ECE workforce to help answer high-impact questions like:

- **How many** qualified early care and education professionals are working in Colorado?

- What's the **turnover** rate and growth rate in different areas and care settings?

- What are the **educational attainment and wages** of the early care and education workforce? Where are there disparities?

ECE Workforce Data Linkage Project

HOUSING
- Housing Assistance (DOH)
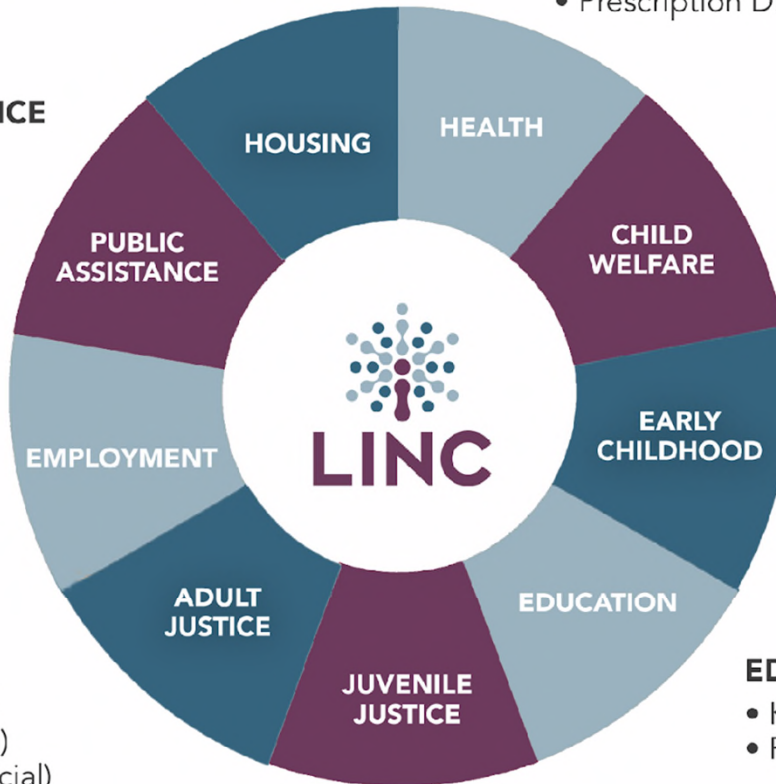- Homelessness (HMIS)

HEALTH
- Medicaid (HCPF)
- Birth/Death Records (CDPHE)
- Behavioral Health (CDHS)
- Prescription Drug Monitoring (DORA)

PUBLIC ASSISTANCE
- SNAP (CDHS)
- WIC (CDPHE)
- TANF (CDHS)

CHILD WELFARE
- Child Welfare (CDHS)

EMPLOYMENT
- W-2 Employment and Wages (CDLE)
- Workforce Training Programs (CDLE)

EARLY CHILDHOOD
- Early Intervention (CDHS)
- Childcare Subsidies (CDHS)
- EC Workforce Data (CDHS)

ADULT JUSTICE
- Courts (Judicial)
- Probation (Judicial)
- Prison (DOC)
- Re-Entry and Parole (DOC)
- Local Police Departments

EDUCATION
- K-12 Education (State/District)
- Postsecondary (CDHE)

JUVENILE JUSTICE
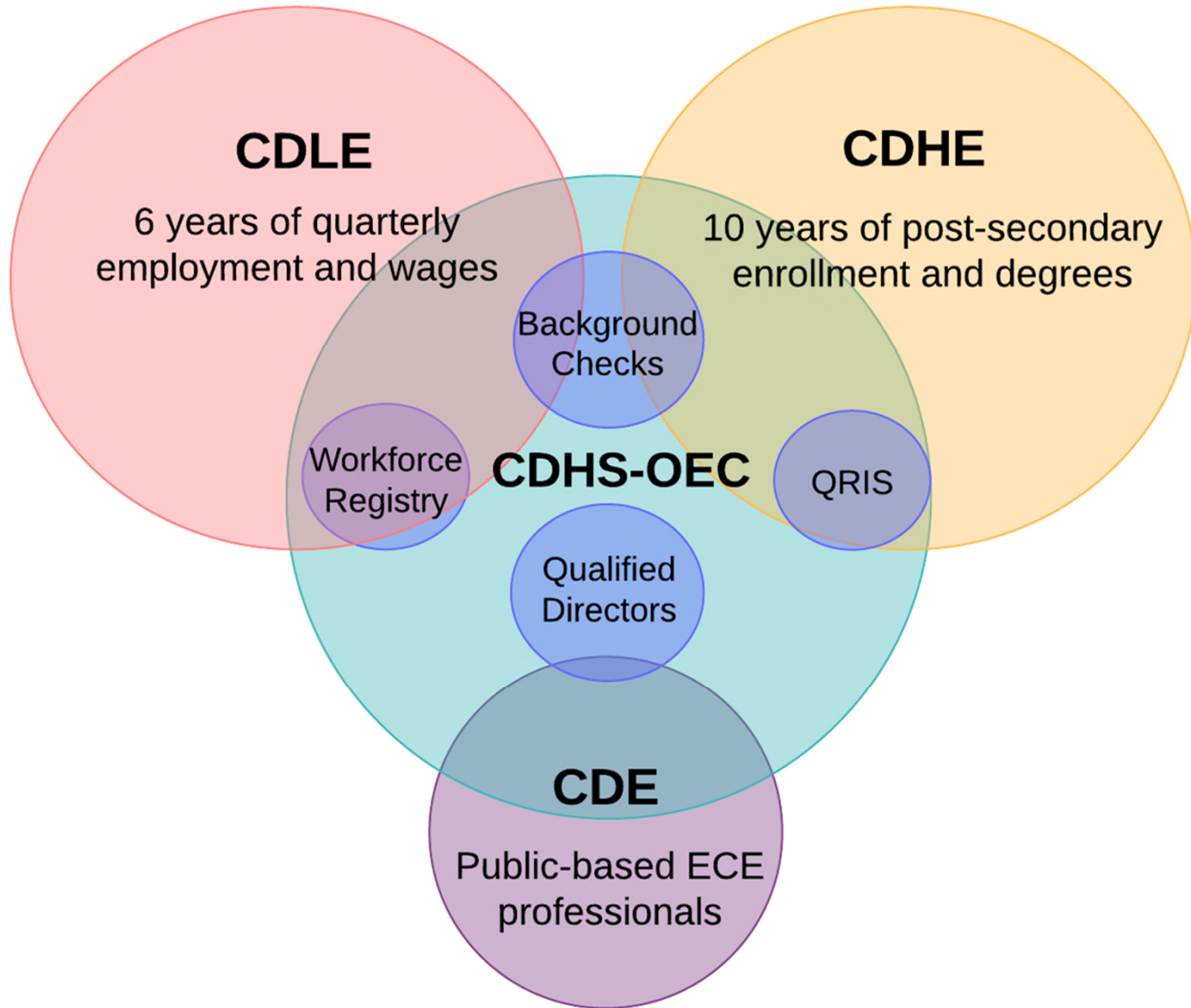- Justice Services (CDHS)
- Courts (Judicial)

OTHER
- Driver Records (DMV)
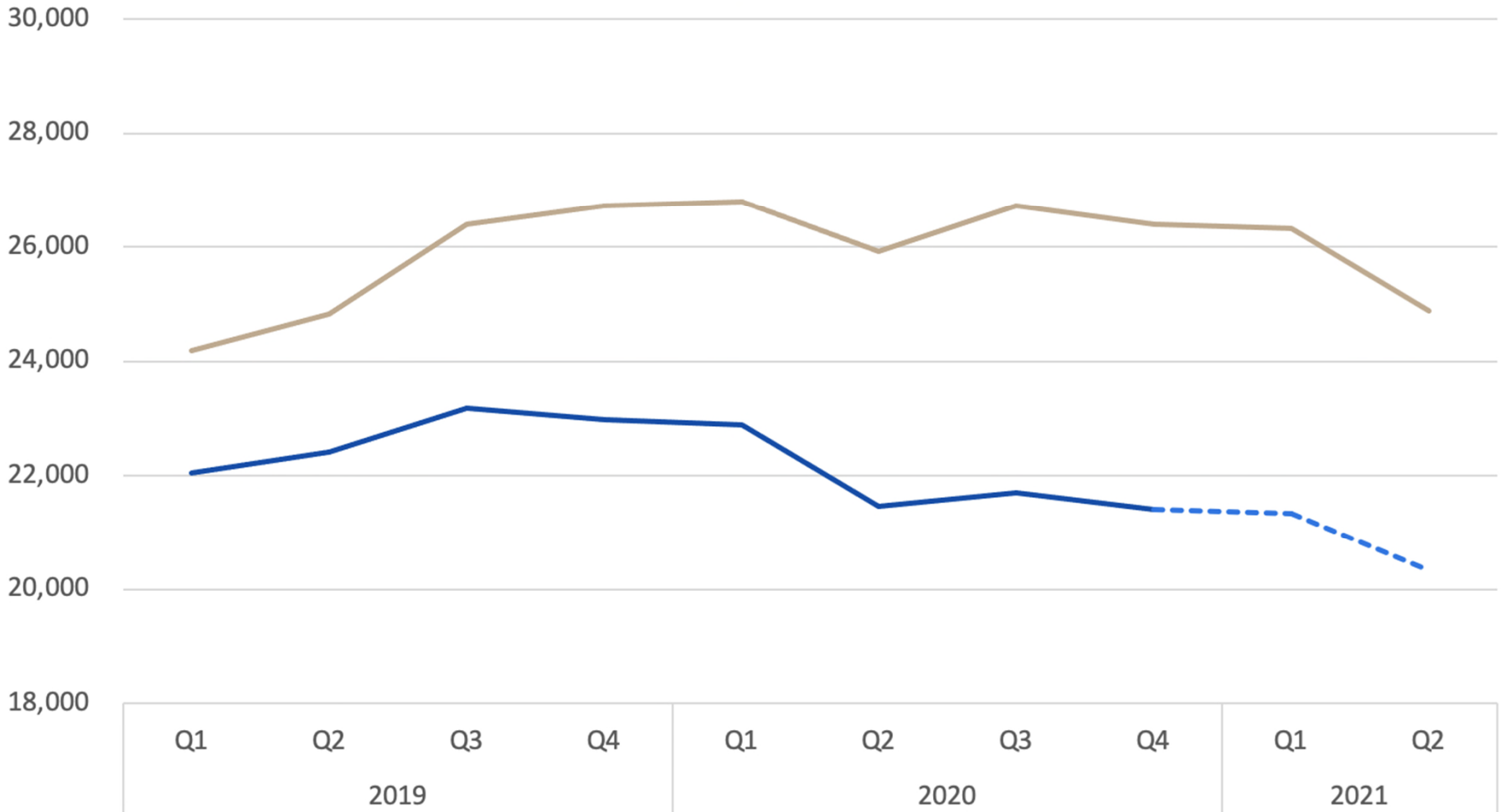
Approach:

- Includes ECE professionals in licensed home- or center-based providers

- How many ECE Professionals with only Office of Early Childhood (OEC) data?

- How much do counts improve with labor (CDLE) data?

- Assess importance of continuing to record linkage

ECE Workforce Data Linkage Project

Active Colorado ECE Professionals

— OEC Data Only — OEC + CDLE Data

ECE Workforce Data Linkage Project

Active Colorado ECE Professionals

	2019				2020				2021	
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
	22,050	22,410	23,181	22,979	22,895	21,470	21,704	21,418	21,344	20,325

ECE Workforce Data Linkage Project

Active Colorado ECE Professionals

3.8% gain from 2019 to 2020

- 22,050
- 22,410
- 23,181
- 22,979
- 22,895
- 21,470
- 21,704
- 21,418
- 21,344
- 20,325

Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
2019				2020				2021	

ECE Workforce Data Linkage Project

Active Colorado ECE Professionals

- 22,050 (2019 Q1)
- 22,410 (2019 Q2)
- 23,181 (2019 Q3)
- 22,979 (2019 Q4)
- 22,895 (2020 Q1)
- 21,470 (2020 Q2)
- 21,704 (2020 Q3)
- 21,418 (2020 Q4)
- 21,344 (2021 Q1)
- 20,325 (2021 Q2)

6.8% loss from 2020 to 2021

ECE Workforce Data Linkage Project

Active ECE Professionals by Role in Quarter 1

Legend: 2019, 2020, 2021

Role	Percent
Family Home Provider	(23%)
Director	(14%)
Lead Teacher	(27%)
Assistant Teacher	(31%)
Other Support	(6%)

19
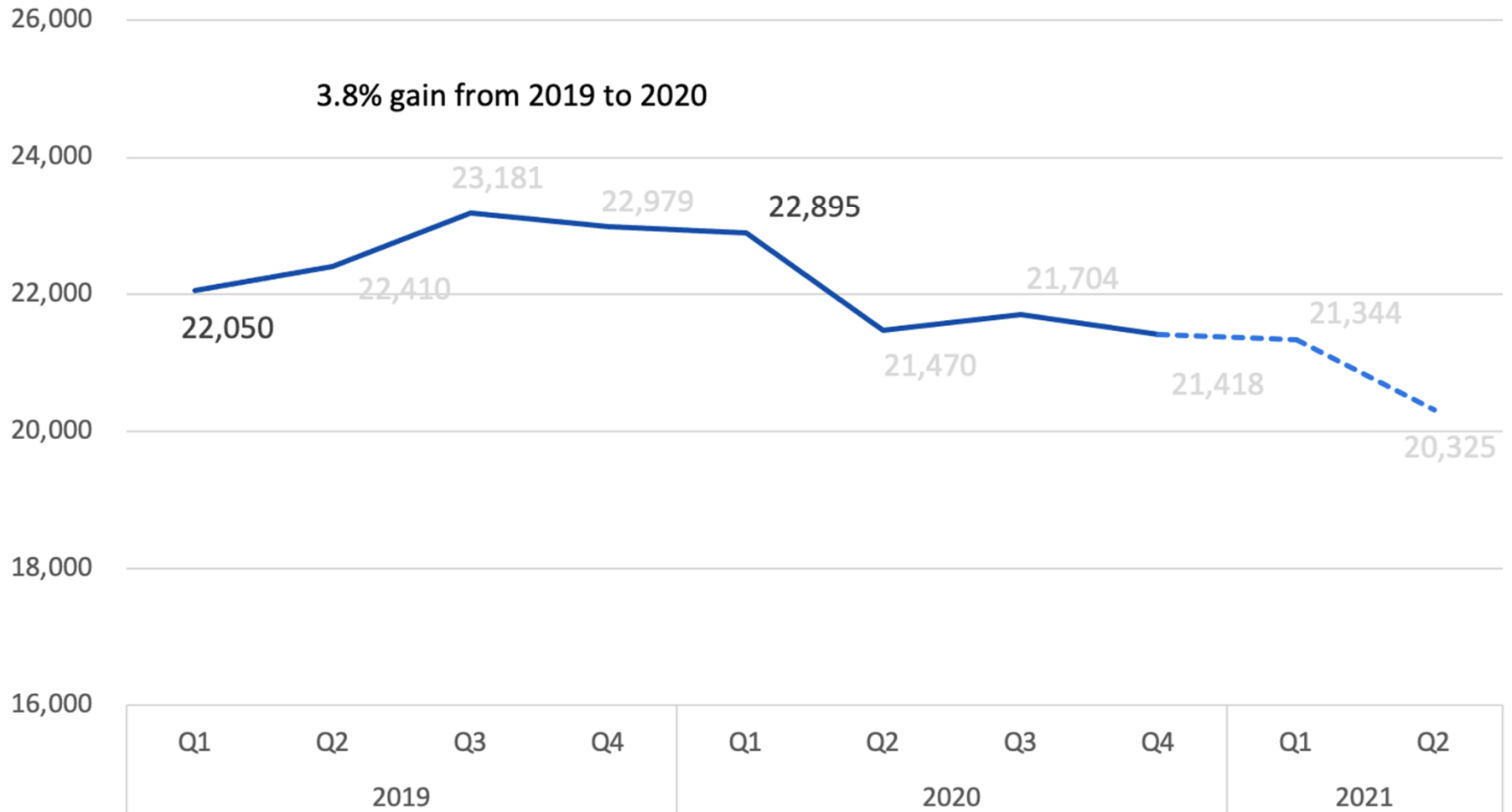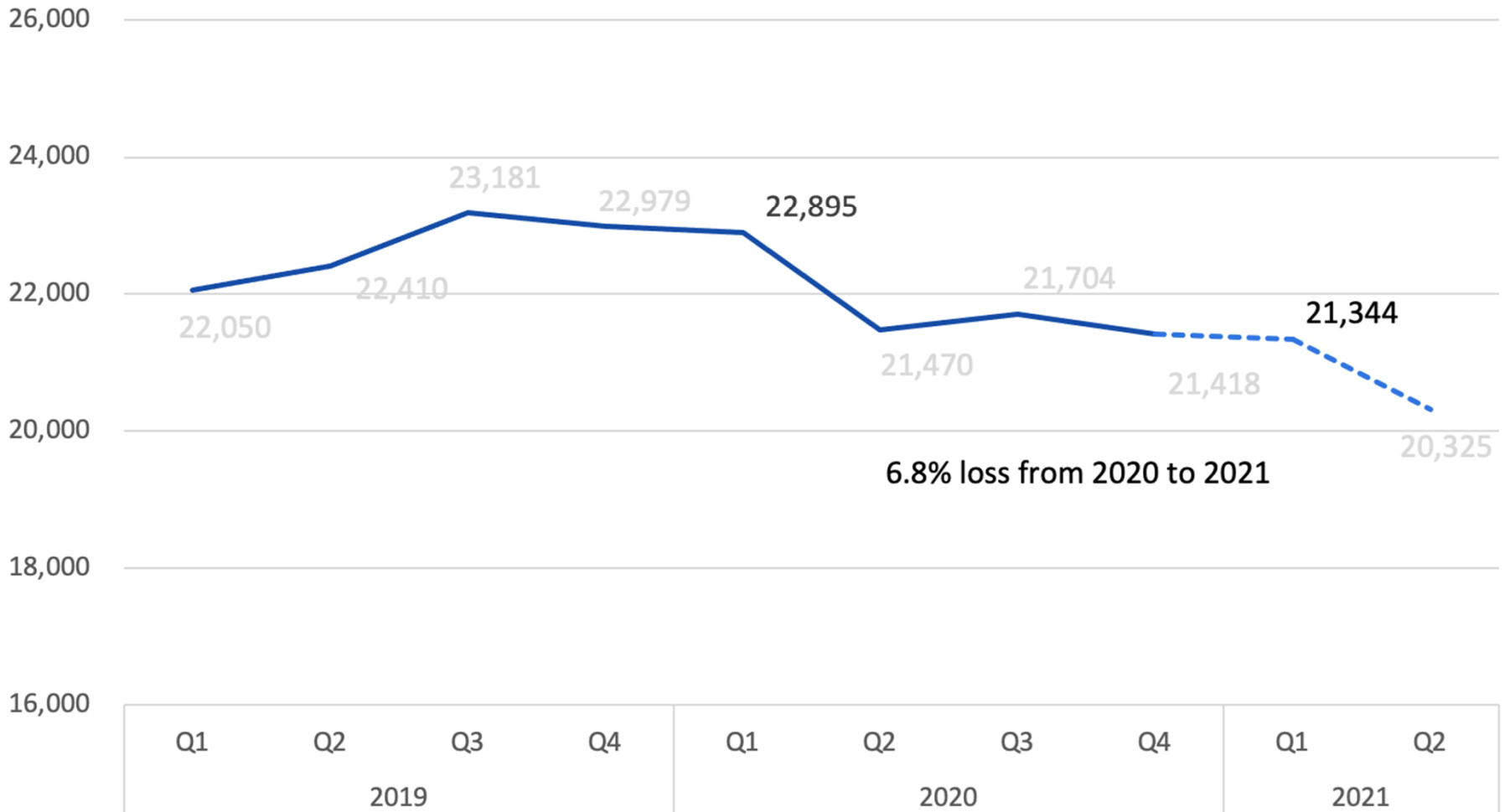
ECE Workforce Data Linkage Project

Active ECE Professionals by Role in Quarter 1

■ 2019 ■ 2020 ■ 2021

Role	2019	2020	2021
Family Home Provider (23%)	~5050	~5010	~4830
Director (14%)	~3030	~3010	~2990
Lead Teacher (27%)	~6080	~6250	~5650
Assistant Teacher (31%)	~6700	~7350	~6500
Other Support (6%)	~1200	~1280	~1330
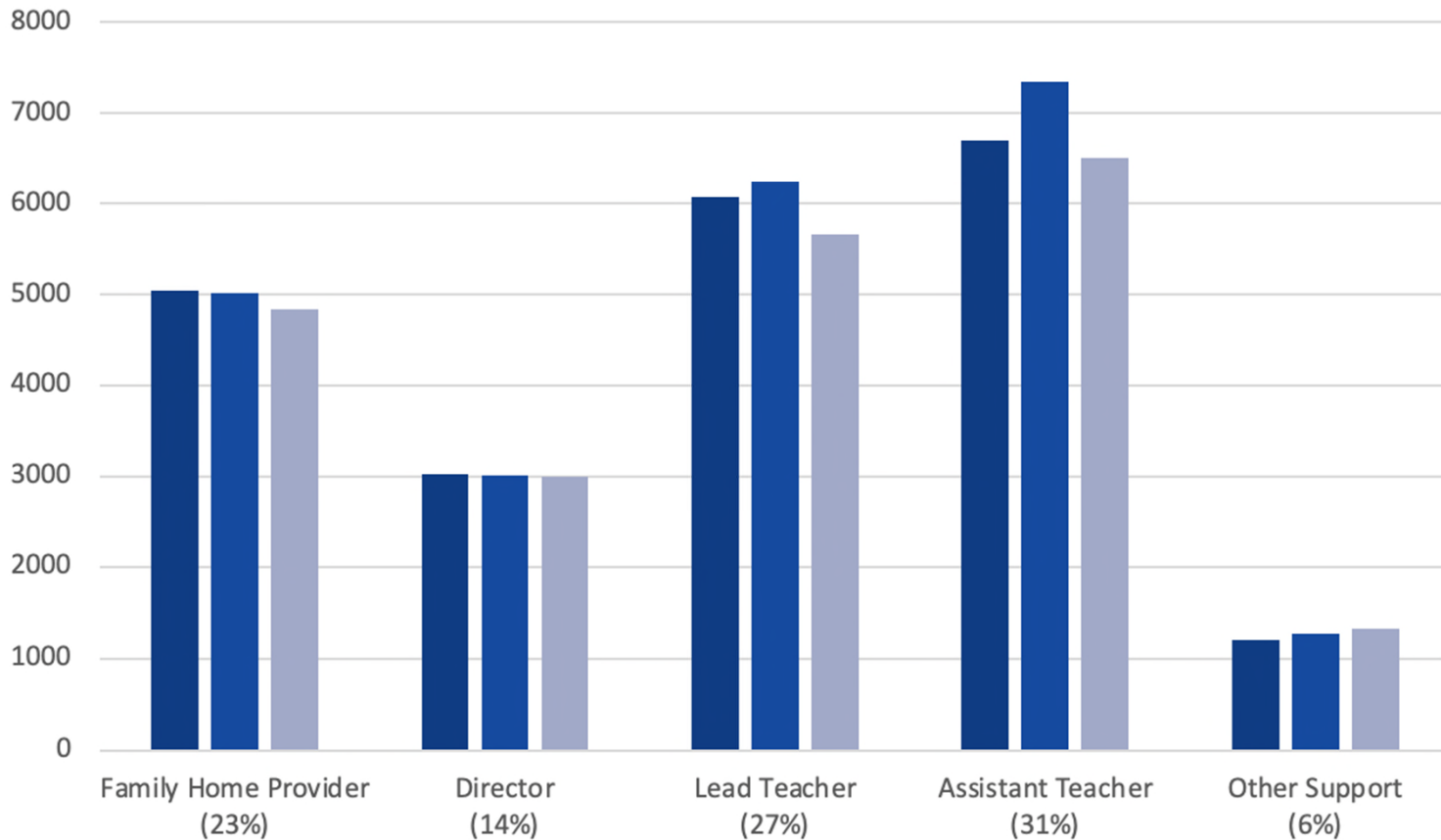
Takeaways:

- Clear impact of COVID on ECE workforce, especially teachers

- Need to continue linking data to track accurate counts

- Projecting expected change in counts is difficult with uncertainties

- Strong evaluation designs for programs and policies more important than ever

Colorado Preschool Program

Colorado Preschool Program Background

The Colorado Preschool Program (CPP) is a state-funded preschool program, created in 1988 by the Colorado General Assembly.

Provides high-quality early learning experiences for children who have risk factors that may affect achievement later in school.

Children served through CPP attend high quality early childhood programs located in district-operated preschools, local childcare centers, community-based preschools, or Head Start programs.

Colorado Preschool Program
Number of Children Served

Total Authorized CPP Positions
29,360

23,474
Total Children Served in CPP

Total Program Funding
$128.1M

176
OUT OF 179
School Districts Participating in CPP

Average Funding per CPP Position
$4,363
($5,457.42 average funding per child)*

5,886
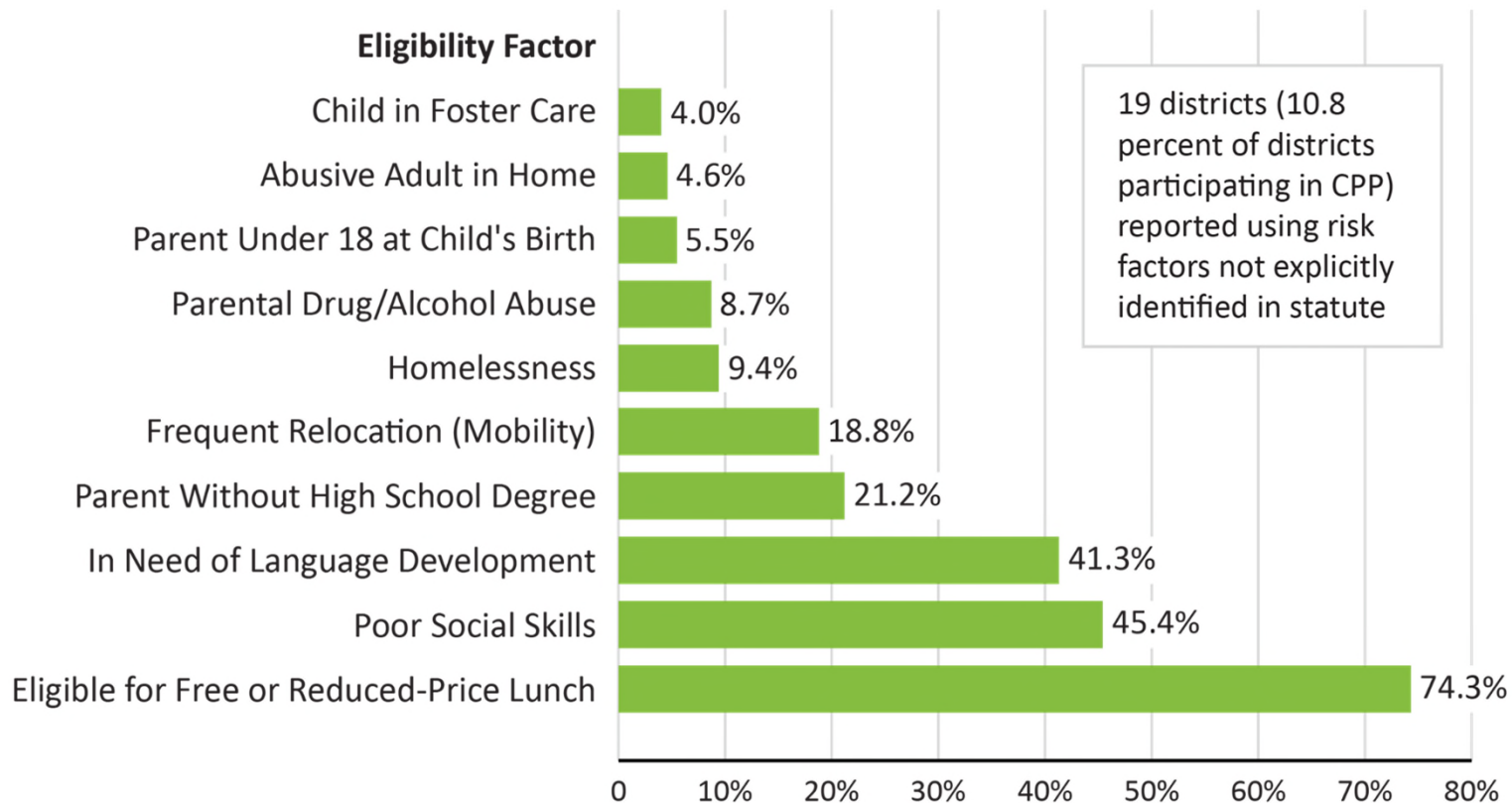Children served with two CPP positions for full-day services
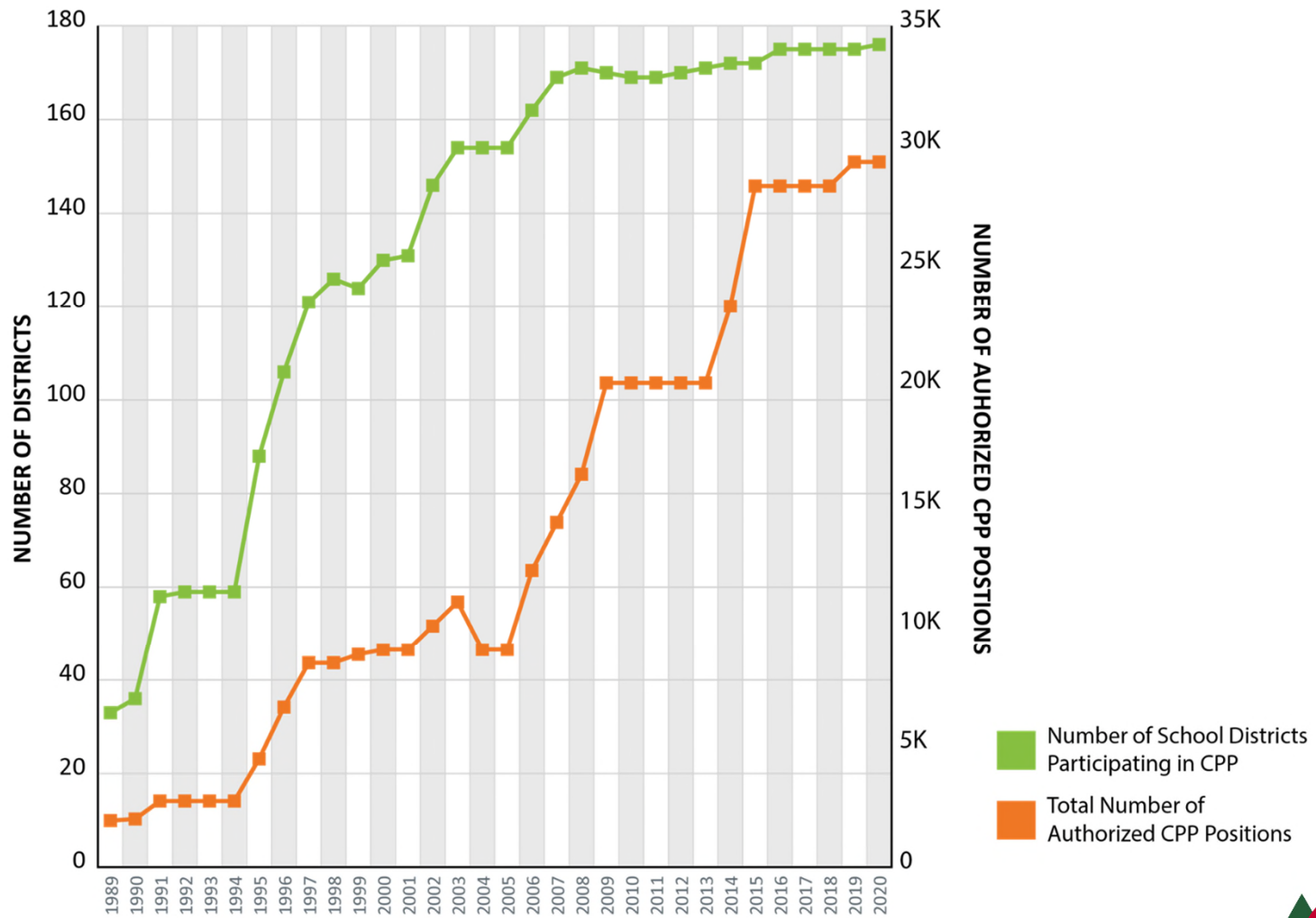(40.1% of positions/25.1% of funded children)

Colorado Preschool Program
CPP Eligibility Risk Factors

Each line represents the percentage of children served in CPP with that risk factor in 2019-20

Eligibility Factor

Eligibility Factor	Percentage
Child in Foster Care	4.0%
Abusive Adult in Home	4.6%
Parent Under 18 at Child's Birth	5.5%
Parental Drug/Alcohol Abuse	8.7%
Homelessness	9.4%
Frequent Relocation (Mobility)	18.8%
Parent Without High School Degree	21.2%
In Need of Language Development	41.3%
Poor Social Skills	45.4%
Eligible for Free or Reduced-Price Lunch	74.3%

19 districts (10.8 percent of districts participating in CPP) reported using risk factors not explicitly identified in statute

Colorado Preschool Program
Number of Authorized Positions
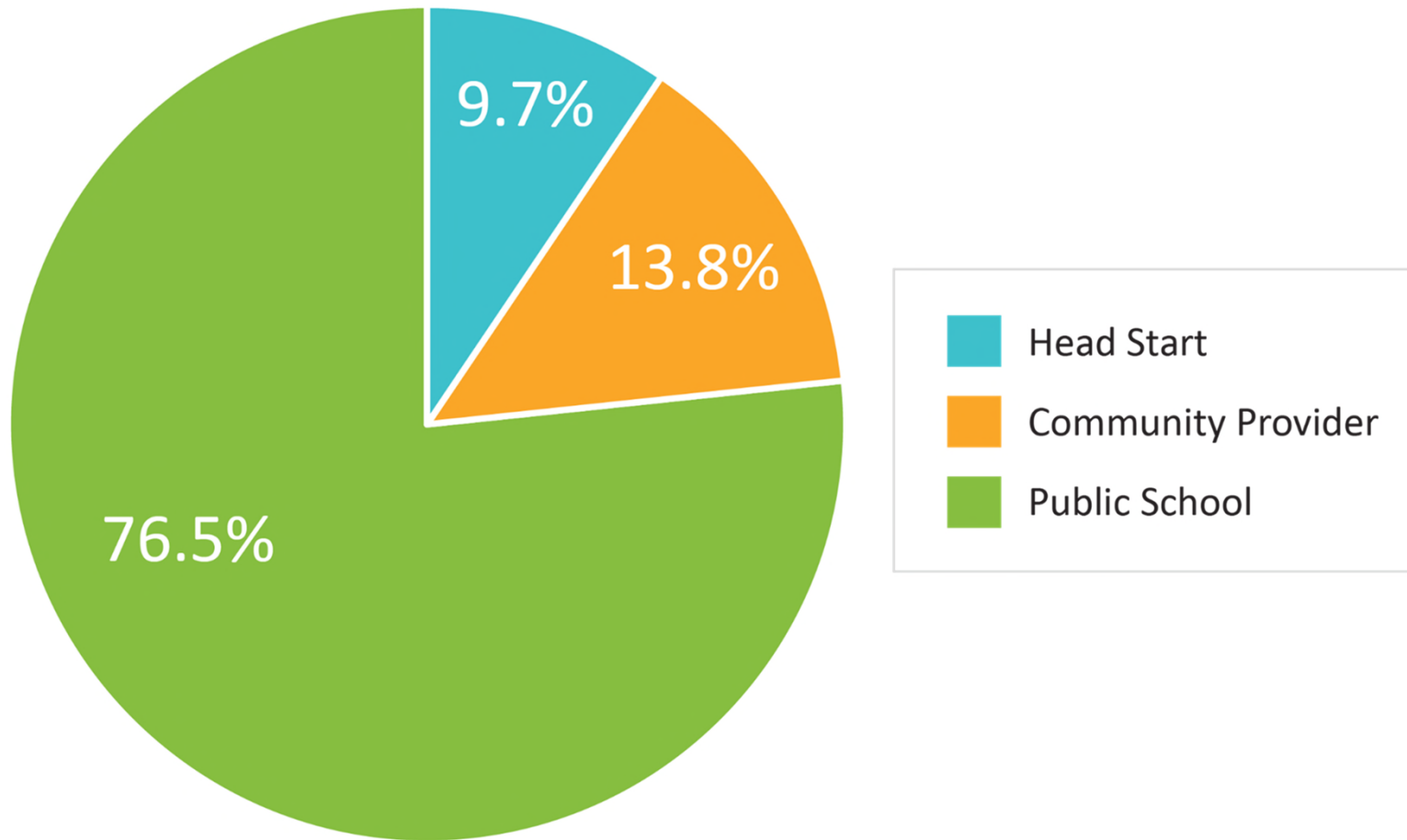
Colorado Preschool Program
Enrollment by Length of Day and By Age
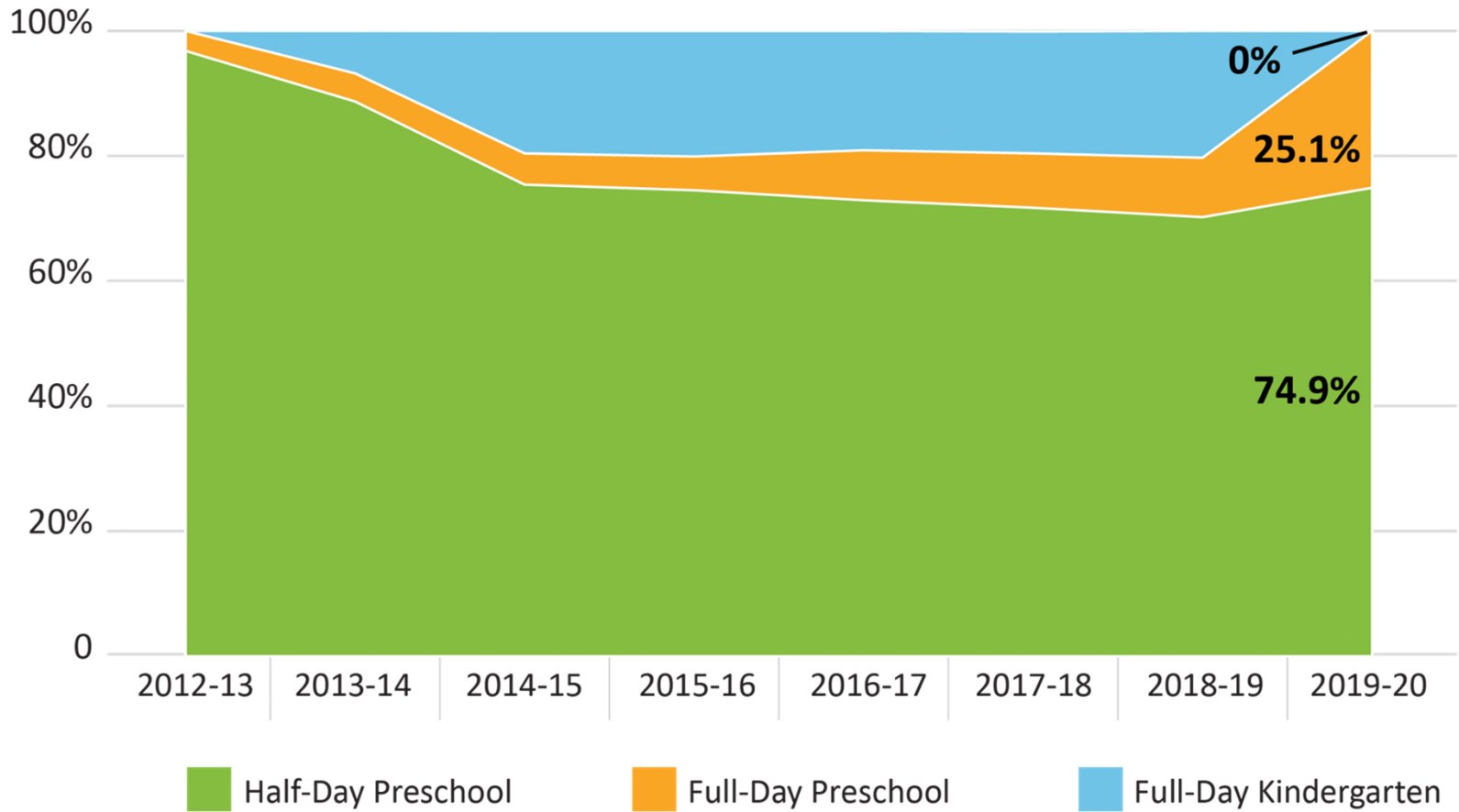
Colorado Preschool Program
Long-Term Outcomes for Students Served by CPP

Longitudinal data for students who participated in CPP show positive long-term outcomes related to grade retention, Colorado Measures of Academic Success (CMAS) assessment, and on-time graduation.

Key Findings:

1

Students who participated in CPP are retained at a lower rate in grades K-3 than children who did not participate in CPP. Compared to at-risk peers who did not attend state-funded preschool, CPP graduates are less likely to be retained (i.e., held back in a grade) by about half in K-3 overall and as low as two-thirds the rate in first grade. This translates to lower costs for children repeating a grade.
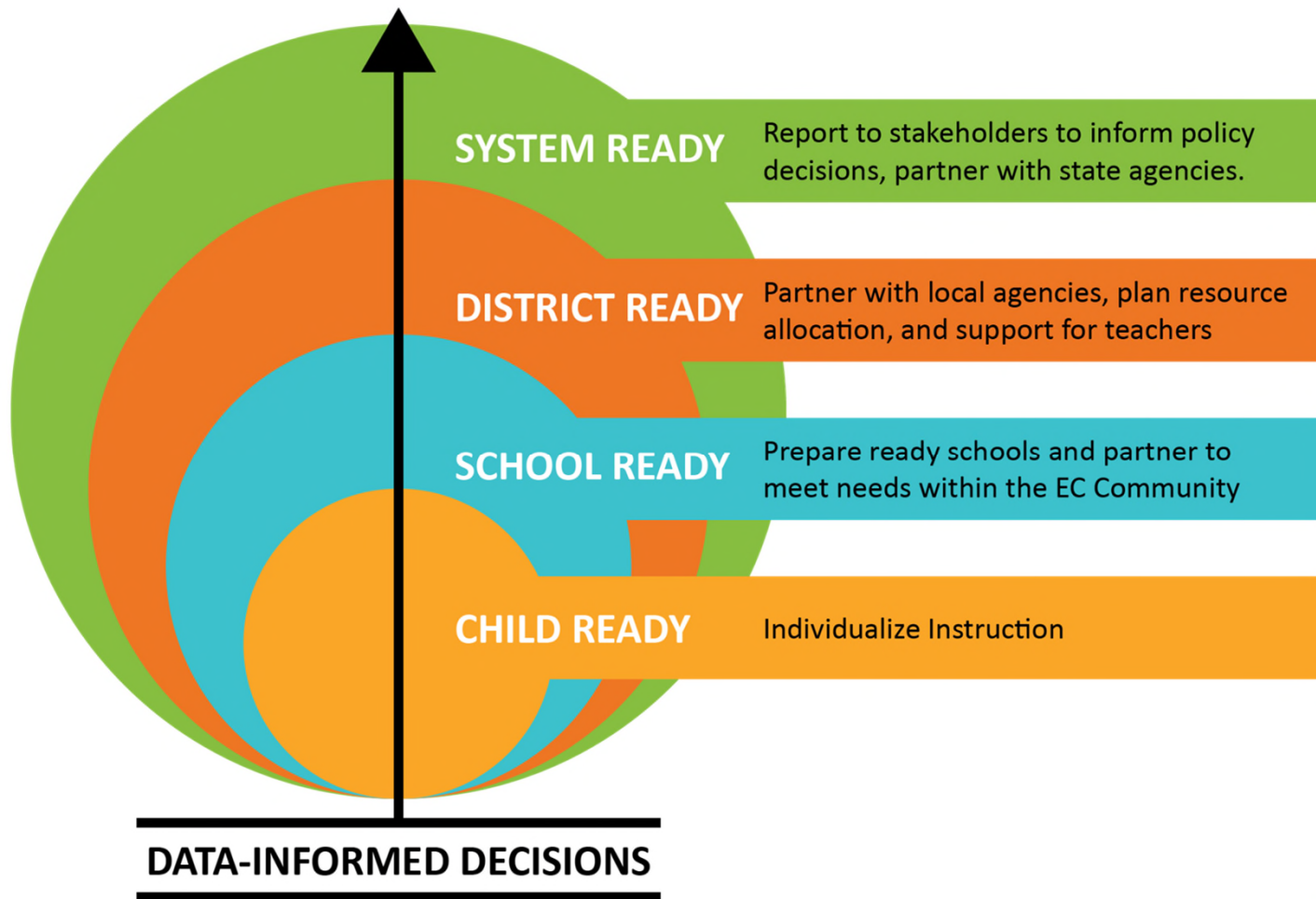
2

The percentage of CPP graduates who meet or exceed CMAS expectations is higher compared to at-risk peers in most subject areas. These trends are seen as far out as 11th grade in the case of science.

3

Students who participated in CPP are more likely to graduate on time than children who did not participate in CPP. The odds of graduating on time with a high school diploma (within four years of entering ninth grade) were 12 percent higher for children who participated in CPP in the 2004-05 school year, even when controlling for key demographic variables.

Kindergarten School Readiness

SYSTEM READY — Report to stakeholders to inform policy decisions, partner with state agencies.

DISTRICT READY — Partner with local agencies, plan resource allocation, and support for teachers

SCHOOL READY — Prepare ready schools and partner to meet needs within the EC Community

CHILD READY — Individualize Instruction

DATA-INFORMED DECISIONS

Kindergarten School Readiness Legislative Requirements (section 22-7-1004 C.R.S.)

Requirements of the State Board of Education

- Adopt a description of school readiness

- Adopt one or more assessments

- Adopt a system for reporting population-level results

- On or before July 1, 2017 and every six years thereafter:
  - review the school readiness description and adopt any appropriate revisions
  - review the school readiness assessments and adopt any appropriate revisions

Requirements of Local Education Providers

- Ensure all children in publicly funded preschool or kindergarten receive an Individual School Readiness Plan

- Administer the kindergarten school readiness assessment to each student in kindergarten

Child Ready:
Kindergarten School Readiness Assessment

1

Assesses the following domains:

- Physical well-being and motor development

- Social and emotional development

- Language and comprehension development

- Cognition

- Math

- Literacy

2

Observational, authentic and formative in nature

- Teachers document children's development in each domain

- Within first 60 days, teachers provide a rating in each domain

3

Assessment data is used to inform individual kindergarten school readiness plans

4

Aggregated information is provided to CDE to fulfill reporting requirements under CAP4K

- The Colorado READ Act is a state initiative designed to support every student achieve reading competency by the end of the third grade.

  - Because the READ Act and kindergarten school readiness requirements apply to the kindergarten level, options exist to avoid duplication.

    - READ Act interim assessments may be used to meet the requirement of the literacy domain for the kindergarten school readiness assessment

    - READ plans, if required, are to be a component of the school readiness plans

Kindergarten School Readiness Statewide Collection Update

Data submission window for the kindergarten school readiness data collection: October through December 2021

Changes for the 2021-22 school year

- **Prior to this school year,** districts submitted only aggregate readiness information not by domain but by number of domains in which students demonstrate readiness.

- **In March 2020,** the State Board of Education approved the use of named domains.

- **This fall** will be the first year districts report kindergarten school readiness information by domain.

Mock Data: Percent of Students Meeting Domains
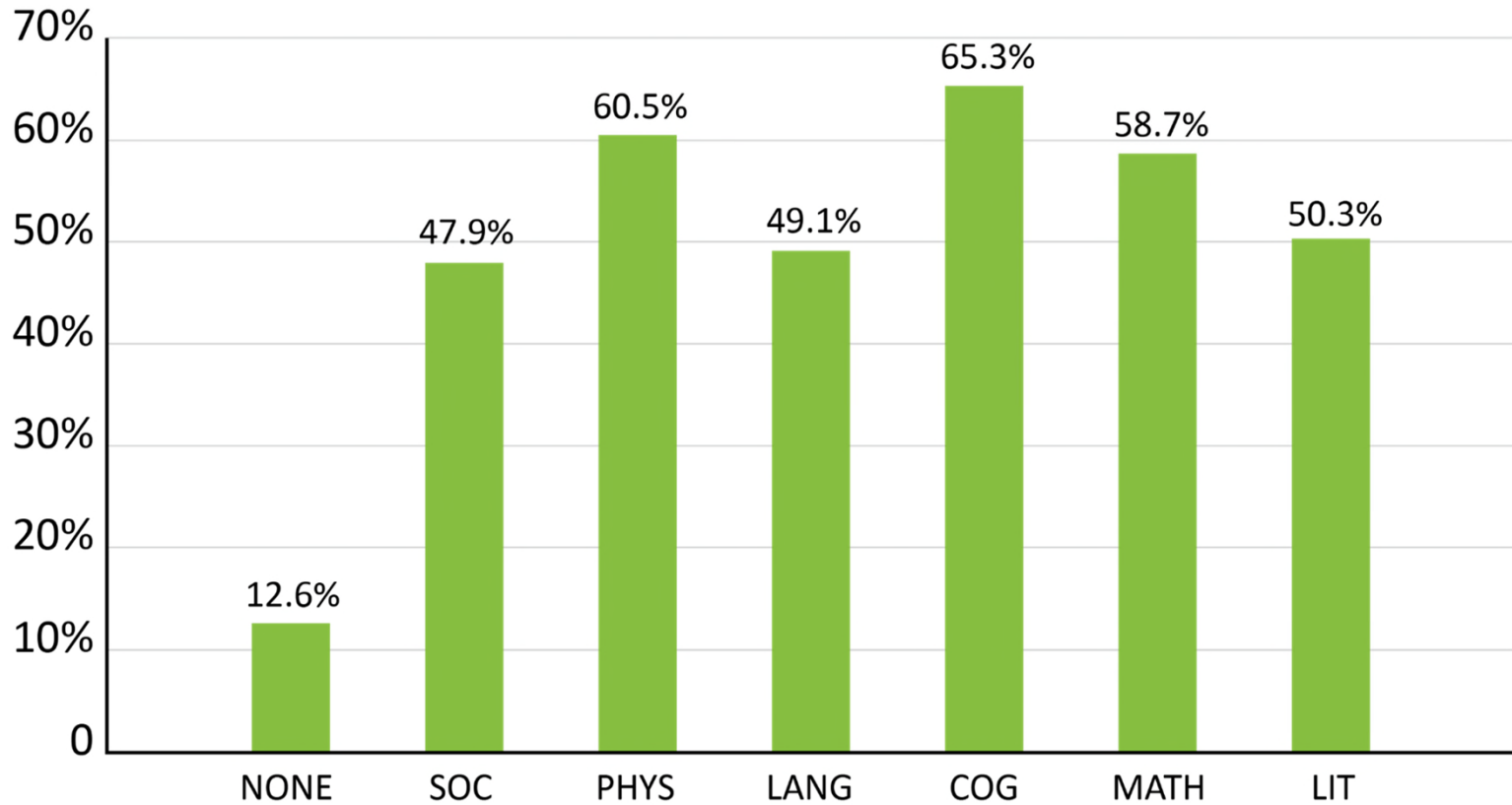
Transitions to Kindergarten

With funding from the state's Preschool Development Grant, CDE is partnering with the Office of Early Childhood, and the National P-3 Center to develop a detailed, system-level plan to help the state better coordinate on the transitions between the mixed-delivery early childhood education system and the K-12 system.

Outcomes 2020-21

- Partnered to conduct a synthesis of federal and state policies
- Partnered to conduct a needs assessment related to transitions from preschool to kindergarten.

Looking Ahead

- Support the completion of a transitions toolkit of resources, training materials and tools for families and early childhood providers.
- Complete transition roadmap to support families, community providers and school districts.

Impact of COVID on Preschool and Kindergarten

Preschool

- Enrollment decreased from 2019-20 to 2020-21 by 4,838 children (20.6%)

- Enrollment decreased in Preschool Special Education in 2020-21 by 1,702 (19%)

Kindergarten

- Enrollment decreased by 5,800 students (9.1%) in 2020, from 64,000 in 2019 to 58,209 students in 2020.

> I found that during COVID it was more efficient to use technology to communicate with my parents. I had 100% participation in parent/teacher conferences. I also found that this format allowed for separated or divorced parents to participate without the tension of in person conversations and I felt the impact was greater in allowing the information to be heard first hand and consistently, instead of two different conferences.
>
> -Small Rural District

We implemented meeting each child at their vehicle for drop off and walking each child out to their vehicle for pick up on a staggered schedule. This *"change due to COVID"* has been an absolute positive experience because we literally meet with families every day! This has enabled us to share glows and grows more frequently and directly with families.

-Southern Colorado District

District Quotes Related to Services During COVID

COVID-19, for lack of a better phrase, was a big bummer for family participation in our schools this year. It was so sad to not have families in the classrooms, however, EELC came up with creative ways to keep families involved. A private Youtube channel was created so teachers could do tours of their classrooms or science experiments, story times that parents could access. The teachers used Remind and Zoom to keep a modified face to face relationship with parents and families.

-North East Colorado District

Additional Collaboration

Preschool Development Grant: CDE and CDHS Additional Collaboration

1

- Collaboration between the CDE and the CDHS directs Preschool Development Grant (PDG) funds to target specific, overlapping priorities, including family engagement, early literacy, early intervention, and transitions into kindergarten.

- New bullet placeholder

2

Informed by Birth–5 Needs Assessment in 2019

3

Key collaboration activities:

- Preschool expansion of Early Literacy Grants

- Transitions Roadmap

- Growing Readers Expansion

- Increasing Inclusive Practices in Early Childhood (Collaboration with OEC and the Positive Early Learning Experiences Center at University of Denver)

Early Literacy Grant Preschool Expansion

> Preschool and kindergarten have understood the need to collaborate but never really knew where to start. The training and delivery of early reading skills have provided them with direction, collaboration, and rich conversations around early literacy skills.
>
> -Lisa Fillo, Principal, D49

An interagency agreement between CDHS and CDE allocates funds from the PDG to expand the state-funded K-3 Early Literacy Grants to increase the understanding and skill in implementation of scientifically based reading instruction of Colorado preschool educators.

Early Literacy Grant Preschool Expansion

Goals

- Promote collaboration between a Comprehensive Early Literacy Grant participant and early childhood programs

- Improve implementation of scientifically based reading instruction across preschool through third grade.

- Aligned goals with Comprehensive ELG grantees' established plans and goals.

Outcomes

- Over 100 teachers, paras, leaders, and coaches participating in or completed preschool literacy training.

Key Self-Evaluation Themes

- Collaboration and common vocabulary across preschool and K-3;

- Deeper knowledge and intentional planning; and

- Increased literacy family engagement.