

# ECLC

*Early Childhood Leadership Commission*

## Data Subcommittee- Meeting

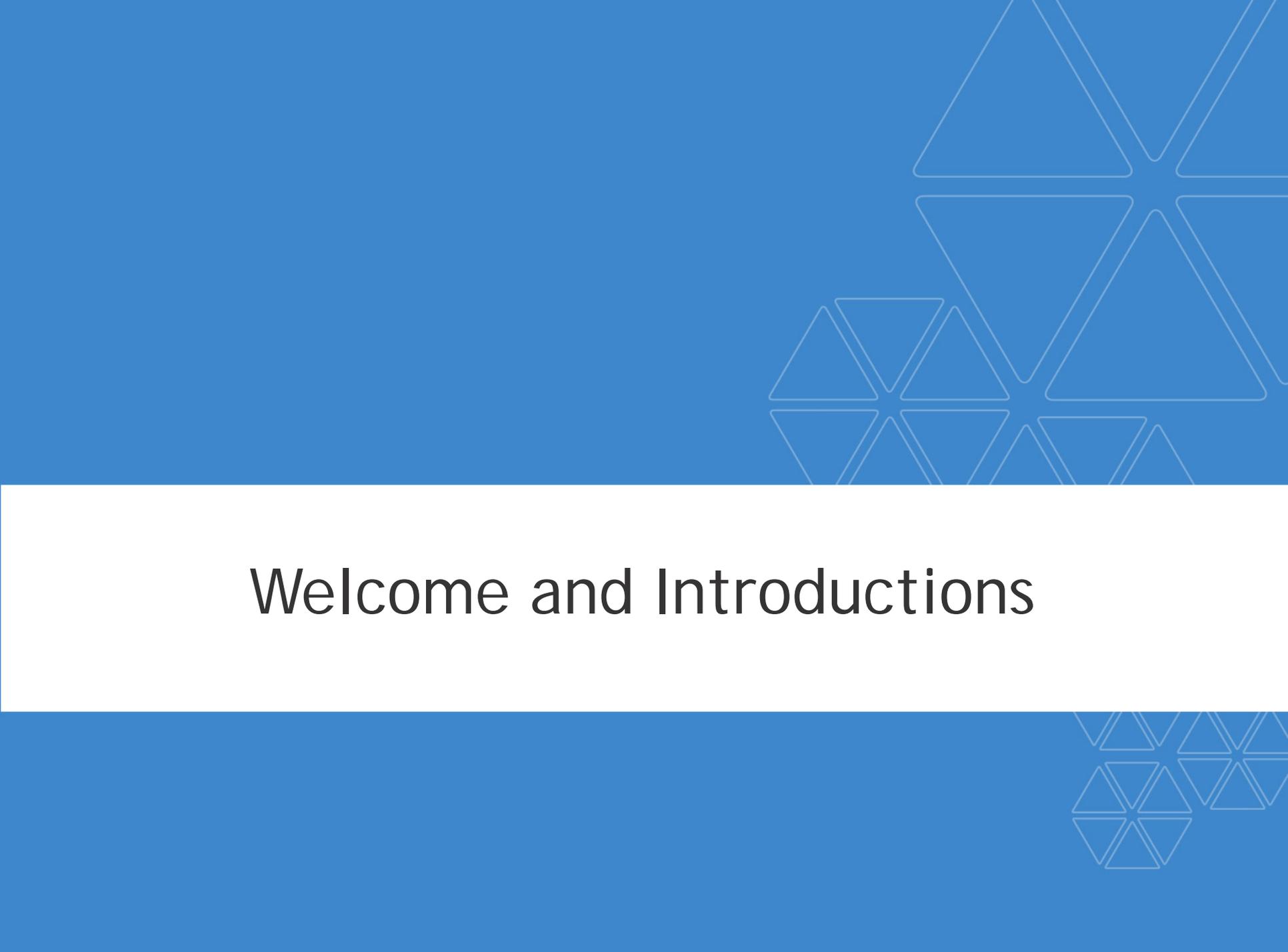
Monday, May 20 2019, 1:00-3:00 pm

Clayton Early Learning- Meera Mani

Room, 3975 Martin Luther King Blvd

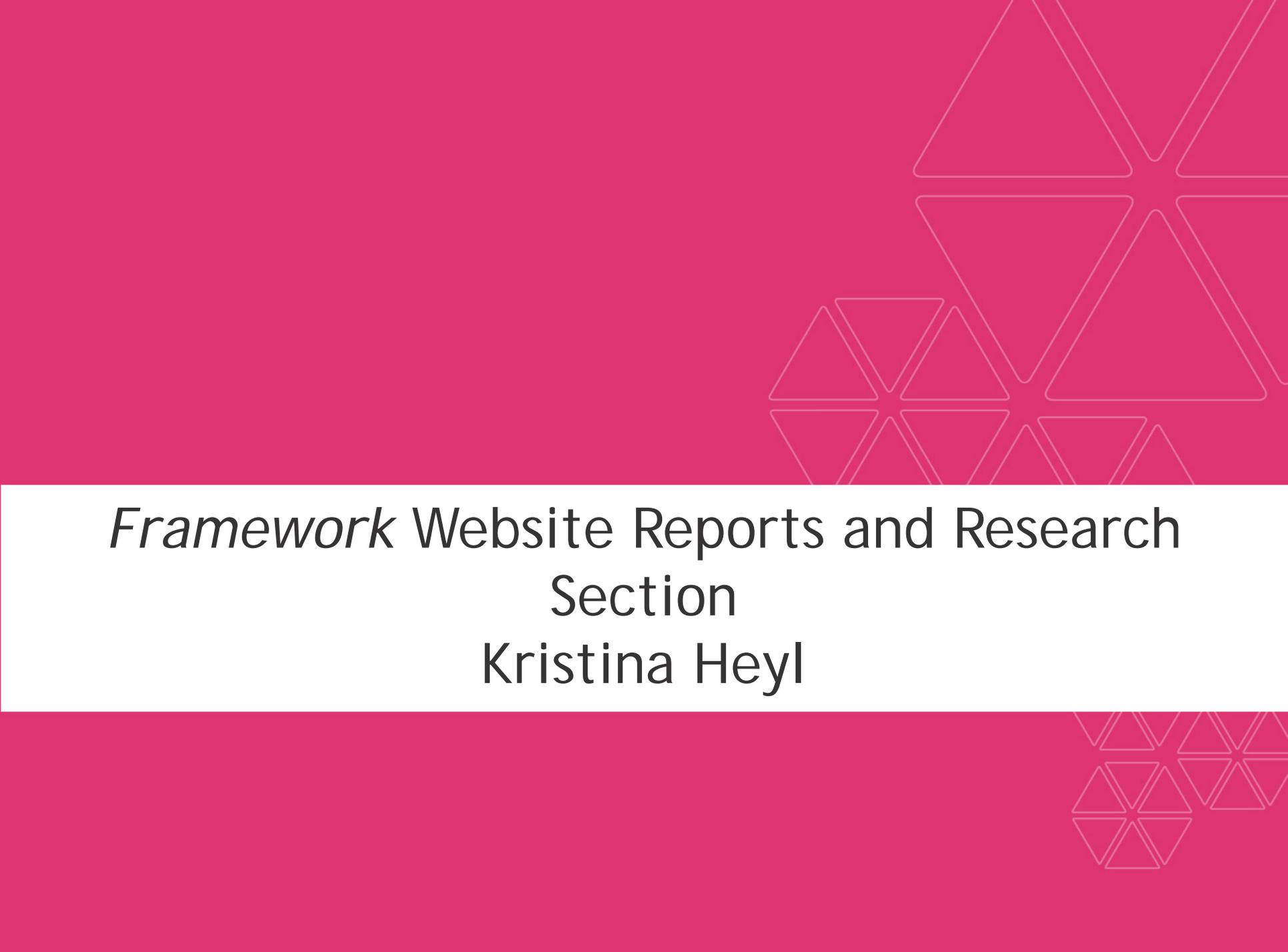
Denver CO 80205





# Welcome and Introductions

- Review meeting agenda and objectives
- Approve April 22, 2019 Meeting Minutes



*Framework* Website Reports and Research  
Section  
Kristina Heyl



# Areas of Opportunity Updates

## Charlotte Brantley

# Areas of Opportunity Updates

- Discuss indicators for 3rd Area: Support Improved Family Health & Economic Security Through a Two-Generation Approach
- Ongoing tracking of the 3 Areas of Opportunity

## **ECLC Opportunity Area Three: Support Improved Family Health and Economic Security through a Two Generation Approach**

Sources for Potential Indicators include Opportunity Index, PRAMS, and American Community Survey

### **Economy**

1. Poverty (% of population below poverty line – varies dramatically by county and within county) - OI
2. Households spending less than 30% of household income on housing costs (%) – OI and ACS

### **Education**

3. On-time high school graduation rate – OI (while not specific to EC, Area One captures PreK rates)
4. Education of the mother – PRAMS (see note above)

### **Health**

5. # of stressors reported during pregnancy – PRAMS
6. Low birth weight – (% of infants born weighting less than 5.5 pounds) - OI  
Note – subgroup discussed at some length whether this is the best indicator vs infant mortality. Both show disparities based on race/ethnicity, as well as taking into account the impact of altitude on birth weight.

### **Community**

7. Grocery Stores and produce vendors (per 10,000 population as proxy for food insecurity) – OI

Note – the subgroup also discussed a future TBD indicator of parental engagement, potentially from future public school data; and collecting mother's income and insurance status from PRAMS

## IMPROVE ACCESS TO HIGH QUALITY EARLY CARE AND EDUCATION FOR ALL FAMILIES

*High quality early care and education environments provide a stable place for children to grow and thrive, allowing them to build the strong foundation of cognitive and social-emotional skills they need to be prepared to succeed in school and develop life-long positive outcomes. Unfortunately, the availability of high quality services is severely lacking and poses a significant expense to families. Additional investments are needed to deliver services through a combination of programs, providers and settings, including licensed family and center-based child care programs, public schools, informal family/friend/neighbor care and other community-based organizations. This mixed delivery system provides early childhood care and education options that ensure wherever children are cared for, they are in high quality, supportive environments. Particular attention should be paid to infant and toddler care, which is significantly more difficult for families to access and afford.*

## OUTCOMES: WHAT WE WANT TO SEE

A supported, funded mixed-delivery system exists to meet family needs.

Adults understand and support children's learning and development, including social and emotional.

Early care and education options meet the needs, expectations of families.

- Families, including those with high needs, experience timely and coordinated services and supports.
- Families have affordable child care options.

Family engagement and leadership opportunities exist within programs, schools, and communities.

- Families advocate for high quality comprehensive services and supports that lead to future success.

## MEASURING PROGRESS

### Accessibility

1. % of eligible children age three to five who were able to participate in Head Start or Colorado Preschool Program by region (CDE)
2. # licensed child care slots compared to Colorado children up to 12 months, 1-2 year olds, 3-5 year olds by region (include child care deserts map) (CDHS)

### Affordability

3. % children in low income homes able to participate in CCCAP (CDHS)

### Meeting Needs

4. % of families that quit a job, did not take a job, or changed a job because of problems with child care (DOLE)

### Quality

5. % of licensed providers attaining a level 3-5 in Colorado Shines (CDHS)

# ELEVATE THE EARLY CHILDHOOD WORKFORCE TO ENSURE COORDINATED CAREER PATHWAYS AND APPROPRIATE COMPENSATION

*Early childhood educators provide the critical foundation for children in out-of-home care to develop the literacy and social-emotional skills they need to succeed in school. The early care and education sector is a cornerstone of local and state economic health, enabling parents to work and provide for their families while employing a large workforce of educators. However, as professional development opportunities and expectations for these educators have increased, compensation lags behind most other industries, and communities throughout Colorado are facing significant challenges recruiting and retaining a stable early childhood workforce. Ensuring that Colorado has a qualified, consistent and diverse early childhood workforce is critical to supporting the healthy development of children and maintaining a thriving economy.*

## OUTCOMES: WHAT WE WANT TO SEE

Early care and learning providers have higher compensation across all early childhood settings.

Early childhood educators obtain higher levels of training and professional development, measured through formal education and the PDIS.

- Education, coaching and ongoing training exist for caregivers, teachers and other professionals (aligned with Colorado's early childhood competencies).
- Clear, consistent qualifications and career pathways exist for individuals in the early childhood profession.

ECE providers of color and of diverse cultures are actively recruited/encouraged/incentivized to become ECE professionals.

Turnover rates among early learning and education providers across all formal care settings are reduced.

## MEASURING PROGRESS

### Compensation

1. % of ECE professionals earning a living wage by region, sector, setting (PDIS/DOLE)
2. % of ECE professionals who received public benefits for low income families (CO Workforce Survey)

### Diversity

3. ECE worker diversity compared to children in care OR Diversity in providers across settings (ACS, Colorado Workforce Survey, Kids Count)

## SUPPORT IMPROVED FAMILY HEALTH AND ECONOMIC SECURITY THROUGH A TWO-GENERATION APPROACH

*Parents are their children's first and most important teachers. Ensuring that parents have the health and economic supports they need to provide a nurturing home environment and meet their children's basic needs is essential for a child's healthy development. Children who are cared for in stable environments with access to health services, nutritious foods, safe water, stable housing and high quality learning environments are better able to develop the skills they need to succeed in school and thrive in their communities. Unfortunately, many children are living in environments without these basic supports, which research suggests can lead to poor mental and physical health, less success at school and work, and lower socioeconomic status in adulthood. Colorado should continue to support family health and economic security through state and local programs and ensure that interventions provide opportunities for both children and caregivers.*

## OUTCOMES: WHAT WE WANT TO SEE

Family engagement and leadership opportunities exist within programs, schools, and communities.

- Family knowledge and capacity support children's healthy development and learning.
- Families advocate for high quality comprehensive services and supports that lead to future success.

Education, employment, housing, financial and legal supports contribute to family economic security.

- Families, including those with high needs, experience timely and coordinated services and supports.
- Family-friendly policies and practices exist in the workplace.
- Economic policies impacting families are enhanced or maintained (e.g. EITC).

Services and supports promote the well-being and resiliency of parents and caregivers (and children):

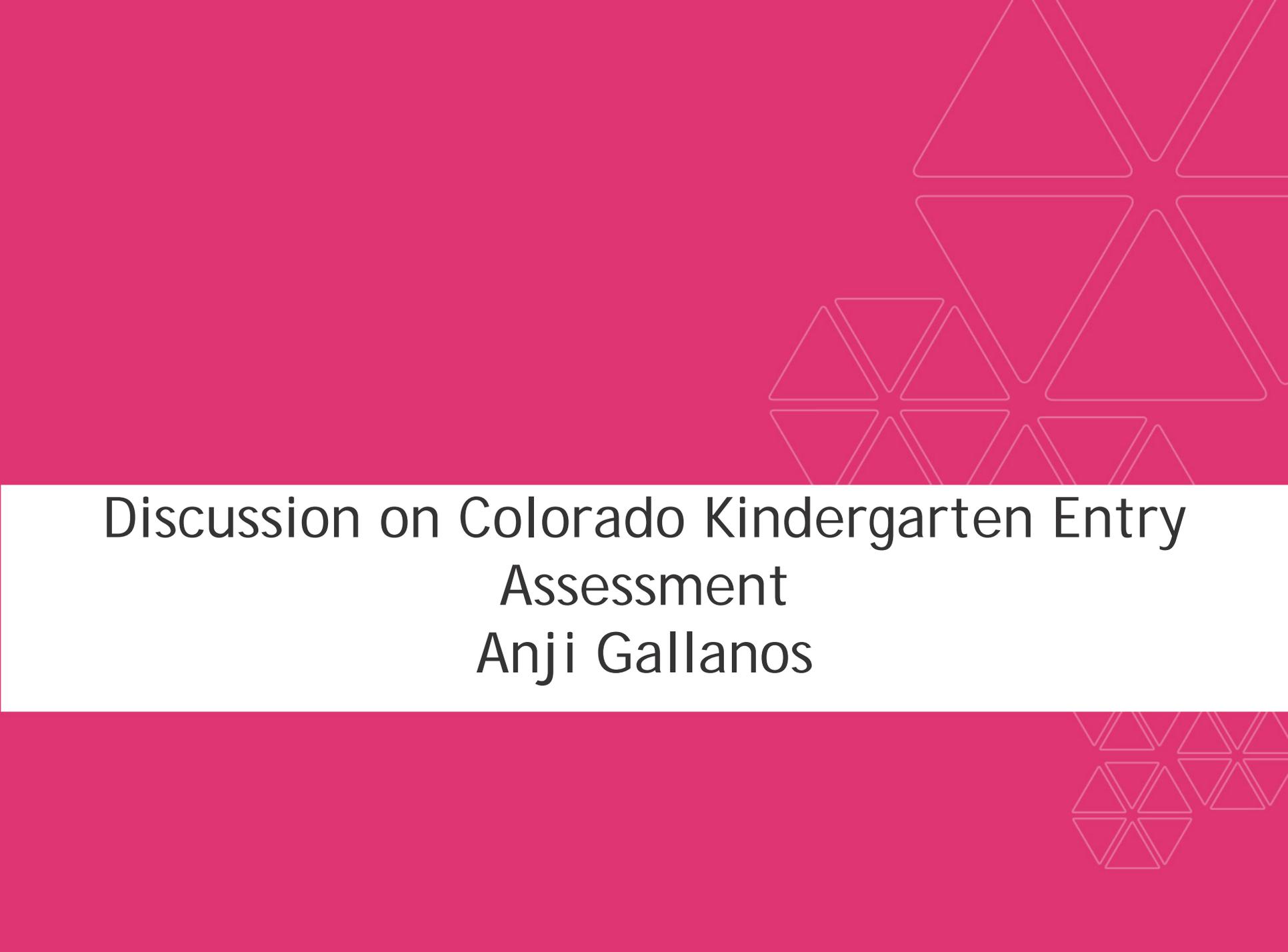
- Settings and practices promote strong relationships, social and emotional development, appropriate nutrition and physical activity.

## MEASURING PROGRESS

### Opportunity Index

- Economy
- Education
- Health
- Community

### Process/Qualitative Measures TBD



Discussion on Colorado Kindergarten Entry  
Assessment  
Anji Gallanos



**COLORADO**  
Department of Education

# Kindergarten School Readiness

# Colorado's Achievement Plan for Kids (CAP4K)

# Overview CAP4K

Colorado's Achievement Plan for Kids (CAP4K) includes provisions related to Kindergarten School Readiness that:

- Define School Readiness
- Mandates the adoption of assessments appropriate for determining students' levels of school readiness
- Adopts a system for reporting population-level results.
- Includes a provision that supports the development of Individualized School Readiness Plans

# Defining School Readiness

“School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.”

# Kindergarten School Readiness Assessments

# School Readiness Assessments

As required by Colorado law (Section 22-7-1004 (1)(b) C.R.S.), school readiness assessments include both developmental and academic areas.



# School Readiness Assessments

Each approved kindergarten school readiness assessment provides information on whether a kindergartner is meeting entry expectations in each of the required school readiness domains:

- physical well-being and motor development
- social and emotional development
- language and comprehension development
- cognition
- math
- literacy

# School Readiness Assessments

These assessments must be research-based, recognized nationwide as reliable instruments for measuring school readiness, and suitable for determining the instruction and interventions students need to improve his/her readiness to succeed in school. Section 22-7-1004 (2)(a).

# School Readiness Assessments Menu

The Colorado State Board of Education has approved three kindergarten school readiness assessment tools:

- Desired Results Developmental Profile for Kindergarten (DRDP-K),
- HighScope Child Observation Record (COR) for Kindergarten, and
- Teaching Strategies GOLD®.
- **North Carolina KEA (JeffCo only)**

# School Readiness Assessments Menu

The screenshot displays the Colorado Department of Education website. At the top left is the CDE logo with the text 'COLORADO Department of Education'. To the right are links for 'Site Index', 'CDE Offices', and 'Staff Directory', along with a search bar. A yellow box contains the message: 'CDE welcomes your feedback. Help us improve your experience with our website by filling out this [brief survey](#).' Below the header are four navigation tabs: 'SchoolView | Data & Accountability', 'Programs & Supports', 'Teaching & Learning', and 'Policy & Funding'. The left sidebar lists various programs, with 'School Readiness' selected. The main content area shows the breadcrumb 'Home / School Readiness' and the title 'Assessment Choices and School Readiness Plans'. Under 'Jump to a section:', there is a list of links: 'School Readiness Assessment Menu', 'Flexibility with Implementation of the School Readiness Initiative', 'School Readiness Plans', 'School Readiness Data Collection', 'Assessment Tool Details', and 'Additional Information'. Below this is the 'School Readiness Assessment Menu' section with an 'Overview' heading. The overview text states: 'CAP4K requires that all students in a publicly funded kindergarten be assessed using as state approved school readiness assessment. The purpose of school readiness assessment is to inform the development of an individual school readiness plan in order to provide a responsive learning environment for each child. Information gathered from school readiness assessments is to be used for supportive and instructional purposes and cannot be used to deny a student admission or progression to kindergarten or first grade. Beginning in 2010, CDE engaged a school readiness assessment committee with early childhood educators and experts from across Colorado to advise the department on implementation of the school readiness initiative. In 2012, the State Board of Education voted to offer districts a menu of school readiness assessments and the first kindergarten school readiness assessment review was conducted. The committee assisted in the review of assessments following the criteria established in CAP4K. To review the rubric, please read the Request for Information [RFI School Readiness Assessment 2014 2](#). In 2012, the State Board approved Teaching Strategies *GOLD*® as the first assessment tool for the menu. At their October 2014 meeting, the State Board voted to add three additional assessments to the menu: the Desired Results Developmental Profile (DRDP-K), Riverside Early Assessment of Learning (REAL), and allow use of the Survey version of Teaching Strategies *GOLD*®. In the spring of 2017, CDE solicited Requests for Information (RFIs) for both kindergarten school readiness assessment systems and additional assessment tools for Colorado's menu of Results Matter Early Childhood Assessments. Assessment systems were reviewed by teams of stakeholders including teachers and administrators from various regions and programs in the state. Review teams used the assessment evaluation and the criteria established in CAP4K and included in the Request for Information to review and score each assessment. Recommendations from districts to the School Readiness Assessment Menu were provided to the State Board of Education in 2017.' The sidebar also includes sections for 'Assessment Choices and School Readiness Plans' (with links to Kindergarten Guidance, Data Collection, Trainings, Resources, and Contact Us), 'Resources', and 'Related Information' (with a link to 'READ Act').

<https://www.cde.state.co.us/schoolreadiness/assessment>



# School Readiness Assessments Menu

## Desired Results Developmental Profile for Kindergarten (DRDP-K)



The screenshot shows the top portion of the DRDP-K website. At the top right, there are links for "Privacy Policy" and "Contact Us". On the left, there is a logo featuring a silhouette of a child holding a globe, with the text "DRDP-K<sup>®</sup> 2015" and "DESIRED RESULTS DEVELOPMENTAL PROFILE, KINDERGARTEN" below it, followed by "California Department of Education". To the right of this is the official seal of the California Department of Education. Below the logo and seal is a navigation menu with the following items: "Home", "About", "DRDP-K", "Training", "Resources", and "Research". The main content area features the text "DRDP-Kindergarten © by the California Department of Education" on the left. On the right, there is a photograph of a young boy in a red shirt sitting on the floor, focused on drawing on a piece of paper with a marker. The background of the page is a solid blue color with some faint white star and arrow graphics.

<https://drdpk.org/>



# HighScope COR for Kindergarten



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## COR for Kindergarten



### LET'S EXPLORE POTENTIAL.

HighScope's COR for Kindergarten was developed specifically for kindergarten.

When teachers use COR for Kindergarten they get a comprehensive view of each child's development at kindergarten entry and throughout the school year. Understanding each child's level of developmental progression in the areas crucial for future school success is fundamental to a teachers ability to support each child's learning.

COR for Kindergarten provides that insight and more in one assessment system that teachers can successfully administer and reliably score. Not only does this online assessment system enable teachers to use the information they collect to inform individualized instruction and develop small- and whole-group lesson plans, it can also help them detect learning problems, allowing them to quickly intervene and monitor children's future progress.

### COR FOR KINDERGARTEN IS ORGANIZED INTO FIVE DOMAINS:

1. Literacy and Language
2. Mathematics
3. Health and Physical Development
4. Approaches to Learning
5. Social and Emotional Development

COR for Kindergarten is comprised of the Kindergarten Entry Record (KER), the Ongoing Record (OR), and four progress-monitoring tools.

### NEED HELP?



[Alignments](#)



[Curriculum](#)



[Assessment](#)



[Professional Learning](#)



[General Questions](#)

### NEWS

#### HighScope News

Call for Proposals Now Open for 2019 HighScope International Conference

[Learn More](#)

<https://highscope.org/assessment/child/cor-for-kindergarten>



# Teaching Strategies GOLD®

[Home](#) > [Teaching Strategies in Your State](#) > [Colorado](#) > [GOLD® Support for Colorado Educators](#)

## GOLD® Support for Colorado Educators

*Welcome to the GOLD® support page for Colorado educators! At Teaching Strategies, our commitment to our customers extends far beyond providing high-quality resources—we make sure that our customers have all the support they need for successful implementation. Because successful implementation of GOLD® is what will ultimately lead to positive child outcomes—and there's nothing more important than that.*



Click [this link](#) to access a Colorado support page that includes a library of resources for both Kindergarten and Preschool GOLD® users. *Please note:* This page is password protected. Please contact Andrew Senkar ([andrew.s@teachingstrategies.com](mailto:andrew.s@teachingstrategies.com)) for password information.

---

Colorado GOLD® Contact Information:

### **Support Number for Colorado Educators**

To provide you with additional support, we have set up a dedicated *MyTeachingStrategies*™ and GOLD® technical support number exclusively for Colorado educators. Please use the dedicated phone number and email below to reach us:

- Phone: (844) 840-4653
- Email: [COsupport@TeachingStrategies.com](mailto:COsupport@TeachingStrategies.com)

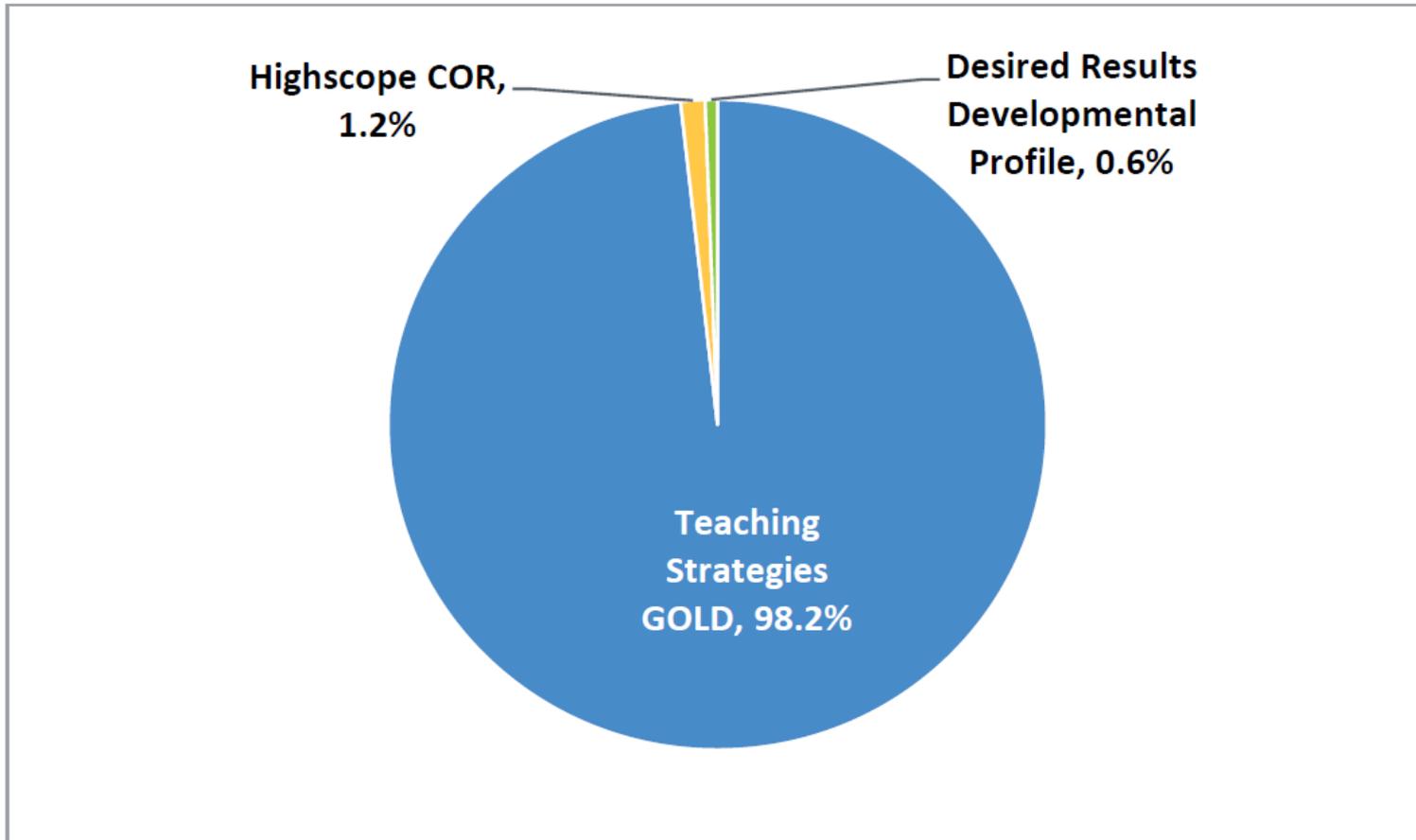
<https://teachingstrategies.com/state/colorado/gold-support-colorado-educators/>



# School Readiness Assessments

- Fall assessment window for school readiness is the first 60 calendar days of the school year (HB 15-1323)
- For districts using GOLD®:
  - Kindergarten teachers may complete the initial assessment by using the Kindergarten Entry Assessment (KEA) Survey in GOLD® for the first checkpoint.
  - GOLD offers an aggregated report right in the system that will pull the appropriate data into the required state reporting format. Data from other systems must be combined manually.

# Kindergarten School Readiness Assessment Used in Colorado School Districts



# Kindergarten School Readiness Data Reporting

# Data Reporting Overview

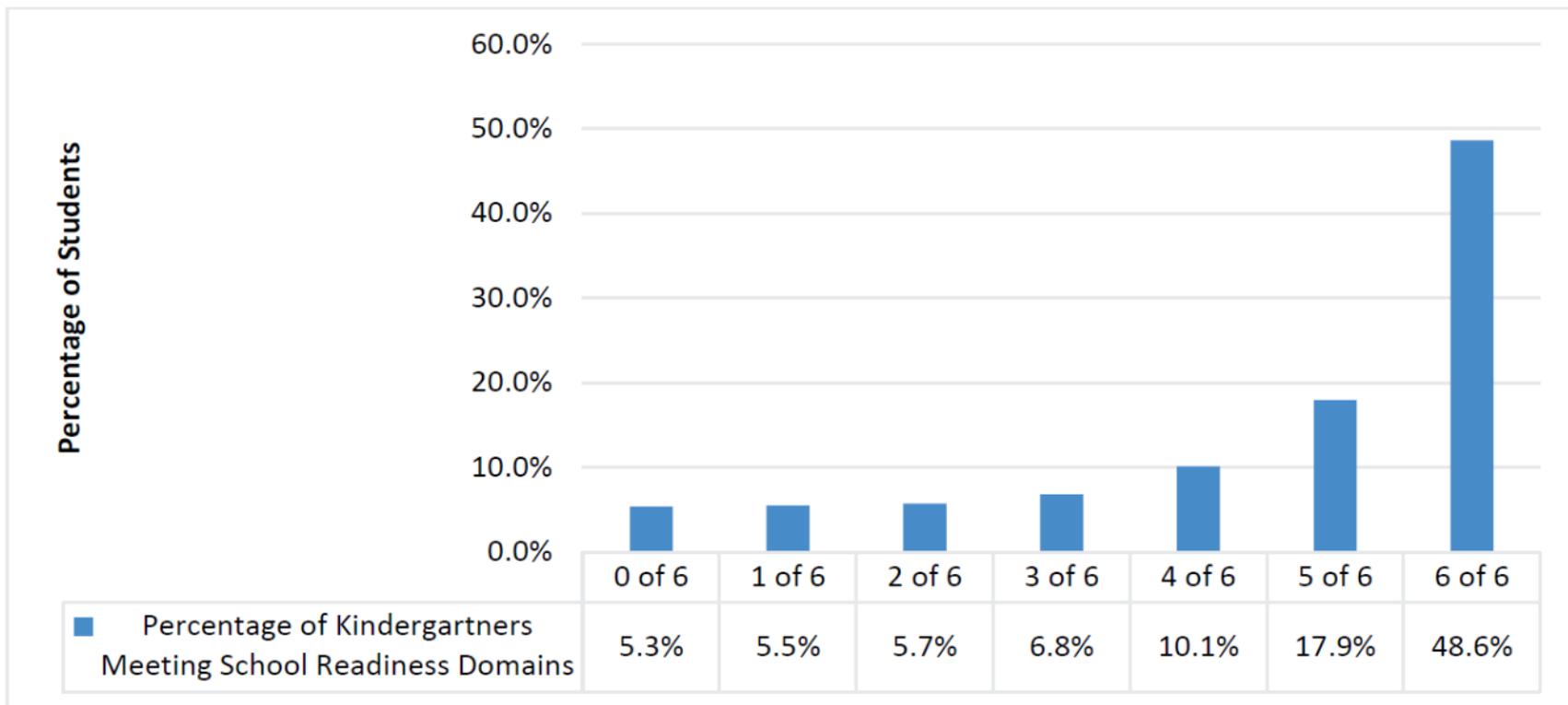
- The reporting system is intended to provide baseline data for measuring improvement in students' knowledge and skills over time.
- Data is reported from the first *60 calendar* days.
- The system calls for districts to submit only aggregate readiness information, not by named domain but by number of domains in which students demonstrate readiness.
- Data is reported in aggregate for the district as a whole, and disaggregated by school, free- or reduced-lunch eligibility status, race, ethnicity, and gender.
- Data must be aggregated to meet the State Board approved reporting format.

# Data Reporting Procedure

- These data are reported to CDE during the Kindergarten School Readiness (KSR) data collection window.
- The Kindergarten School Readiness (KSR) collection will be open from October 10<sup>th</sup> through December 7<sup>th</sup>. Data submissions occur through Data Pipeline.
- These data are used in the CAP4K report and are used to measure progress on the “Strong Foundations” benchmark within CDE’s strategic plan.
- Please note that all data must go through the district data respondent, including any charter schools or schools that have obtained a waiver.
- More information will be provided in a future webinar.

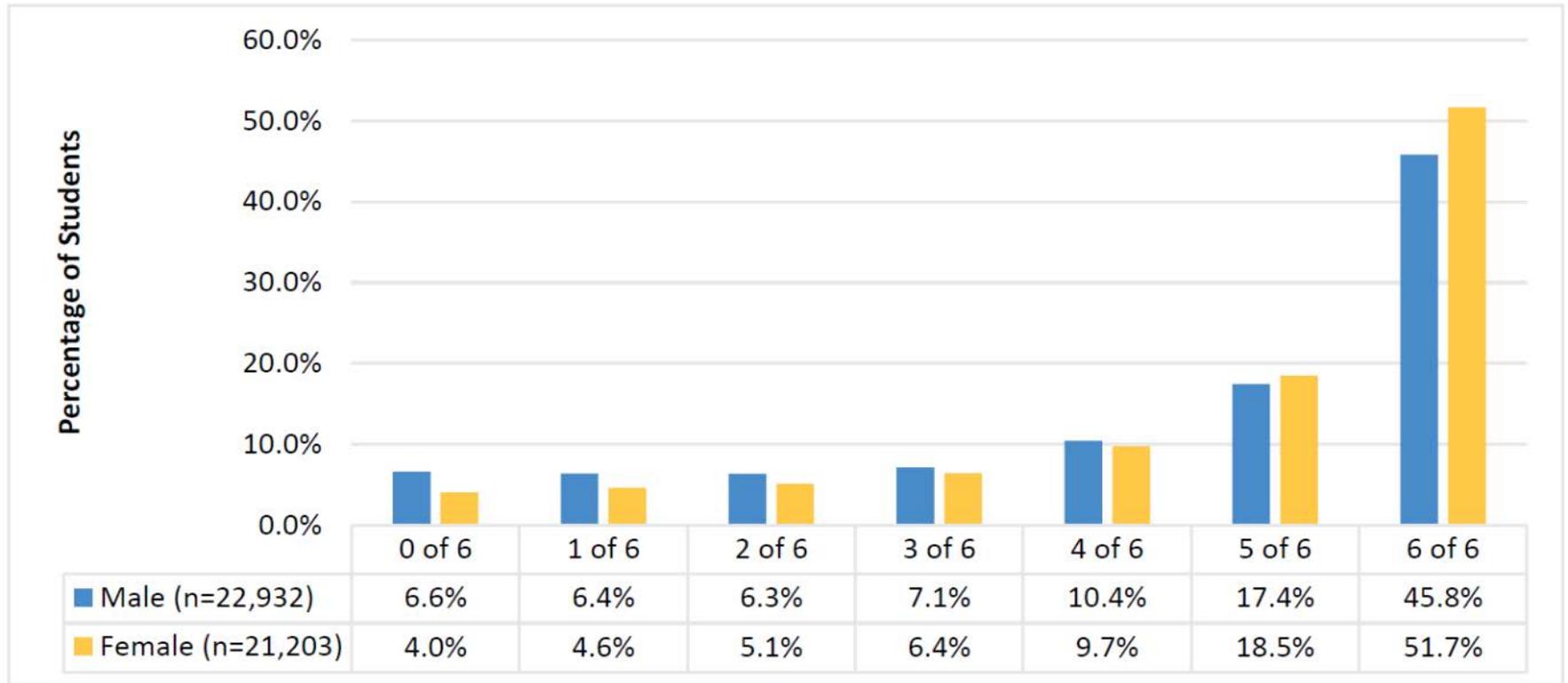


# Colorado Kindergartners Meeting School Readiness Domains

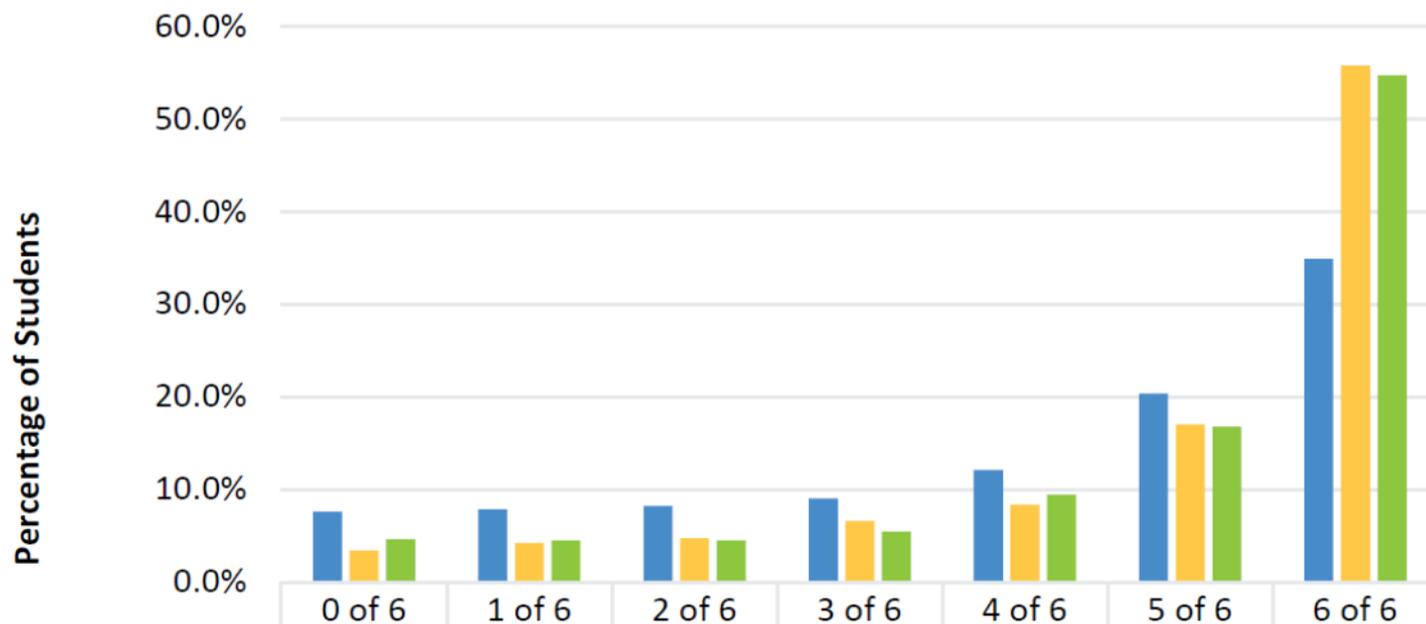


N = 44,135

# Colorado Kindergartners by Gender Meeting School Readiness Domains

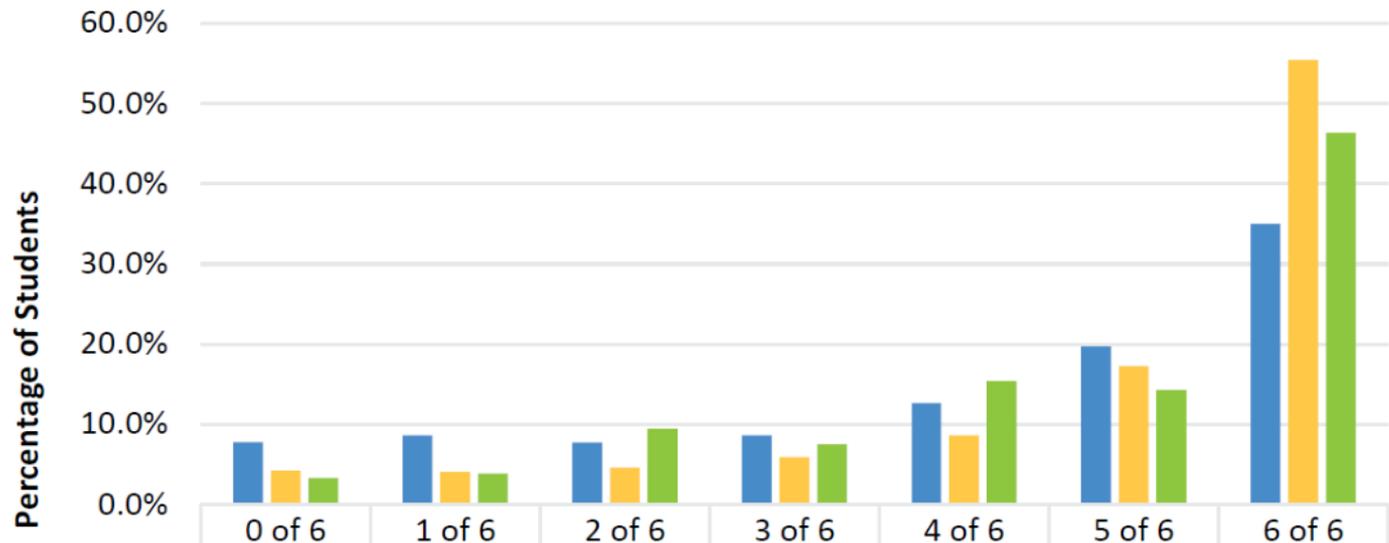


# Colorado Kindergartners by Socioeconomic Status Meeting School Readiness Domains



■ FRL Eligible (n=13,947)	7.6%	7.8%	8.2%	9.0%	12.1%	20.4%	34.9%
■ Not FRL Eligible (n=8,082)	3.4%	4.2%	4.7%	6.6%	8.4%	17.0%	55.7%
■ FRL Eligibility Unknown (n=22,106)	4.6%	4.5%	4.5%	5.5%	9.4%	16.8%	54.7%

# Colorado Kindergartners by Ethnicity Meeting School Readiness Domains



	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Hispanic (n=14,199)	7.8%	8.6%	7.7%	8.6%	12.6%	19.7%	35.0%
Not Hispanic (n=28,896)	4.2%	4.0%	4.6%	5.9%	8.6%	17.2%	55.4%
Ethnicity Unknown (n=1,040)	3.3%	3.8%	9.4%	7.5%	15.4%	14.2%	46.3%

# Colorado Kindergartners by Race Meeting School Readiness Domains



	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
American Indian/Alaska Native (n=2,023)	6.9%	7.4%	8.4%	8.3%	13.9%	21.6%	33.6%
Asian (n=1,119)	6.2%	5.4%	5.2%	7.7%	9.8%	18.5%	47.2%
Black (n=2,112)	7.6%	6.8%	6.3%	7.8%	12.5%	22.4%	36.6%
Native Hawaiian or Other Pacific Islander (n=130)	5.4%	6.9%	9.2%	6.9%	10.0%	17.7%	43.8%
Two or More Races (n=2,230)	5.2%	4.7%	4.6%	6.1%	9.6%	17.4%	52.4%
White (n=31,848)	4.9%	5.0%	5.3%	6.4%	9.4%	17.3%	51.6%
Race Unknown (n=4,593)	6.7%	7.8%	7.5%	8.5%	12.4%	18.6%	38.5%

# School Readiness Individual Plans

# School Readiness Plans

School readiness plans are individualized plans required for every kindergartner, and are to be informed by a State Board approved school readiness assessment tool; however, [CAP4K](#) does not have specific requirements for the content of school readiness plans.

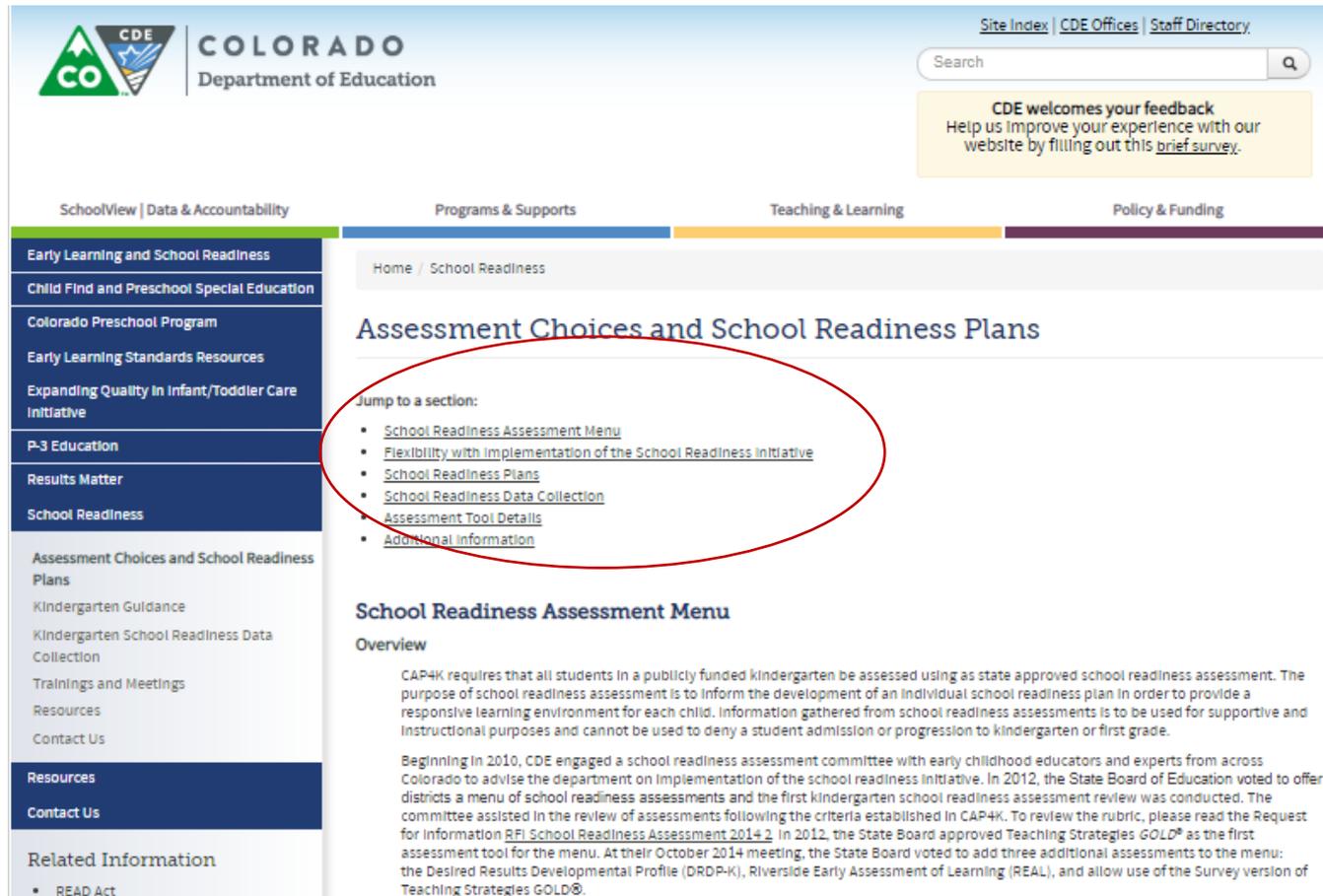
Districts have a high degree of flexibility for the design of the plans.

# School Readiness Plan Recommendations

CDE makes the following recommendations:

- School Readiness Plans incorporate student strengths and goals in both developmental and academic areas, depending on the specific needs of the student.
- Plans are developed in collaboration with families whenever possible.
- School Readiness Plans are intended to be living documents, and updated periodically throughout the year to focus on the next steps and support and celebrate continuous growth of the student.
- There is flexibility for districts to select reports generated by the assessment tool, or choose to use a district developed [template](#).

# Sample Template



 **COLORADO**  
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Early Learning and School Readiness  
Child Find and Preschool Special Education  
Colorado Preschool Program  
Early Learning Standards Resources  
Expanding Quality in Infant/Toddler Care Initiative  
P-3 Education  
Results Matter  
School Readiness

Assessment Choices and School Readiness Plans  
Kindergarten Guidance  
Kindergarten School Readiness Data Collection  
Trainings and Meetings  
Resources  
Contact Us

Resources  
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Related Information  
• [READ Act](#)

Home / School Readiness

## Assessment Choices and School Readiness Plans

Jump to a section:

- [School Readiness Assessment Menu](#)
- [Flexibility with Implementation of the School Readiness Initiative](#)
- [School Readiness Plans](#)
- [School Readiness Data Collection](#)
- [Assessment Tool Details](#)
- [Additional Information](#)

### School Readiness Assessment Menu

#### Overview

CAP4K requires that all students in a publicly funded kindergarten be assessed using a state approved school readiness assessment. The purpose of school readiness assessment is to inform the development of an individual school readiness plan in order to provide a responsive learning environment for each child. Information gathered from school readiness assessments is to be used for supportive and instructional purposes and cannot be used to deny a student admission or progression to kindergarten or first grade.

Beginning in 2010, CDE engaged a school readiness assessment committee with early childhood educators and experts from across Colorado to advise the department on implementation of the school readiness initiative. In 2012, the State Board of Education voted to offer districts a menu of school readiness assessments and the first kindergarten school readiness assessment review was conducted. The committee assisted in the review of assessments following the criteria established in CAP4K. To review the rubric, please read the Request for Information [RFI School Readiness Assessment 2014 2](#). In 2012, the State Board approved Teaching Strategies GOLD® as the first assessment tool for the menu. At their October 2014 meeting, the State Board voted to add three additional assessments to the menu: the Desired Results Developmental Profile (DRDP-K), Riverside Early Assessment of Learning (REAL), and allow use of the Survey version of Teaching Strategies GOLD®.

<https://www.cde.state.co.us/schoolreadiness/assessment>



# Sample Template

## Sample Individual School Readiness Plan

### Child Information

Teacher Name:  
Plan Date:

School:

Child's Name:

DOB:

Other programs and supports for this student: \_\_\_\_\_

Consider all appropriate goals from the child's IEP, READ plan, or other plans as priority growth areas are identified and strategies are developed.

Developmental Domains	Academic Domains
Strengths:	Strengths:
Goals and Next Steps (including suggested strategies):	Goals and Next Steps (including suggested strategies):

# More Information

# More information

## Join our ListServ

Contact: Anji Gallanos, [Gallanos\\_A@cde.state.co.us](mailto:Gallanos_A@cde.state.co.us)

## Dates posted on our website:

<https://www.cde.state.co.us/schoolreadiness>

## Upcoming Webinars

- Guidelines for DRDP-K Webinar
  - August 29, 2018 4:00 pm
- KSR Collection Update Webinar (specifically for data respondents)
  - September 26, 2018 10:00 am
  - October 2, 2018 1:00 pm



## Questions?



# Contact Information

Anji Gallanos, P-3 Office Director

Email: [Gallanos\\_A@cde.state.co.us](mailto:Gallanos_A@cde.state.co.us)

Tara Rhodes, Early Learning Business Analyst

Email: [Rhodes\\_T@cde.state.co.us](mailto:Rhodes_T@cde.state.co.us)





# Health eMoms Survey

## Sarah Blackwell

# Health eMoms

## Program overview

Sarah Blackwell, MPH

Panel Survey Methodologist and Operations Manager

Colorado Department of Public Health and Environment

ECLC Data Subcommittee Meeting ♦ May 20, 2019



**COLORADO**

Department of Public  
Health & Environment

# Outline

- Background
- What is Health eMoms?
- How does Health eMoms work?
- How's it going?
- What's next for Health eMoms?
- How can you get involved?



**COLORADO**  
Department of Public  
Health & Environment

# Background

- Existing, traditional surveillance systems experiencing declining response rates, increasing costs, and shrinking budgets
- Need for more data and for more timely and flexible data systems
- Successful pilot of an abbreviated Behavioral Risk Factor Surveillance System (BRFSS) survey using a purchased online panel
- Successful pilot of Short Message Service (SMS) distribution of an online follow-up survey to BRFSS



**COLORADO**  
Department of Public  
Health & Environment

# What is Health eMoms?

An online, longitudinal surveillance system that draws a monthly sample of recent mothers from the live birth certificate record and recruits these mothers by mail to join an online survey platform.

Enrolled mothers receive six online surveys every 6-8 months by email and Short Message Service from shortly after they give birth up until their child's third birthday.



**COLORADO**  
Department of Public  
Health & Environment

# Health eMoms introductory video



# How does Health eMoms work?



**COLORADO**

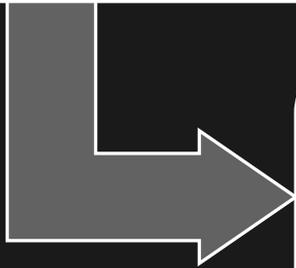
Department of Public  
Health & Environment

# Sampling

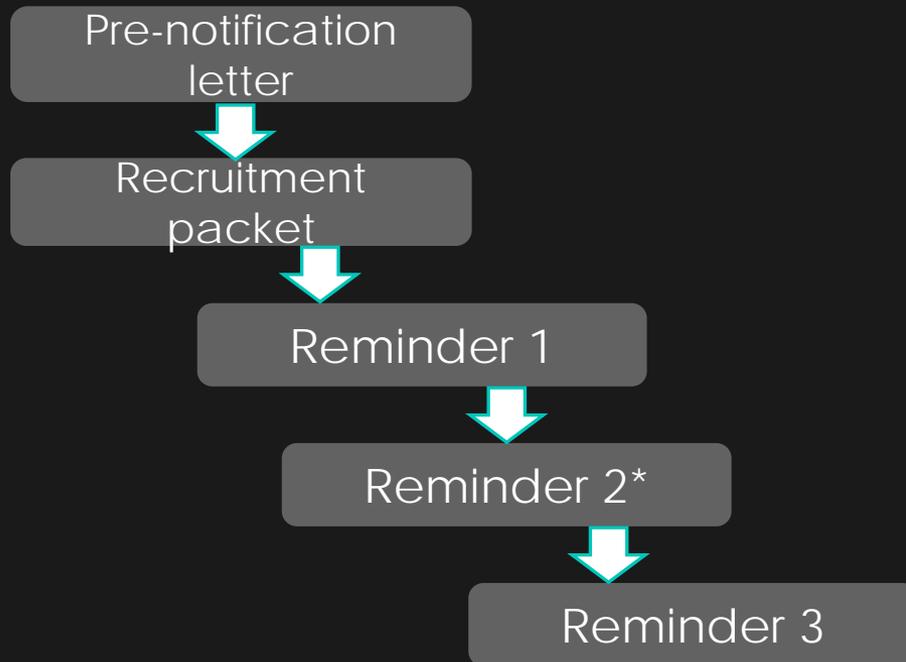
Birth certificates provide the sampling frame of live births.

PRAMS inclusion and exclusion criteria are applied and the PRAMS sample is drawn.

Health eMoms exclusions are applied and a monthly sample of 200 is drawn.



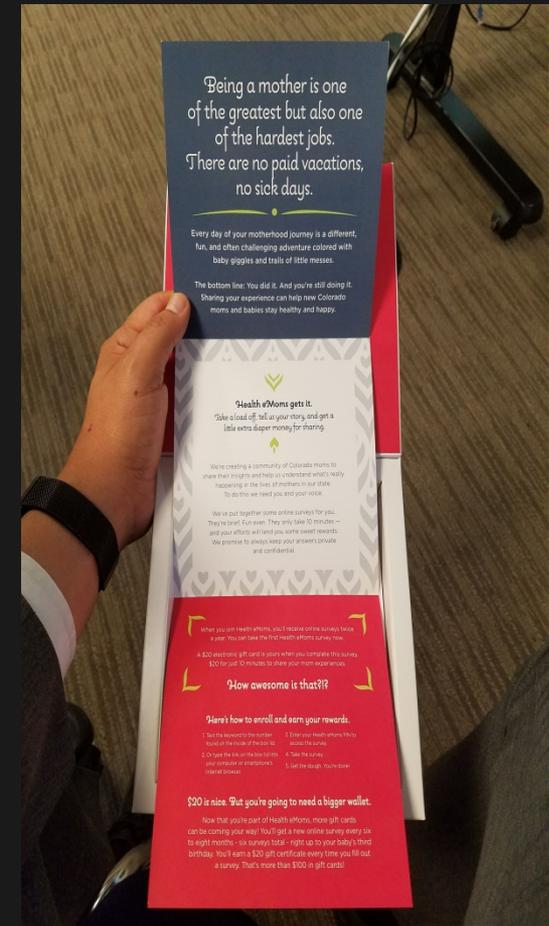
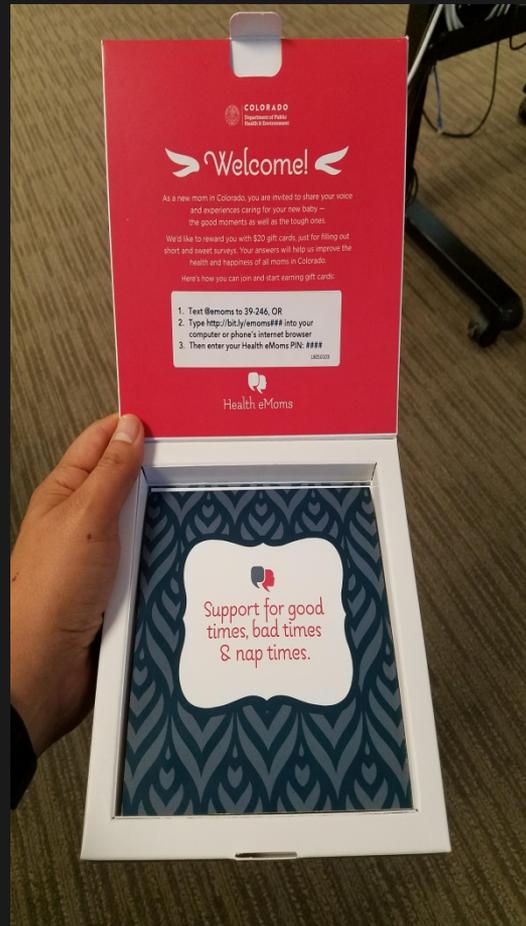
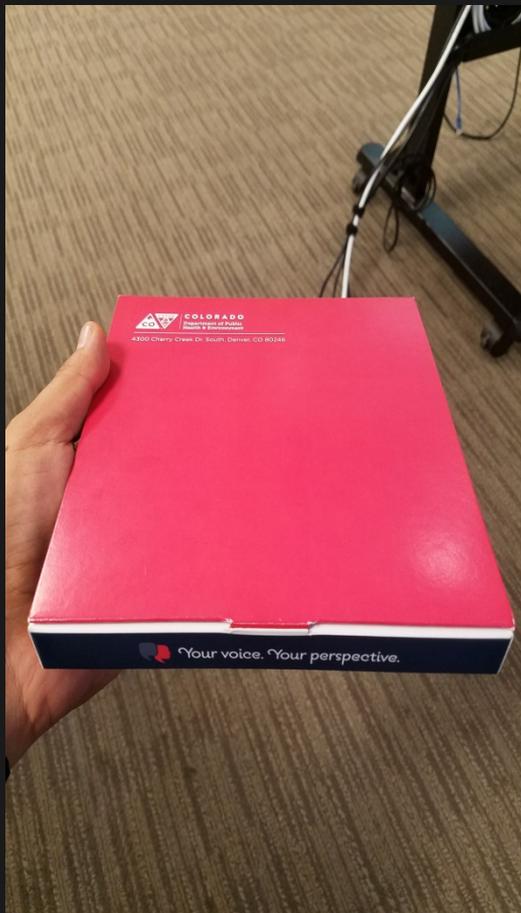
# Recruitment



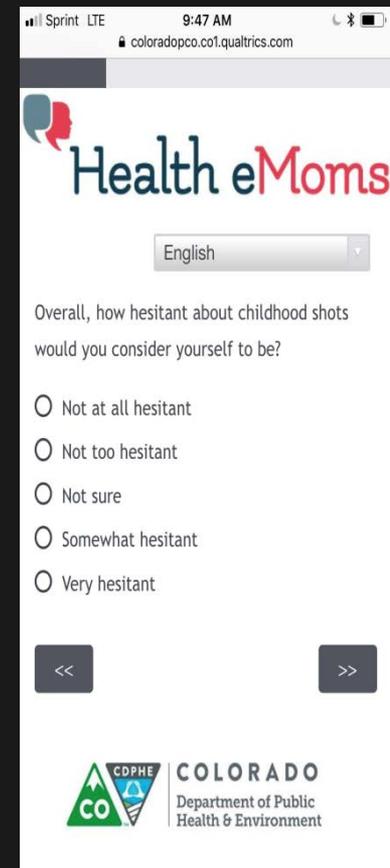
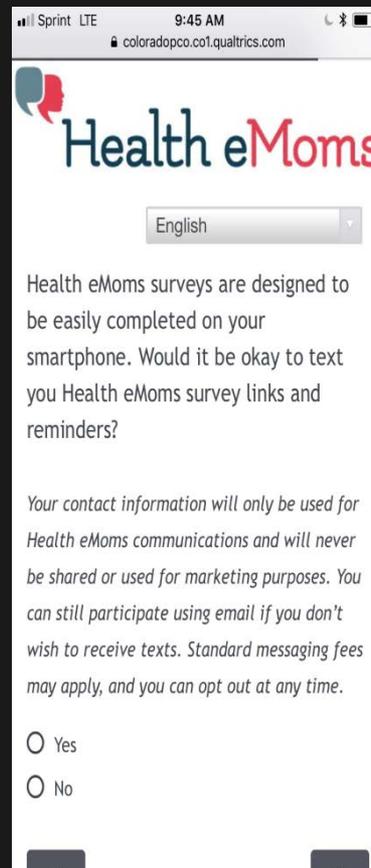
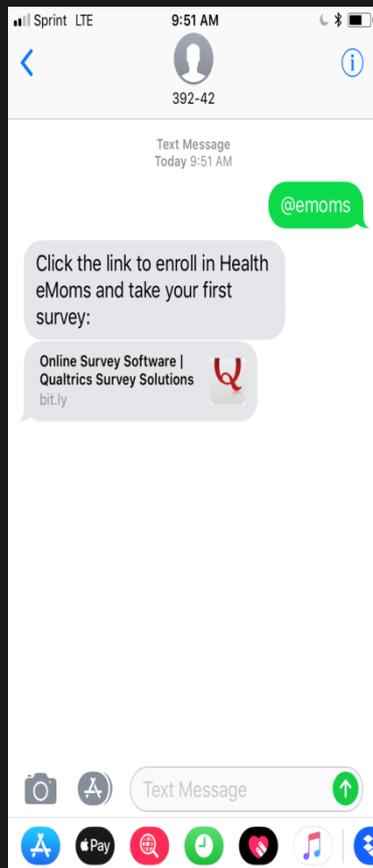
- Mothers receive a mailed recruitment packet 3-4 months after they give birth
- Mothers self-enroll online using a web link or short code

\*Paper enrollment option provided with the 2<sup>nd</sup> reminder.

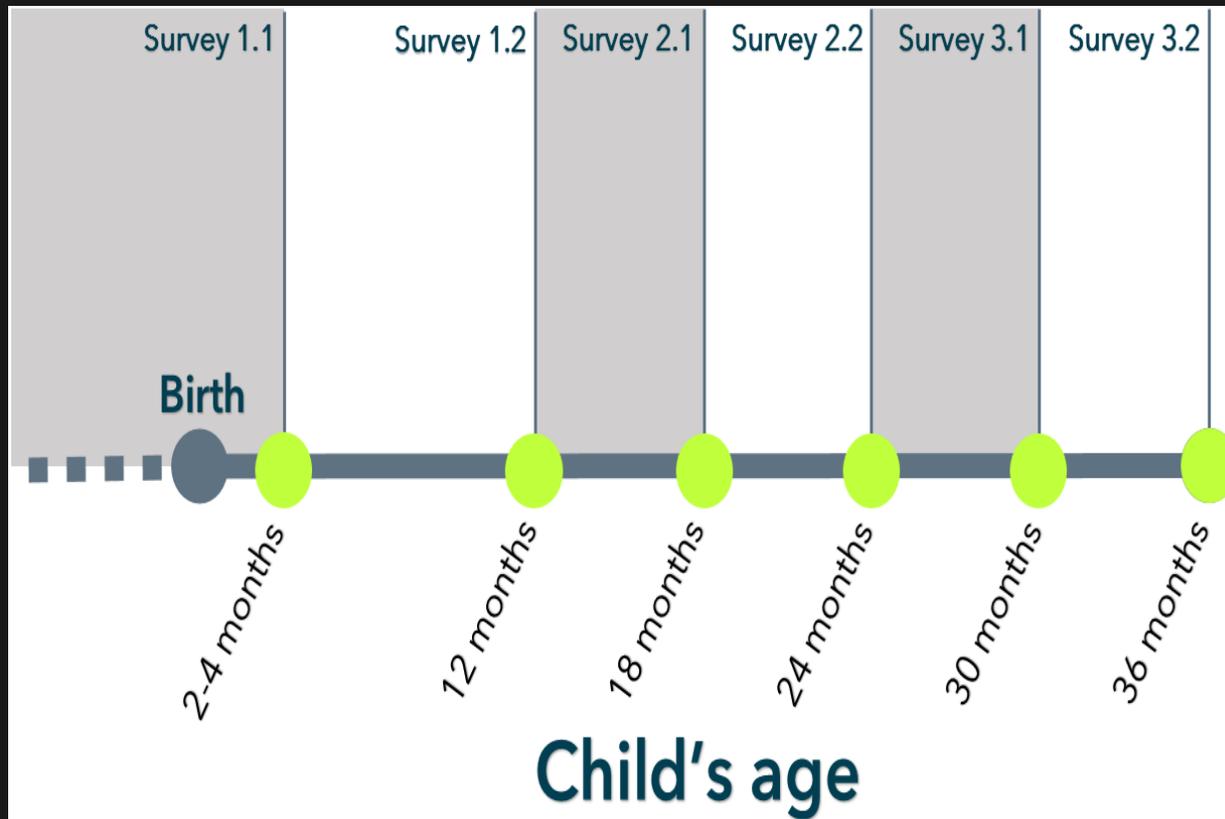
# Recruitment packet



# Mobile appearance of Health eMoms

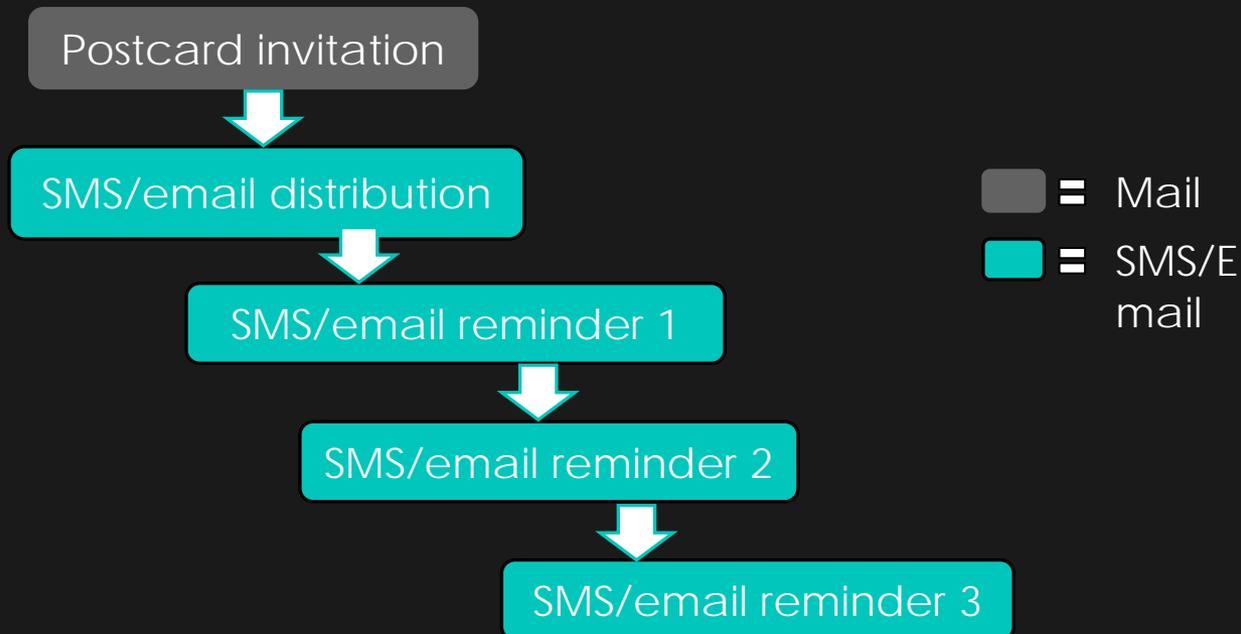


# Survey timing



 Mother receives online survey

# Ongoing data collection



- Mothers receive the first survey upon enrollment.
- Enrolled mothers receive web-based survey links by email or SMS every 6-8 months thereafter until shortly after their child's third birthday.

# Topic areas covered on first three surveys

- Breastfeeding initiation and duration
- Vaccine confidence and hesitancy, approach, sources of information
- Pregnancy-related depression, stigma, resources, coping, care, barriers to care
- Marijuana and other substance use
- Social determinants of health: parental leave, employment and family-friendly practices, resource insecurities, child care, health insurance, social and parenting support, discrimination
- Miscellaneous
  - Developmental screening
  - Lead risk
  - WIC-status
  - Pregnancy-related conditions
  - Weight
  - Current pregnancy



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# Development of remaining surveys

- Survey 2.1 (18 months postpartum)
  - Currently finalizing content before testing
  - First batch of mothers will receive Survey 2.1 in July 2019
- Surveys 2.2-3.2
  - Open to proposals for content on these surveys at any time
  - Will be rolled out about every 6 months

Survey	Months Postpartum	Content Finalized	In Field
Survey 1.1	3-6	9/2017	4/2018
Survey 1.2	12	9/2018	1/2019
Survey 2.1	18	3/2019	7/2019
Survey 2.2	24	9/2019	1/2020
Survey 3.1	30	3/2020	7/2020
Survey 3.2	36	9/2020	1/2021

# How's it going?



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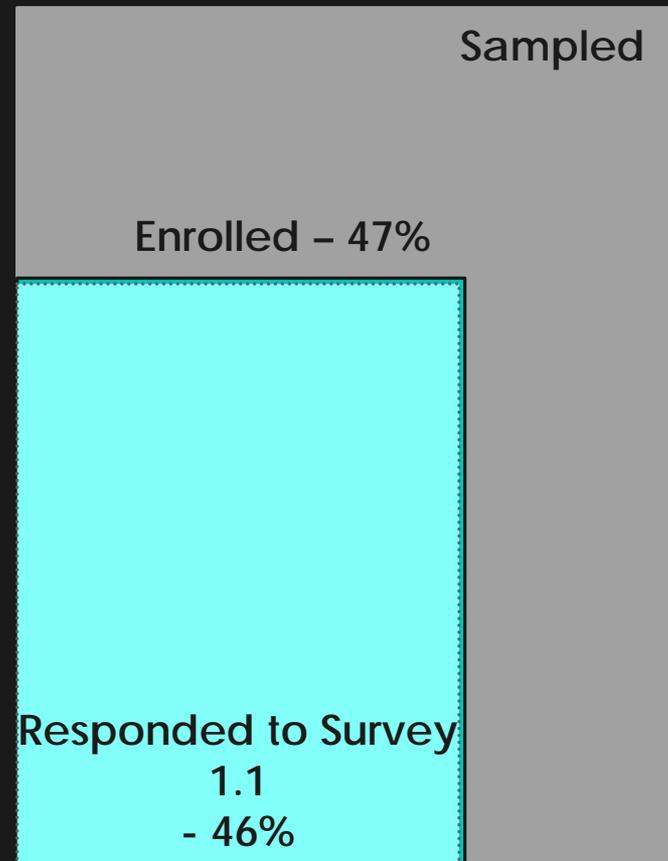
# Recruitment and response rates

As of 5/15/2019...

- Sampled: 2400
- Enrolled: 1128 (~47%)
- Responded to Survey 1.1: 1099 (~46%)

Highest monthly enrollment:  
104 out of 200 mothers (52.0%)

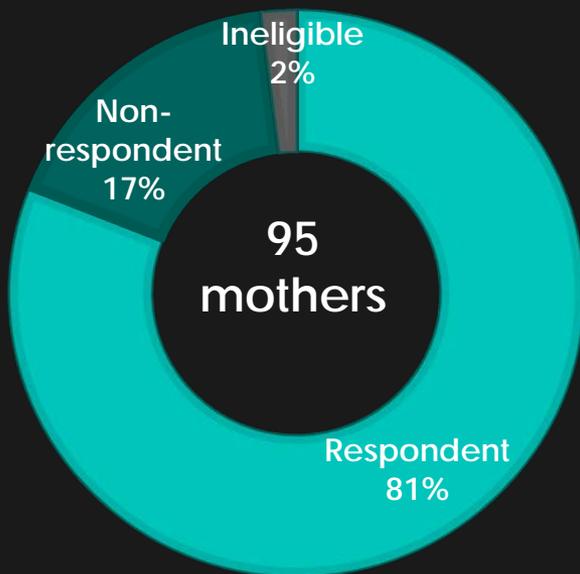
Lowest monthly enrollment:  
85 out of 200 mothers (42.5%)



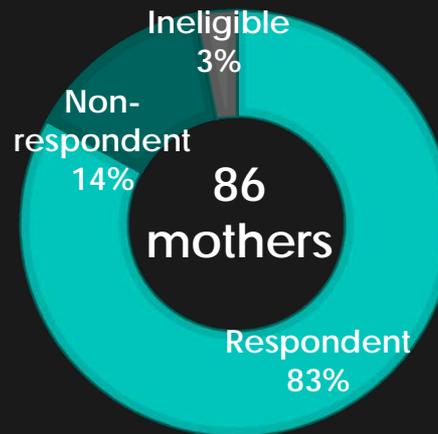
# Survey 1.2: Batch 1 and 2 Retention

Goal retention/response rate: 80%

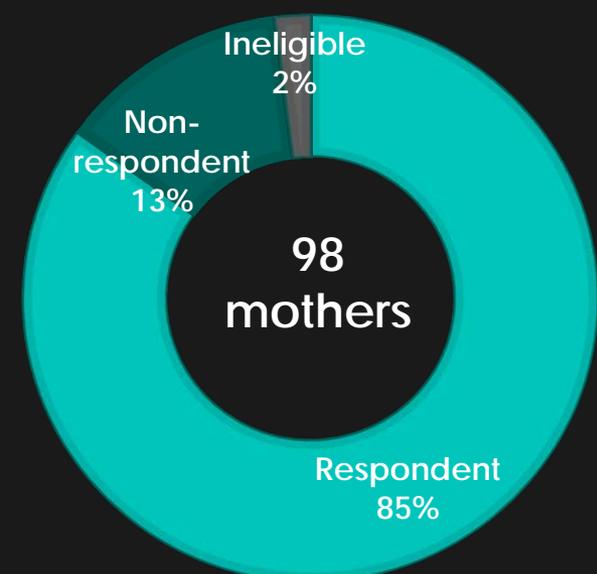
## Batch 1



## Batch 2



## Batch 3



# What moms want to talk about

- Positive and negative experiences with health care providers
- Returning to work
- Mental health and stress
- Breastfeeding
- Access to State programs
- Making ends meet
- Finding affordable child care
- Marijuana
- Nutrition during pregnancy and postpartum
- Single motherhood
- Health insurance

# What's next for Health eMoms?



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# In the short-term

- Survey 1.1 (3-4 months postpartum) data for the 2018 birth cohort will be weighted, analyzed, and shared in summer 2019
- Moms who gave birth in 2019 are currently being recruited into Health eMoms
- Survey 1.2 (12 months postpartum) is being sent to new batches of enrolled mothers every month
- Survey 2.1 (18 months postpartum) will be distributed to the first Health eMoms batch (Jan 2018 births) in July 2019
- Survey 2.2 (24 months postpartum) development will begin soon



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# In the long-term

- All survey data will be weighted to represent an annual birth cohort for that survey
- New surveys will continue to roll out every six months until February 2021 when all six surveys are in the field continuously
- After a few years of data collection, Health eMoms will be able to subset and provide data to partners on survey content areas by:
  - Geography
  - Demographics
  - Program/service participation
  - Health behaviors and social circumstances
  - And more
- Health eMoms may adapt online panel methods



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# How can you get involved?



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# Opportunities to collaborate

- Data collection and use
  - Health eMoms will provide partners with reports and fulfill data requests related to established survey content
  - Partners can propose and support survey content on key topics for their program or agency or support Health eMoms as an annual sponsor
- Partnership and promotion
  - Contribute expert input on survey development
  - Test Health eMoms surveys and inform revisions
  - Identify potential funding sources
  - Promote Health eMoms to potential funders, data users, and mothers
  - Sign up for Health eMoms newsletters



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# Opportunities to collaborate

Partners can use Health eMoms to take snapshots of key health and social experiences at critical points in early childhood or to understand how these experiences unfold over time.



# Acknowledgements

Health eMoms has the opportunity to collect these novel data and test new modes of surveillance thanks to the generous support of:

- The Colorado Health Foundation
- CDPHE
  - The Colorado Title V Maternal and Child Health Program
  - Cancer, Cardiovascular, and Chronic Pulmonary Disease Program
  - Immunizations program
  - The Violence and Injury Prevention – Mental Health Promotion Branch
    - Marijuana Program
- Children's Hospital Colorado



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# Questions?

Please contact:

**Sarah Blackwell, MPH**

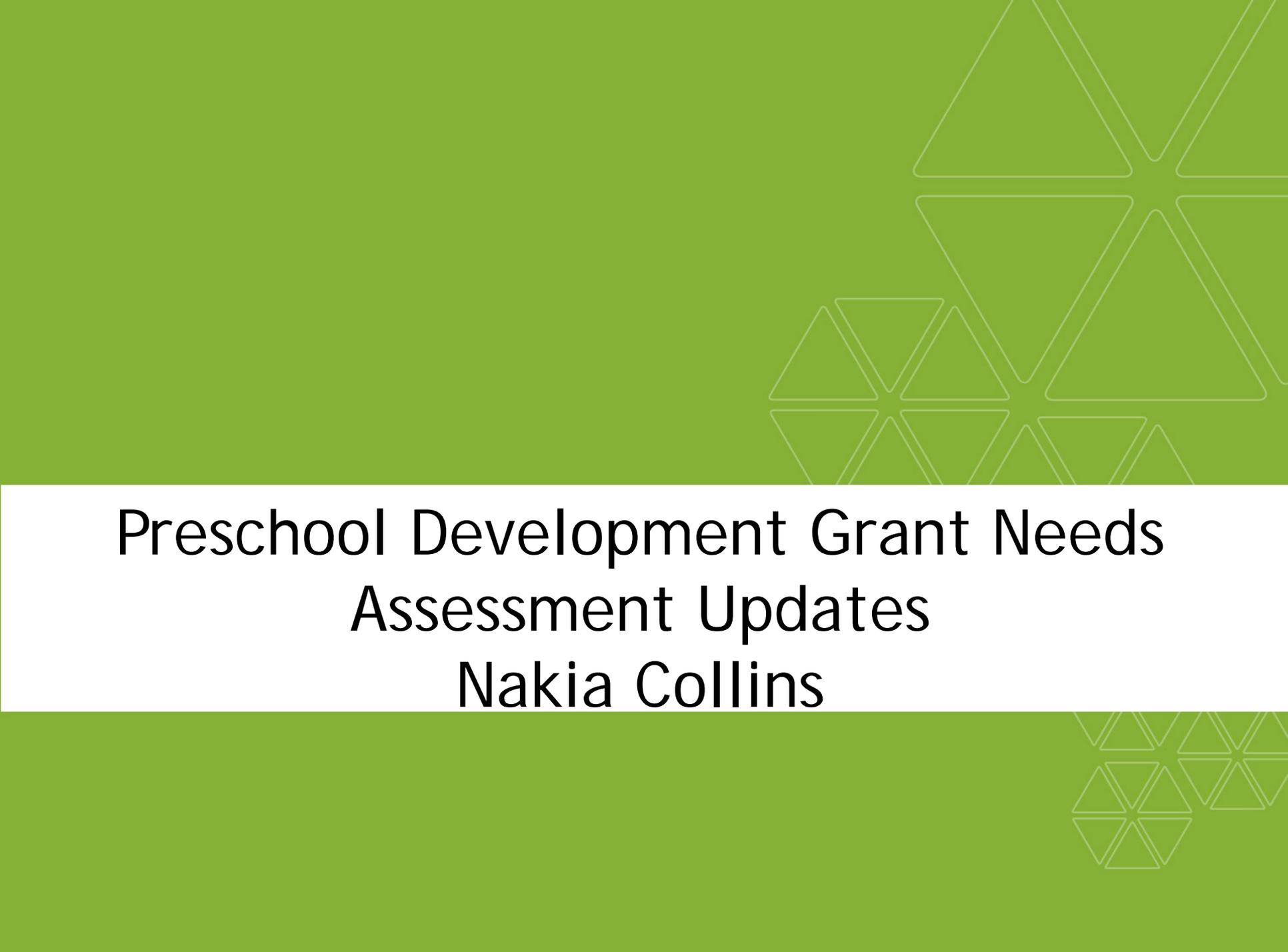
Panel Survey Methodologist and Operations Manager  
Colorado Department of Public Health and Environment

(303) 692-2257

[sarah.blackwell@state.co.us](mailto:sarah.blackwell@state.co.us)



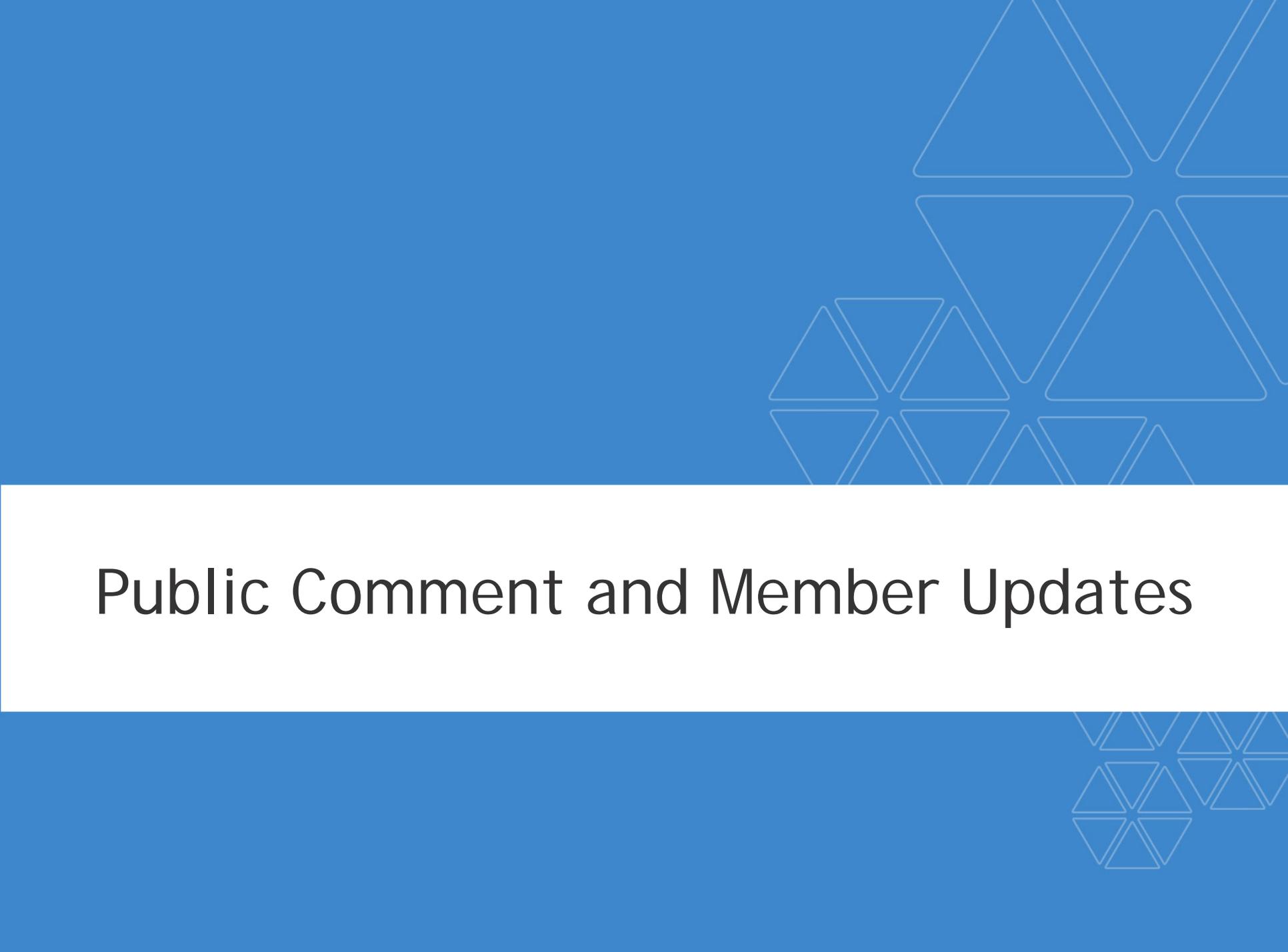
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Preschool Development Grant Needs  
Assessment Updates  
Nakia Collins

# PDG Needs Assessment

- Submit Needs Assessments and Strategic Plans [HERE](#)
- Submit Meeting Dates [HERE](#)
- For more information please visit [Colorado Office of Early Childhood](#)



# Public Comment and Member Updates

## Next Steps and Adjourn

- Agenda Topics for Future Meetings

# Next Meeting:

ECLC Data Subcommittee Meeting is  
June 24, 2019 from 1:00- 3:00pm  
at Clayton Early Learning

