



NOVEMBER 2022

# Progress & Possibilities: Colorado's Transforming the Early Childhood Workforce Initiative

## Initiative Summary Report



**COLORADO**  
Department of Education

**COLORADO**  
Department of Early Childhood

## PROJECT TEAM

---

**Kacee Miller**, Portfolio Director –  
Early Learning (lead)

**Courtney Thornton**, Project Manager

**Katie Danna-Poston**, Senior Project  
Manager

## ACKNOWLEDGMENTS

---

The success of the *Transforming the Early Childhood Workforce in Colorado Initiative* was made possible through the support of many partners, including local communities that implemented the work, state agency staff that served as resource partners, and the Buell Foundation and Gary Community Ventures that provided funding and whose staff served as the Initiative’s advisory team.

**Special thanks** to Mathematica (formerly Mathematica Policy Research) and the National Academy of Science.

## SUGGESTED CITATION

---

Thornton, C., Danna-Poston, K., & Miller, K. (2022) *2021-2022 Progress & Possibilities: Colorado’s Transforming the Early Childhood Workforce Initiative*. Denver, Colorado: Early Milestones Colorado.

# Table of Contents

EXECUTIVE SUMMARY .....	3
INTRODUCTION .....	4
EVALUATION, ITERATION, AND TECHNICAL ASSISTANCE .....	5
PARTNERSHIPS & LOCAL RESPONSIVENESS .....	6
BUILDING COMMUNITY CAPACITY.....	7
OPPORTUNITIES & CONSIDERATIONS .....	9
SPOTLIGHT: YEAR 4 GRANTEES .....	10
REFERENCES .....	12
APPENDIX A: BUILDING COMMUNITY CAPACITY RIPPLE EFFECTS MAPPING TABLE .....	13

# Executive Summary

As Colorado's economy continues to grow, so too does the need for an effective early childhood workforce. *The Transforming the Early Childhood Workforce in Colorado Initiative* (the Initiative) was created to spur innovative partnerships and approaches to support this critical workforce.

The Initiative was first developed in response to a report from the National Research Council and the Institute of Medicine with recommendations for transforming the early childhood workforce and its interconnected systems.<sup>1</sup> What followed was a four-year project led by Early Milestones Colorado (Early Milestones), which was funded by the Buell Foundation and Gary Community Ventures. The Initiative centered on four key levers: **recruitment & retention, working conditions, education & career pathways, and compensation.** Data informed the work from the beginning and led to a comprehensive plan and a grant program.

This summary report highlights the work of the fourth year of grantees as well as the successes and impacts of the Initiative as a whole (2018 - 2022). Most notably, partnerships established among the grantees and between the grantees and their communities have set the stage for long-lasting changes. A Ripple Effects Map and a By the Numbers section are included to visually capture these positive outcomes.

There are many opportunities to better support and grow Colorado's early childhood workforce. This includes innovative recruiting to find and train new workers, improving compensation and benefits to retain workers, and focused strategies to increase the diversity of the field. Continued effort at the local and state levels will be crucial in creating a resilient early childhood workforce that benefits children, their families, and providers.



# Introduction

Decades of research have shown that the adults who care for young children while their parents work play a critical role in their healthy development. A 2017 survey and economic sector analysis found that the state’s early childhood workforce was nearing a crisis point.<sup>2</sup>

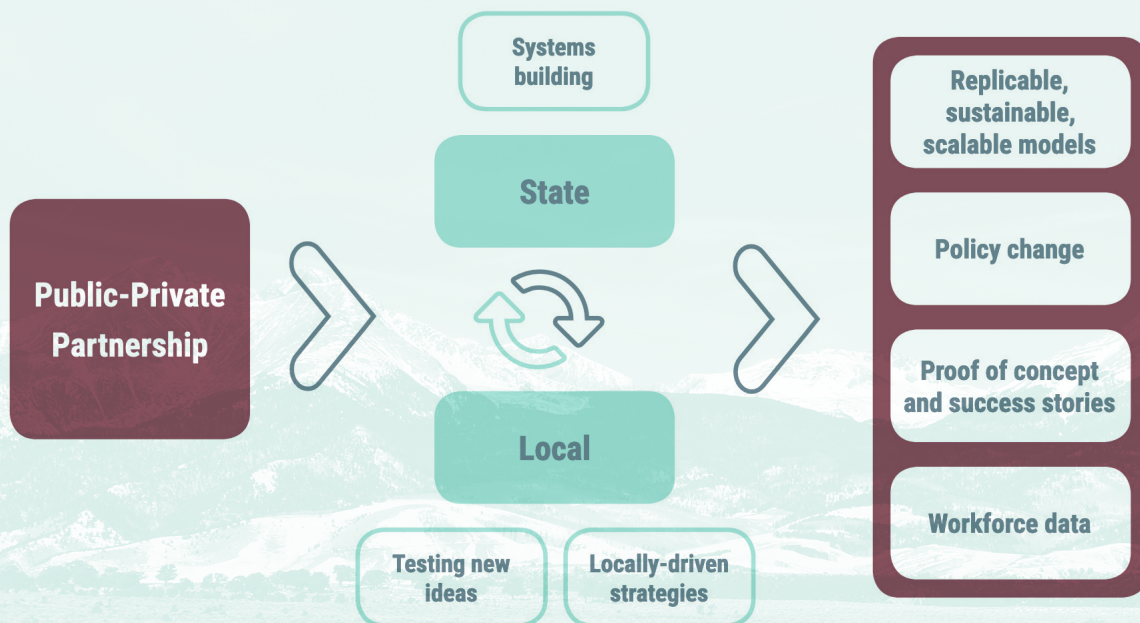
The need for early childhood educators is estimated to increase between 33 – 43% by 2025. However, 70% of directors surveyed reported difficulty finding qualified staff and said it takes an average of two-and-a-half months to fill vacancies.

Another persistent challenge is low wages. Most early childhood educators and family child care providers reported that they had difficulty paying their bills. Yet, parents cannot afford to pay more for child care. Stagnating wages also impact educators’ access to higher education. In the same survey, 87% of educators indicated they would like to pursue postgraduate studies if provided with financial assistance, convenient class time and locations, wrap around supports like child care, and courses relevant to their specific roles.

This research was foundational in the development of Colorado’s Early Childhood Workforce 2020 Plan, which strongly emphasized recruiting, retaining, compensating, and supporting the early childhood workforce. To advance and test innovation in these areas, the Early Childhood Workforce Innovation Grants were launched in 2018.

With the support of Early Milestones’ evaluation partner, Mathematica, grantees tested solutions to achieve sustainable, scalable, and replicable workforce models. This report summarizes the efforts of the grantees and how they have positively impacted 34 counties between 2018 and 2022.

## The Initiative’s Theory of Change



# Evaluation, Iteration, and Technical Assistance

**With support from Early Milestones and Mathematica, grantees used evaluation and research methods to improve their projects and spur systems change.**

In partnership with Early Milestones, Mathematica supported grantees with the Learn, Innovate, and Improve (LI<sup>2</sup>) framework.<sup>3</sup> This framework is a collaborative, systematic process that infuses evaluation and analytic methods into every step. Grantees utilized the LI<sup>2</sup> framework to organize implementation strategies, align strategies to desired outcomes, quickly test and refine strategies, and collect and utilize data to adjust as needed.

With the LI<sup>2</sup> framework, grantees improved processes, and practices. For example, **St. Vrain Valley School District (St. Vrain)** surveyed P-TEACH participants about their FAFSA<sup>®</sup> experience and learned that many high school students were confused and intimidated by the process. They also learned that paraprofessionals assumed they would not be eligible for financial aid. In response, St. Vrain held its first bilingual FAFSA<sup>®</sup> training event in English and Spanish in 2022. With over 250 registrations, St. Vrain plans to host future trainings.

Grantees also participated in quarterly meetings to share learnings and build relationships. Partners at the Colorado Department of Education (CDE) and the Office of Early Childhood, now the Colorado Department of Early Childhood (CDEC), joined these meetings to ensure coordination with state-level workforce efforts. These partners also incorporated lessons learned from grantee experiences into state processes, funding decisions, and policy change efforts.

## EC Workforce Innovation Grants by the Numbers

### 2018-2019 GRANTEES

**20**  
new Early Childhood Teacher (ECT) **qualified students**

**67**  
**high-school students enrolled** in concurrent enrollment coursework

### 2019-2020 GRANTEES

**20**  
mentor-teachers trained to **support provisional ECT students**

**21**  
**bilingual students** completed CDA courses

**34**  
**high-school students** enrolled in ECE concurrent enrollment coursework

### 2020-2021 GRANTEES

**100**  
**high-school students** enrolled in concurrent enrollment coursework

**58**  
**refugee or immigrant candidates** completed CDA coursework

**111**  
**hours** of place-based early childhood coursework completed

# Partnerships & Local Responsiveness

The Initiative highlighted the power of community coalition building, strong partnerships, and responding to local needs to implement innovative solutions.

In their applications, potential grantees identified community partners for their projects and shared how they would work together. They also showed how the lead organization was connected to the community and ready to begin the work. Lastly, they identified a local champion with strong ties to the community to help build momentum for the project and act as a thought partner.

Successful grantees had deep ties to their communities and relied on their local knowledge to develop innovations. For example, **Early Childhood Options of Summit County** (Year 1 Grantee) built a coalition of early childhood professionals to implement their strategies. The team used robust data to understand the needs of the early childhood educators and existing compensation and benefits strategies. This data led to the creation of an Human Resources shared-services manager, who conducted benefits research and helped center directors apply for federal Paycheck Protection Program loans to retain staff during the pandemic.

**Gunnison Hinsdale Early Childhood Council (GHECC)** (Year 4 Grantee) leaned on their local champion, County Commissioner Elizabeth Smith, to gather the Board of County Commissioners for a presentation of project findings. This meeting – and the momentum built – led to a discussion around a potential ballot initiative or special tax district to increase funding for educator pay and benefits. GHECC also secured additional funding to continue its work.

The **Pamoja Initiative's** local champion, Heather Craiglow, Director of the Colorado Head Start Collaboration Office, built public awareness and made connections. This helped the project grow from a small program with 30 refugee and immigrant women taking Child Development Associate (CDA) coursework to over 80 CDA candidates, multiple child care centers employing former Pamoja participants, family support classes, doula training, and more.

In addition to the grantee teams, the advisory team\* met regularly to discuss systems barriers and the grantees' work. These meetings led to opportunities to engage with the Council for Professional Recognition (which administers the CDA) and child care licensing around rule and regulation changes. Increased collaboration also helped identify priorities for stimulus funding dedicated to the workforce.

\* The Initiative's advisory team includes representation from the Buell Foundation, Gary Community Ventures, the Colorado Department of Early Childhood, the Early Childhood Leadership Commission, the Colorado Department of Education, Colorado Head Start Collaboration Office, and Early Milestones.

## EC Workforce Innovation Grants by the Numbers

2021-2022 GRANTEES

442

days of sick leave paid for early childhood educators

21 of the 39

courses needed for a Bachelor of Arts in early childhood education are offered in the place-based pathway at the University of Colorado Denver

237

early childhood professionals across

3

counties

received career-navigation support

### INITIATIVE TOTAL

111

Applications

24

Awards

Over  
\$2.6M  
Awarded

# Building Community Capacity: Initiative Ripple Effects Map

The Initiative showed the impact of leveraging public-private partnerships to advance innovation. Using the Community Capitals Framework, we can see how more collaboration, targeted funding, and advocacy has led to systemic change for Colorado's early childhood educators.<sup>4,5</sup>



Connections between people and organizations that can be used to make things happen.



## Built

Infrastructure existing within a community.



## Financial

Financial resources available to invest in community development.



## Natural

Natural and environmental resources that exist in a community.

# Types of Community Capital



## Human

The skills, ability, and access to data of individuals.



## Cultural

What we value, and the voices heard and listened to.



## Political

The ability to influence rule making, legislation, and government by elevating the voices of community members and organizing around issues.

# Ripple Map

For more information and results from the Ripple Effects Mapping session, please see Appendix A (pg.13).

In the Fall of 2022, Early Milestones conducted a Ripple Effects Mapping (REM) exercise with grantees and other early childhood professionals to reflect on all four years of the Initiative. REM is used to uncover and evaluate the “ripples,” both intended and unintended, of the project. The results are presented below with ripples organized using the key initiative levers and an additional category of cross-sector collaboration.



**LEGEND**

**TYPE OF COMMUNITY CAPITAL**

- Cultural
- Financial
- Social
- Built
- Human
- Natural

**LEGISLATION OR LEGISLATIVE IMPACT**



# Opportunities & Considerations

## Promote Language Justice and Access to Diverse Materials

As Colorado's child population becomes more diverse, the early childhood workforce should reflect the children they serve in ethnicity, culture, language, and lived experience. As we work toward this goal, it will be important to:

- Expand access to linguistically and culturally diverse resources.
- Offer all licensure training in multiple languages.
- Recruit multilingual support staff (i.e., licensing specialists, coaches, and professional development specialists).
- Reduce barriers to higher education.
- Provide ECE and higher education programs with ongoing diversity, equity, and inclusion training.

## Improve Compensation & Benefits

Early childhood education is an essential occupation to support a thriving economy and promote children's healthy development. To recruit and keep qualified professionals, it is important to increase wages, benefits, and other incentives. Communities can:

- Implement a statewide compensation model tied to credentials, building on local models and those in other states.
- Establish dedicated state funding to support and sustain local efforts.
- Explore local ballot measures and tax incentives to increase wages.
- Prioritize benefits as a recruitment and retention tool.
- Close the gap between ECE educator and K-12 teacher wages and benefits.<sup>6,7</sup>

## Expand Mentorship & Coaching

For students and new teachers in the field, mentorship and coaching can provide motivation and supplement learning.

- Training mentor teachers and incentivizing them with higher wages can help retention efforts and reduce burnout.
- Career pathways with room for advancement can help professionalize the field.

## Streamline Pathways & Increase Career Navigation Support

The early education credentialing system in Colorado is complex. Career navigation services can help students understand the multiple pathways that are available.

One-on-one support can make entry into the field and career progression more attainable to those from marginalized backgrounds.

Colorado must also continue to simplify pathways by:

- Increasing collaboration between educational institutions.
- Streamlining requirements.
- Offering credit for prior learning.
- Expanding programs that make it easy for candidates to enter and progress within the field.

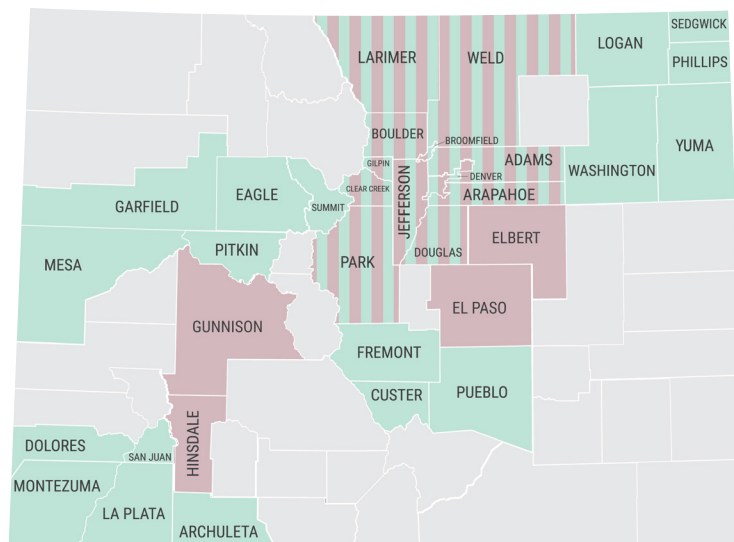
## Collaborate Across Silos

Some of the Initiative's most critical outcomes were the collaboration, idea-sharing, and partnership that helped connect policymakers to local innovations and identify needed policy changes. As Colorado prepares for universal pre-kindergarten and continues to address the shortage of early childhood educators, it will be essential to:

- Improve outcomes by working with non-traditional partners.
- Promote systems change by connecting practitioners and policymakers.
- Create Memorandums of Understanding (MOUs) and articulation agreements between education and credentialing institutions.
- Encourage organizational partnerships to provide wrap-around support and respond to teacher needs.
- Share data and lessons learned across organizations.

# Spotlight: Year 4 Grantees

The Initiative's final group of grantees focused on local solutions to compensation and advancement, career navigation services, embedded coaching and mentorship, and advocacy. Their projects were chosen based on data-informed, equitable, and sustainable systems building in the early care and learning sector. **This is important as the child care sector continues to recover from the pandemic and prepares for the launch of universal pre-kindergarten in 2023.**



2018-2021 Grantees

2021-2022 Grantees

## Successes

### Navigation Services

- **Denver's Early Childhood Council, Early Childhood Partnership of Adams County, and Joint Initiatives for Youth and Families in El Paso County** formed the **Career Navigation** team. They focused on developing a career navigation model in their respective communities. The team offered relationship-based and culturally responsive coaching, financial support, and technical assistance with the PDIS.

### Public Awareness

- **Gunnison-Hinsdale Early Childhood Council (GHECC)** raised awareness about the fragile state of the local workforce. This was done through initiatives that support early childhood educators, such as paid sick leave and a stipend program based on [credential level](#). They also gathered information on the potential cost of expanded benefits and communicated insights from teacher surveys.
- The **Early Childhood Council of Larimer County (ECCLC or Larimer)** launched a community education and information-gathering effort about a potential ballot initiative that would dedicate funding for early childhood programs.

### Career Advancement, Coaching, and Compensation

- **St. Vrain Valley School District (St. Vrain)** scaled its successful P-TEACH program to include paraprofessionals who gained support from an internal coach and access to postsecondary coursework.
- **University of Colorado Denver (UCD)** further developed its Place-Based BA Program with additional embedded coaching supports and non-early care and education course offerings for student educators.
- **The Pamoja Initiative** scaled its pathway for refugee and immigrant women to build careers in early childhood education. They offered onsite coaching, mentorship opportunities, and support for higher education and job placement.

# Lessons Learned

## Career Exploration and Advancement require intensive navigation support.

- One-on-one career navigation services provide guidance for early childhood professionals. This can increase retention and provide motivation for career advancement.
- Community-specific career pathway maps are essential for helping professionals advance through a complex field.

“*[Before,] I felt like I had no true direction or guidance. When I first called [career navigation services], I was treated with respect and compassion. I was given many different path options and all of the resources they offered [were] laid out to me.*”

EARLY CHILDHOOD EDUCATOR RECEIVING CAREER NAVIGATION SERVICES

## Consistent and Collaborative Coaching is essential for early childhood professionals.

- Support for coaches and mentor teachers enhanced best practices and sustainability.
- Place-based, one-on-one, and on-the-job “in-house” coaching lets early childhood educators learn and apply concepts to their work.
- Culturally and linguistically diverse coaches and mentors are essential to support the growing population of immigrants and refugees entering the field.

“*It was very inspiring to know I would receive this amount of support to get started and get me through what I had to do to finish up and get my degree.*”

UCD PLACE-BASED BA STUDENT EDUCATOR

## Partnerships are critical to advocating for systems change.

- Solid partnerships between relevant organizations, such as early childhood councils, school districts, and community colleges, support a community’s “grow your own” workforce efforts.
- Communities can engage local policymakers as champions for early childhood education and work together with local governments to decrease barriers. For example, Early Childhood Options of Summit County’s board served as an advisory board to the county commissioners and used findings from their grant to inform the alignment of pre-kindergarten funding and strategies for educator wage increases.

“*Throughout our three years of working with [the P-TEACH Program], we’ve really created a comprehensive early childhood system in Boulder County. Now we have new educators in our classrooms who have completed college coursework, and who were high school students taking our ECE courses, it is really amazing to see.*”

DAVID BAKER, ST. VRAIN VALLEY SCHOOL DISTRICT

## Compensation is still a barrier to recruitment and retention.

- Both newer and seasoned professionals mention compensation as a top concern.
- College credit for PDIS courses, scholarship funding, and state or federal aid decrease financial barriers for professionals entering or advancing in the field.
- Paid sick leave and stipends based on credentials support retention.

“*It’s hard when others make more for being in kindergarten. It’s the same hours and dedication, same building; [it’s hard] to be paid 16 percent less.*”

EC EDUCATOR FOCUS GROUP PARTICIPANT (GHECC)

## REFERENCES

<sup>1</sup>Institute of Medicine and National Research Council. 2015. Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation. Washington, DC: The National Academies Press. <https://doi.org/10.17226/19401>.

<sup>2</sup>Schaack, D. & Le, V. (2017). Colorado Early Childhood Workforce Survey 2017 Final Report. Denver, Colorado: University of Colorado Denver. <https://earlymilestones.org/wp-content/uploads/2020/02/CO-EC-Workforce-Survey-Intro.pdf>

<sup>3</sup>LI<sup>2</sup> was created by Mathematica in partnership with the Administration for Children and Families, Office of Planning, Research, and Evaluation.

<sup>4</sup>Flora, C.B., Flora, J.L. and Fey, S. 2004. Rural Communities: Legacy and Change (2nd Edition). Boulder, CO: Westview Press.

<sup>5</sup>Mary Emery & Cornelia Flora (2006) Spiraling-Up: Mapping Community Transformation with Community Capitals Framework, Community Development, 37:1, 19-35, DOI: 10.1080/15575330609490152

<sup>6</sup>Barnett, S. and Kasmin, R. (2017). Teacher Compensation Parity Policies and State-Funded Pre-K Programs. New Brunswick, NJ: the National Institute for Early Education Research and Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley.

<sup>7</sup><https://earlymilestones.org/wp-content/uploads/2020/02/2020-Hot-Topic-ECE-Workforce.pdf>



# EARLY MILESTONES COLORADO

[earlymilestones.org](https://earlymilestones.org)



@EarlyMilestonesCO



@EarlyMilestones












@earlymilestones

















[linkedin.com/company/earlymilestones](https://www.linkedin.com/company/earlymilestones)



















# Building Community Capacity Ripple Effects Mapping Table

Domain / Lever	Individual or short-term impact	Community or mid-level impact	System or long-term impact	Legislation?	Community Capital
Career Pathways, Education & Professional Development	Valley Settlement’s Spanish Language Child Development Associate (CDA) Program & Pamoja Early Childhood Career Pathways Program highlighted the need to remove ESL educator career development barriers and support increased diversity in the workforce.	Early Milestones Colorado, the Colorado Department of Human Services, and the Colorado Department of Education along with Valley Settlement and Pamoja advocated for changes to national testing requirements, which are well-known barriers for ESL educators.	The Council for Professional Recognition changed CDA rules and guidance on workplace language use requirements, removing a barrier for non-English CDA candidates nationwide.		 SOCIAL
			CDEC is committed to increasing PDIS training in other languages and will publish the entire PDIS (Professional Development Information System) library in Spanish.		 POLITICAL
Career Pathways, Education & Professional Development	Larimer County’s Provisional Early Childhood Teacher (P-ECT) waiver allowed students & assistant teachers to work, under supervision, as Early Childhood Teachers while getting their qualifications.	The Early Childhood Leadership Commission (ECLC) created a process for other communities to apply for waivers, and worked with the Office of Early Childhood (OEC now CDEC) to manage the waivers.	Increased flexibility in state recruitment and retention programs. Recognition of the need for varied pathways with many entry-points.		 HUMAN
			CDEC instituted a universal/ statewide P-ECT waiver for statewide use to allow educators into the classroom more quickly during the pandemic and beyond.		 SOCIAL  POLITICAL
Recruitment & Retention	During the COVID-19 pandemic, the rural resort communities of Durango and Summit County formed new partnerships and support for early childhood educators.	The Durango 9-R School District created a new ECE lab classroom in a high school. This provides child care for teachers and gives high school students working in the lab an opportunity for college credit.			 HUMAN
Working Conditions & Preceptions of ECE		Summit County hired an HR Shared Services Manager to help centers apply for COVID relief funds, support staffing, and ensure safe re-opening.			 SOCIAL  BUILT











APPENDIX A: BUILDING COMMUNITY CAPACITY RIPPLE EFFECTS MAPPING TABLE (PAGE 2 OF 6)

Domain / Lever	Individual or short-term impact	Community or mid-level impact	System or long-term impact	Legislation?	Community Capital
<b>Working Conditions &amp; Perceptions in the Field</b>	Early Childhood Service Corps (ECSC, formerly Boomers Leading Change) engaged older-adult volunteers as mentors for CDA candidates and center directors.	ECSC created comprehensive ECE coursework for retired professionals. Volunteers provided tutoring support to refugee and immigrant CDA candidates and provided business support to ECE center directors who were stretched thin during COVID .	ECSC partnered with the University of Colorado, Denver (UCD) to create ECE 101 and 103 courses tailored to older adults interested in becoming classroom substitutes.		 HUMAN
<b>Recruitment &amp; Retention</b>					 SOCIAL
<b>Career Pathways, Education &amp; Professional Development</b>					
<b>Career Pathways, Education &amp; Professional Development</b>	Multiple workforce innovation projects including the Early Childhood Council of La Plata County, Larimer County Early Childhood Council, and Denver's Early Childhood Council highlighted "nearly qualified" candidates and those working in early childhood with experience and coursework but no degree or credential.	Partnerships to target these potential educators were formed between higher education institutions, early childhood councils, non-profit, and state departments.	CDEC has dedicated \$4.0M for ECE 101 & 103 tuition, \$2.0M for CDA obtainment, and another \$17.3M in scholarships for certificate and degree programs from American Rescue Plan, and Preschool Development Grant Funds to be used by September 2024.	✓	 FINANCIAL  HUMAN  POLITICAL
			Colleges and Universities created new MOUs for acceptance of prior credit, and new Credit for Prior Learning opportunities.		 HUMAN  SOCIAL
<b>Recruitment &amp; Retention</b>		Denver's Early Childhood Council, Early Childhood Partnership for Adams County & Joint Initiatives for Youth and Families (El Paso County) joined together to plan and then implement a career navigation program that was tailored to each community but could be scaled.	With input from these councils, partners at the Department of Early Childhood and Department of Education were able to incorporate career navigation into their strategies, and dedicate stimulus funding to support pathways and professional development.	✓	 SOCIAL  POLITICAL
<b>Career Pathways, Education &amp; Professional Development</b>					 FINANCIAL  HUMAN
<b>Working Conditions &amp; Perceptions in the Field</b>		Five grantees were featured in Colorado Public Radio's series "The Workforce Behind the Workforce".	This series led to increased public awareness on the importance of ECE and the need for additional funding and support.		 CULTURAL  SOCIAL  POLITICAL

APPENDIX A: BUILDING COMMUNITY CAPACITY RIPPLE EFFECTS MAPPING TABLE (PAGE 3 OF 6)









Domain / Lever	Individual or short-term impact	Community or mid-level impact	System or long-term impact	Legislation?	Community Capital
<b>Working Conditions &amp; Perceptions of ECE</b>		Colorado Department of Early Childhood staff were included as part of the initiative advisory team and were able to use the initiative's implementation learnings to help execute CIRCLE grants when federal funding became available.	44 CIRCLE grantees are focused on workforce development and support including 8 former ECWI grantees.	✓	 SOCIAL  POLITICAL  HUMAN  FINANCIAL
<b>Career Pathways, Education &amp; Professional Development</b>		Gunnison Hinsdale Early Childhood Council (GHECC) devoted part of their grant to increasing the ECE equivalent coursework offered in the area.	GHECC partnered with Western Colorado University, CDEC, and CDE to develop an ECE 103 Equivalent course at WCU that would qualify for the 101&103 tuition scholarship from the state, an ECE 101 course was also developed.		 SOCIAL  HUMAN  FINANCIAL
<b>Recruitment &amp; Retention</b>					
<b>Career Pathways, Education &amp; Professional Development</b>	The ECC of La Plata County created a Career and Academic Advisor position at the Durango Adult Education Center.	The position mapped the ECE pathways in the community, as well as the current barriers to higher education for EC educators.	Mapping led to a new partnership with Colorado Northwestern Community College and more flexible course options in La Plata.		 SOCIAL  HUMAN
<b>Working Conditions &amp; Perceptions of ECE</b>	The ECC of La Plata County created a public marketing campaign to educate about ECE career pathways and the importance of ECE.	The campaign was embedded in local high schools and helped to reach local business to increase awareness of ECE.	This increased awareness paved the way for the ECC of La Plata County to receive a Homegrown Talent Initiative Grant and to join with other community leaders to build a new Career and Technical Education Center.		 BUILT  HUMAN  SOCIAL  CULTURAL  FINANCIAL
<b>Career Pathways, Education &amp; Professional Development</b>	Multiple grantees (La Plata, UCD, GHECC, SVVSD) used their innovation grants to pilot new coursework and training for ECE professionals.	Communities across Colorado now have more robust course offerings both online and in-person locally and more flexible course transfer options between community colleges and universities.			 SOCIAL  HUMAN

APPENDIX A: BUILDING COMMUNITY CAPACITY RIPPLE EFFECTS MAPPING TABLE (PAGE 4 OF 6)












Domain / Lever	Individual or short-term impact	Community or mid-level impact	System or long-term impact	Legislation?	Community Capital
Compensation	Workforce grantees pioneered solutions to the workforce shortage, but struggled to implement sustainable solutions to low wages and a lack of benefits in ECE.	During bi-monthly coordination calls and monthly advisory team meetings staff members from Milestones, OEC (now CDEC), CDE, Head Start, and the ECLC discussed the need for compensation solutions.	The Early Childhood Compensation and Benefits taskforce began in August 2022 with representation from Early Milestones, CDEC, and initiative grantees.	✓	 SOCIAL  POLITICAL
	This obstacle was highlighted in surveys conducted by grantees with educators who listed wages as a barrier to continuing in the field.		CDEC is now engaging in a compensation pilot and study that will provide learnings on sustainable models to increase compensation and address retention.	✓	 SOCIAL  POLITICAL  FINANCIAL
General	Partnership was a priority of the initiative. The workforce innovation RFP required named community partners and a commitment to learning.	Cross-grantee calls emerged in the 2nd year of the initiative and facilitated grantee connections as well as increased opportunities for state representatives to hear from communities about their needs.	This increased facetime helped CDHS and the ECLC develop an action plan, in accordance with Senate Bill 19-063, to begin addressing the critical child care shortage.	✓	 SOCIAL
			Discussions during cross-grantee calls led to advocacy by grantees, Milestones, and OEC to change licensing regulations.		 POLITICAL
			\$15.0 M authorized in SB22-213 for workforce recruitment & retention, and others in the EC workforce including ECMH, home visiting workforce, and early intervention.	✓	 FINANCIAL
Compensation	Multiple grantees including Summit County used their grants to organize themselves and their coalitions around policy change.		Increased advocacy for additional child care funding, workforce support, and tax policy reform to support early childhood in communities.	✓	 SOCIAL
Working Conditions & Perceptions of the Field	Many engaged their county commissioners, and created public information campaigns and opinion polls to gauge appetites for supporting early childhood policy.				 POLITICAL



APPENDIX A: BUILDING COMMUNITY CAPACITY RIPPLE EFFECTS MAPPING TABLE (PAGE 5 OF 6)

Domain / Lever	Individual or short-term impact	Community or mid-level impact	System or long-term impact	Legislation?	Community Capital
General			\$50.0M in sustainability grants for workforce retention		 SOCIAL  FINANCIAL
			An overall increased focus on the workforce and workforce supports at the new CDEC led to the creation of 8 positions dedicated to workforce development.		
			Acknowledgement of the need for public-private collaboration and collaboration across departments and state agencies.		
Career Pathways, Education & Professional Development	Workforce grantees highlighted systemic inequities in higher ed and ECE systems (i.e. lack of training/info available in multiple languages, not enough bi- or multi-lingual licensing specialist in state, CDA requirements), which further demonstrated need for additional resources, investments, and supports for home based providers.	Increased highlight on the diversity of Colorado's children and the need to support and recruit a diverse workforce to care for them.			 SOCIAL  CULTURAL
Working Conditions & Perceptions of ECE		Spotlight on the barriers FFN providers, especially those who may be undocumented, face in obtaining licenses and sustaining their child care business.	SB21-199 & SB21-77 remove documentation barriers, paving the way for undocumented FFN care providers to become licensed and obtain credentials.	✓	 POLITICAL
			\$7.5 M authorized by SB22 - 213 for FFN training and support programs.	✓	 FINANCIAL
Career Pathways, Education & Professional Development Recruitment & Retention Compensation	Successes of grantees and the increased focus on the workforce will contribute to the EC Workforce 2020 Plan and help Milestones and CDEC revise the Plan to meet the current realities of the workforce and new ECE policy landscape.		The upcoming creation of one comprehensive Early Childhood Workforce Plan (to be released in 2023) that identifies the broad needs for the early childhood workforce and the unique needs of different job roles as Colorado recovers from the pandemic and moves toward launching universal preschool.	✓	 POLITICAL  SOCIAL

APPENDIX A: BUILDING COMMUNITY CAPACITY RIPPLE EFFECTS MAPPING TABLE (PAGE 6 OF 6)

Domain / Lever	Individual or short-term impact	Community or mid-level impact	System or long-term impact	Legislation?	Community Capital
<b>Career Pathways, Education &amp; Professional Development</b>		2019 Workgroups with representation from Milestones and a number of grantees to address Quality (QRIS), Professional Credentialing, and competencies.	Re-write of Early Childhood Educator Competencies, and a new set of Early Childhood Director Competencies that are more responsive to the current workforce and career pathways.		 SOCIAL
<b>Career Pathways, Education &amp; Professional Development</b>	Workforce grantees supported candidates through the CDA and earning their credentials, and reported lessons learned and barriers to the state.		\$5 million in CDA investment with approximately 900 candidates who have begun the program since 2019.		 HUMAN  FINANCIAL
<b>Career Pathways, Education &amp; Professional Development</b>	2018 grantees St. Vrain Valley School District (SVVSD), Denver’s Early Childhood Council, and the ECC of La Plata County focused on concurrent enrollment and non-traditional pathways to the field as keys to increased EC Educator retention		Lessons learned from these grantees were communicated to state legislators, and the OEC. Supports for high-school concurrent enrollment programs, streamlined teacher credentialing, and credit for prior learning were included in HB20-1053.	✓	 POLITICAL  FINANCIAL
<b>Career Pathways, Education &amp; Professional Development</b>	2019 Grantee Red Rocks Community College (RRCC) added mentor teacher support to their apprenticeship program, and created an Apprenticeship Advisory Board with local partners.	The addition of mentor teachers helped reduce apprentice turnover and helped RRCC scale the model to additional communities across the state.	Apprenticeship was recognized as a sustainable pathway for ECE educators and supported in Executive Order D-2022-027.	✓	 POLITICAL  FINANCIAL  HUMAN  SOCIAL
	St Vrain Valley School District’s (SVVSD) P-Teach Program created successful apprenticeship and concurrent enrollment coursework models for new EC educators.	SVVSD has submitted an application for national apprenticeship designation which would make them the second registered program (RRCC was first) in Colorado.	CDEC hired an Apprenticeship Manager in 2022 and dedicated \$3.6M in funding for Federally Registered Apprenticeship Programs, including RRCC, by September 2024.		
<b>Career Pathways, Education &amp; Professional Development</b>	University of Colorado, Denver (UCD) created a place-based “learn while you earn” BA pathway to reduce barriers to higher education for working educators.		Other institutions including University of Northern Colorado, and Western University have expanded their place-based and online learning offerings for early childhood education.		 HUMAN
<b>Working Conditions &amp; Perceptions of ECE</b>	UCD partner sites: Mile High Early Learning, Sewell Child Development Center, and Clayton Early Learning have invested in substitute hours for educators in the BA pathway.		CDEC will create a substitute fund to support educators with substitutes during training and professional development.		 FINANCIAL