

Thursday June, 22, 2017 9:30 am – 12:30 pm 303 East 17th Avenue,

11th Floor Conference Room, Denver, CO https://global.gotomeeting.com/join/323787949

Join the Conference Call: 515-739-1223 Code: 690666

Meeting Objectives:

- Approve meeting minutes from April 27, 2017
- Learn about Safe Sleep Updates
- Vote on Endorsement of the Early Childhood Workforce 2020 Plan
- View presentation on the ELDG Videos and New Website
- Learn about HB17-1003 Strategic Plan To Address Teacher Shortages
- Listen to the early childhood community during public comment

9:30 – 9:35am Welcome (Barb Grogan)

9:35 - 11:00am Business Meeting (Barb Grogan)

- ACTION: Approval of April 27, 2017 Meeting Minutes
- ACTION: Early Childhood Workforce 2020 Plan Endorsement (Christi Chadwick, Nancie Linville, and Heather Craiglow)
- Report on HB17-1003 Strategic Plan To Address Teacher Shortages and Discuss Opportunities to include Early Childhood Educators (Robert Mitchell and Kachina Weaver)
- Early Childhood and School Readiness Legislative Commission Updates (Kristina Mueller)
- Early Learning and Development Guidelines Videos and New Website (Lindsey Dorneman)
- Discussion on Substitute Pool for Early Care and Learning (Kathi Wagoner)

11:00 – 11:45am Department Updates (Barb Grogan)

- Colorado Department of Human Services (Jerene Petersen)
 - o Office of Early Childhood Updates (Mary Anne Snyder)
- Colorado Department of Education (Melissa Colsman)
- Colorado Department of Public Health and Environment (Karen Trierweiler)
 - Colorado's Child Fatality Prevention System: Infant Safe Sleep Update Presentation (Kate Jankovsky)
- Colorado Department of Health Care Policy and Financing (Tom Massey)

11:45 – 12:15pm ECLC Subcommittee Updates (Barb Grogan)

- Communication Subcommittee (Elsa Holguin and Tom Massey)
- Data Subcommittee (Charlotte Brantley and Susan Steele)
- Program Quality and Alignment Subcommittee (Letty Bass, Anna Jo Haynes and Melissa Colsman)
 - o Framework Website Update

12:15 – 12:25pm Public Comment (Barb Grogan)

12:25 – 12:30pm Co-Chairs' Final Thoughts and Adjourn (Barb Grogan)

Note: Any presentation requested by the ECLC does not constitute or imply an endorsement of the product, process, service, or organization by the ECLC.

ECLC Meetings:

The next **ECLC Meeting** will be held on August 24, 2017 at HCPF: 303 East 17th Avenue, 11th Floor Conference Room; Denver, CO

For information about future meeting dates, times and locations, visit www.earlychildhoodcolorado.org.

Early Childhood Leadership Commission

June 22, 2017
HCPF: 303 East 17th Avenue, 11th floor
Conference Room, Denver, CO



Welcome



THANK YOU!



Karen Trierweiler



Business Meeting



Welcome and Business Meeting

- Approval of April 27, 2017 Meeting Minutes
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Transforming the **Early Childhood Workforce** in Colorado **Project Update to ECLC** June 22, 2017

> An innovative, public-private partnership to advance the Early Childhood Workforce in Colorado









Project Components

Research

Collecting information on the experience and impact of the early childhood workforce.

Plan

Early Childhood Workforce 2020 Plan

Developing an actionable state plan to support the early childhood workforce.

Explore

Testing innovative strategies to recruit, retain, support, and compensate the early childhood workforce.

Communicate and Sustain

Sharing ideas and supporting sustainable change.

Early Childhood Workforce
in Colorado

What we are learning....

Colorado is thriving and growing

Availability of high-quality early childhood care and education in Colorado is no small matter

63% of children under age 5 live in households where all parents work

The number of children under age 5 is expected to grow by 21% by 2026

Estimate a 33 - 43% increase in the number of EC teachers needed by 2025 (from 2015)

Source: EC Economic Analysis, 2017 (Draft)

And, in a recent workforce survey

70%

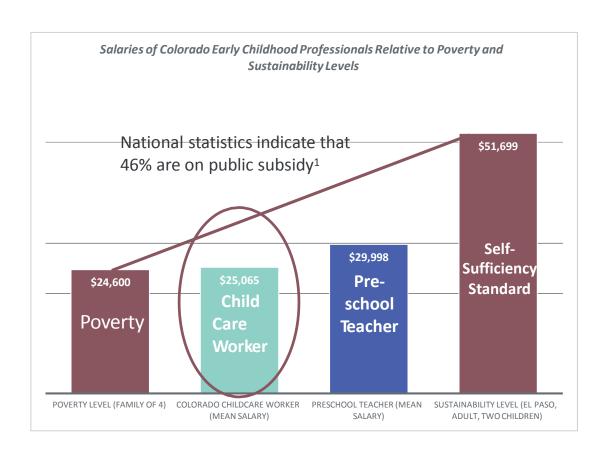
Directors reported difficulty finding qualified staff.

~20%

Turnover rate for teaching staff.

Source: CO EC Workforce Survey (draft)

Reasons for Turnover



Low Wages

But also:

- Working environments
- Work-related stressors
- Lack of benefits

Source: EC Economic Analysis and CO EC

Workforce Survey, 2017 (Draft)

6/21/2017



An Overview of the EC Workforce 2020 Plan

Early Childhood
Workforce

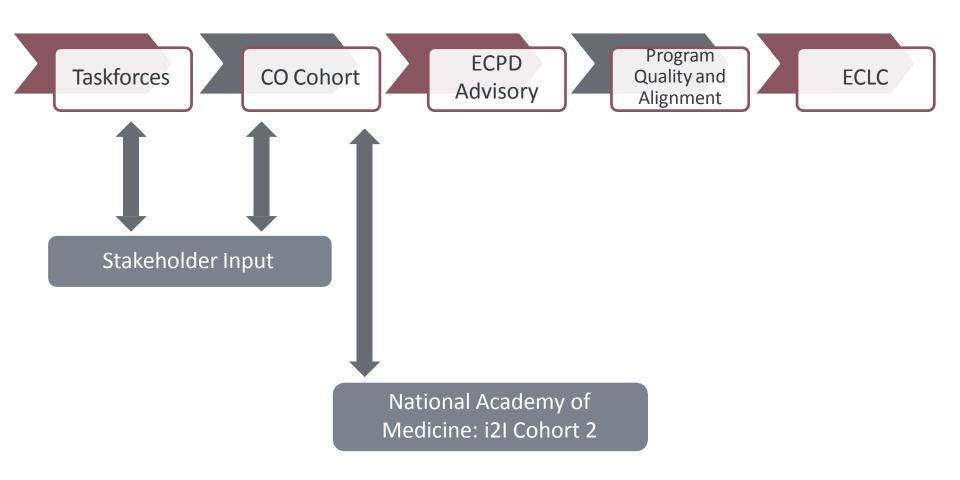
2020 PLAN

Transforming the —

Early Childhood Workforce

– in Colorado

Plan Development and Approval Process



Transforming the Early Childhood Workforce in Colorado

Plan Approval

April

- ECLC Meeting: Provided ECLC an overview of Colorado's Early Childhood Workforce 2020 Plan.
- ECPD Advisory approved the plan.

May

- **ECLC**: Hosted a webinar for ECLC to learn more about the plan, provide feedback, and ask questions.
- Program Quality and Alignment approved recommending the plan to ECLC for endorsement.

June

• **ECLC Meeting:** Requesting ECLC endorse the updated plan.

Six Goals
to
Advance
the EC
Workforce
in
Colorado

Workforce Development **Recruitment & Retention** Compensation Leadership Finance Data & Continuous Quality Improvement

Workforce Development

GOAL: Cultivate the competencies of a highly-qualified, diverse early childhood workforce.

Developing support structures and aligning systems to ensure the early childhood workforce has the competencies needed to do their job well.

Workforce Development

Example Activities:

Developing clear, streamlined pathways to education, professional development, credentials, and degrees, while allowing for multiple entry and exit points.

Address barriers to professional development opportunities, with an emphasis on ensuring equitable access across sectors, settings, and age of children served.

Recruitment and Retention

GOAL: Recruit and retain effective, qualified, and diverse early childhood educators.

Activities to better recruit and retain early childhood educators by promoting the workforce's personal and professional well-being.

Recruitment and Retention

Example Activities:

Test strategies to recruit, retain, and support a diverse workforce (working conditions, job satisfaction, workforce well-being).

Address barriers in policy and practice to timely recruitment and hiring (e.g., background checks, streamlining licensing regulations, award time for teacher/director qualifications).

Actively recruit and retain early childhood educators that reflect diversity of race, ethnicity, culture, language, gender, and ability.

Compensation

GOAL: Ensure worthy and livable compensation for early childhood educators.

Activities to ensure adequate compensation (including benefits) is tied to education and experience, with parity across setting, sector, and age of children served.

Compensation

Example Activities:

Develop and implement innovative strategies to expand funding for wage enhancing and incentive programs (e.g., tax credits, loan forgiveness, wage supplements.)

Research compensation, and make regional recommendations to improve compensation and achieve compensation parity across settings.

Leadership

GOAL: Leverage comprehensive, collaborative, and responsive leadership to achieve the vision of the EC Workforce 2020 Plan.

Activities to create oversight, ownership, and clearly-defined roles to ensure the plan is implemented.

Leadership

Example Activities:

Identify relevant groups to guide and lead implementation of the plan and define roles and responsibilities.

Partner with the Early Childhood Leadership Commission on strategies to elevate the early childhood workforce.

in Colorado

Finance

GOAL: Finance the early childhood professional development system through efficient coordination of funding, innovative financing models, and an informed and engaged public.

Activities to ensure there is adequate, diverse, and innovative financing structures to support the early childhood workforce and the systems that support them.

Finance

Example Activities:

Ensure funding to support the development of early childhood educators, including funding for scholarships, professional development, coaching, and career advising.

Identify and implement promising practices or targeted financing solutions, with an emphasis on increasing compensation, recruitment, and retention.

Data and Continuous Quality Improvement

GOAL: Continuously improve the effectiveness of the professional development system through the use of data.

Activities to ensure data and information is available to monitor the progress and development of...

- our early childhood workforce
- the professional development system and
- the implementation of the EC Workforce 2020 Plan

Data and Continuous Quality Improvement

Example Activities:

Provide regular early childhood workforce reports, including available data from Colorado Shines PDIS and surveys, to inform continuous quality improvement.

Monitor and regularly assess the progress, quality, and effectiveness of the early childhood professional development system and the implementation of the EC Workforce 2020 Plan.

Next Steps

- We would like to request endorsement of the plan.
- ECPD Advisory Working Group membership
- Implementation
- August 3: Reception to celebrate and recognize those who contributed to the plan
 - 5:30 6:30 at the Colorado Trust







Welcome and Thanks

- Thank you very much for participating in this process.
- Your input and feedback is an essential component of this process. Please be sure to sign the attendance list.
- Dr. Robert Mitchell Director of Educator Preparation (DHE)
- I am here to continue the process to develop a strategic action plan to help resolve our ongoing educator shortages throughout Colorado (HB 17-1003)

How We Got Here

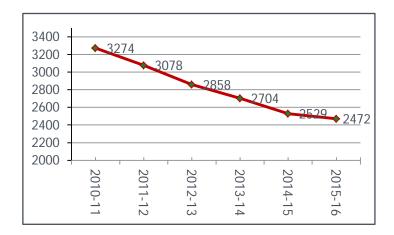
- HB 17-1003 was developed by CDE and DHE as a key step in addressing our ongoing educator shortages.
- It was authored by Rep. McLachlan (D-Durango) and Sen. Coram (R- Montrose), approved by the Colorado legislature and signed by Governor Hickenlooper in May 2017.
- The bill requires DHE and CDE to develop a collaborative action plan that will outline the necessary steps to resolve our educator shortages.
- Feedback and participation from interested individuals and groups is an essential component of the process and final action plan.

What This Meeting Is & Is Not

- This meeting is a focused discussion to discuss your ideas about how to resolve the educator shortage impacting Colorado.
- It is not a forum to discuss other aspects of public education, federal policy, testing and assessment or other topics.
- Our time is limited, so we must remain focused on the strategic plan to address educator shortages.
- Our overall goal continues to be to ensure that all Colorado students have access to outstanding educators – regardless of where they go to school or their specialized needs.

Our Current Situation

• We continue to see a decline in the number of people interested in careers in education.

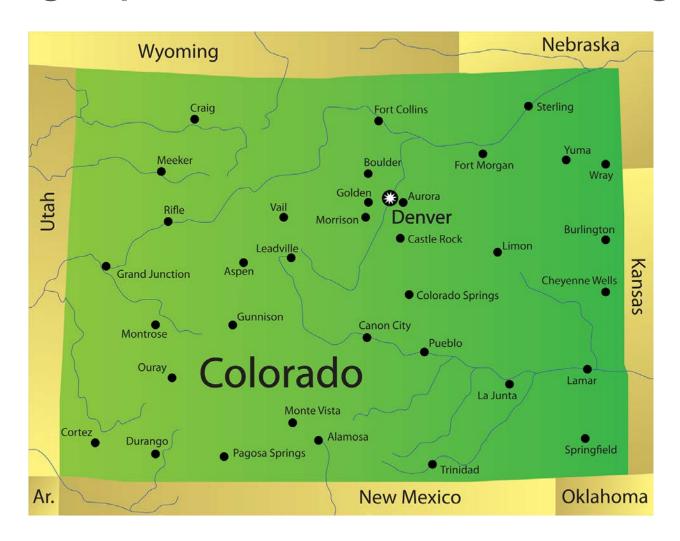


• Our rural districts are significantly impacted today and our urban/suburban districts will be impacted in the very near future.

Areas of Shortages

- We have pressing needs across the state in nearly every area particularly in our remote rural locations.
- Specialized needs include: secondary math teachers, secondary science teachers, special education educators, speech pathologists, bilingual educators, and diverse leaders in classrooms and schools.
- With declining enrollments and lessened interested in careers in education, Colorado must be strategic in developing new ways to bolster our educator pipelines.

Geographic Educator Shortages



Here is What We Know

- Several key issues are impacting the number of young people interested in careers as teachers and educators. These include:
 - The external perception of what teachers do and how they work.
 - The limited salary offered to new educators entering the profession.
 - The increasing costs of a college degree and the required return-on-investment.
- Retaining educators is also difficult as nearly 25% leave the profession within the first four years. Reasons most often cited for leaving: building climate and leadership, poor pay and large workload.
- To increase the pool of potential educators, these areas must be addressed and resolved.

We Want to Hear From You

- Please provide:
 - Your name
 - Your affiliation (parent, student, community group, etc.)
- Speak loudly to ensure all can hear.
- We appreciate your concise comments.

Perceptions of Teaching

- Teaching is a challenging job, but a great job that is creative and fulfilling.
- What are your ideas on how we can get more people interested in careers in education?
- How do we enhance the perception of the teaching profession?
- Up next: Pay and compensation.

Compensation and Salary

- Pay and compensation levels for teachers remain low in many school districts throughout Colorado.
- What are the best ways to use pay to both encourage new educators to enter the profession and retain outstanding veteran educators in our schools?
- How important is salary in recruiting and retaining educators?
- Are there other creative compensation ideas that should be considered?
- Up next: Retention, Preparation and Working Conditions

Retention, Preparation and Working Conditions

- What are the best strategies to retain strong educators within our local districts?
- Are we doing enough to adequately prepare people for careers as educators?
- What impact does the working conditions for educators impact the educator shortage? Does this need to be addressed?

Other Thoughts

 What other ideas could be useful in increasing our educator pipelines?

What have you seen work effectively, or not-sowell?

 Creative ideas welcome – all thoughts are welcome.

More Ways to Contribute

- A survey for input is available at the Colorado Department of Higher Education (http://highered.colorado.gov) and the Colorado Department of Education (https://www.cde.state.co.us) home pages.
- E-mails can also be sent to: educators@dhe.state.co.us.
- Thank you all for your participation and input.
- A copy of this presentation is available on your way out.
- Please make sure you have signed our attendance list before you leave.



Colorado Early Learning Development Guidelines L





Purpose

- Improve families' and professionals' knowledge of child development.
- Guide families and professionals working with children in planning and implementing developmental and learning activities.
- Inform or guide developmental support, instruction, assessment, and intervention.
- Provide unifying guidelines that are embraced by and embedded in programs and services across the comprehensive early childhood service delivery system.

The Guidelines

Birth to Age 3 | ages 4-8 months =

Language & Literacy Development								
Indicators Young infants may	Examples Young infants may	Suggested Supports Adults may						
1. Receptive Language : The developing ability to	understand words and increasingly complex utterances.							
Show understanding of a small number of familiar words and react to an adult's overall tone of voice.	 Smile and look toward the door when a teacher says, "Daddy's here." Wave their arms and kick their legs in excitement when an adult says, "bottle." Smile when an adult uses baby talk and make a worried face upon hearing a stern voice. Behaviors leading up to indicator. Vocalize in response to speech. Quiet down when hearing a familiar voice. Turn toward the window when hearing a fire truck drive by. Quiet down and focus on an adult who is talking to the child during a diaper change. Look at or turn toward someone who says the child's name. 	 Talk with the baby and allow the baby time to respond to you, perhaps by turning to look at you, smiling, or cooing. Greet the infant by name and repeatedly use the name in conversations with the infant. Repeat familiar words and gestures that accompany your actions when taking care of or interacting with the baby. Name familiar and repetitive sounds in the environment (e.g., car horn, doorbell, pet barking) for the infant. Learn words and songs from the infant's primary language. 						
2. Expressive Language : The developing ability t	o produce the sounds of language and use vocabulary an	d increasingly complex utterances.						
Experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.	 Vocalize to get an auntie's attention. Repeat sounds when babbling, such as "dadadada" or "babababa." Respond to a wave by waving and saying, "bye-bye." Lift their arms to an adult to communicate a desire to be held. Behaviors leading up to indicator: Squeal when excited. Make an angry noise when another child takes a toy. Make a face of disgust to communicate that they 	 During caregiving routines, talk about what you are doing and wait for a response. Respond to the baby's cooing and babbling and converse as if the baby understands everything you are saying. Imitate sounds or gestures that the baby makes and allow time for the baby to imitate you. Use everyday routines, such leaving, to role-play social language games (e.g., wave goodbye, blow kisses). 						

do not want any more food.

Repeat and expand the infant's vocalizations.

22 COLORADO EARLY LEARNING AND DEVELOPMENT GUIDELINES



Providers & Educators

- Colorado Academic Standards (preschool-3rd grade)
- Head Start Child Development and Early Learning Framework (3-5 year olds)
- Expanding Quality in Infant and Toddler training
- The Colorado Competencies for Early Educators and Administrators Core Competency Domain: Child Growth, Development, and Learning
- Colorado Shines Quality Rating and Improvement System Point Structure Guide
- Professional Development Information System Level 2 Courses

Parents & Caregivers

- · Look at an object in their hand, mouth it, and then take it out to look at it again.
- · Listen to the sounds that people use while talking in the language they use at home, and use these same sounds while babbling.
- · Kick feet while lying in the crib, feel the crib shake, and then kick feet again.
- Show they enjoy physically active play by repeating actions (e.g., kick, wave arms, roll over).
- · Gently turn, roll, bounce, and sway them to
- Provide periods of unstructured movement every day, allowing the infants to move freely on
- · Hold head, roll from back to stomach and from stomach to back.
- · Sit without support.
- · Move from a sitting position onto hands and knees.
- · Reach for and grasp an object, using one hand.
- Provide opportunities for them to move and
- objects and toys and play games to encourage



Colorado Early Development C

Infants between four and eight months old may explore objects Intants between rour and eight months our may explore objects kicking, reaching, grasping, pulling and letting go. They delight in and reach out to engage Kias at this age orten smile, laugh, coo and reach out to engage that that that hear

Look at an object in her hand, mouth it and then take it out to look at it again.

Hold head, roll from back to stomach and from stomach to back. Sit without support or move from a sitting

when hearing another baby cry or stop witeri i reaii ne anvuner veuy a y or ai ying and look at a child who is crying at sounds when babbling, such

o a wave by waving and saying.

ear the sound it makes

n the table, notice the loud nd then do it again.

COLORADO EARLY LEARNING & DEVELOR

HOW YOU CAN HELP THEM DE

Expose kids to a variety of sensory e like sights, sounds, tastes, textures, m smells, both indoors and outdoors.

Provide opportunities for them to move a variety of physical activities, such as lying floor in a safe area.

Talk about what other children are feeling or e their sounds, gestures, or facial expressions.

Respond to the baby's cooing and babbling and if the baby understands everything you are solving an an account of the baby understands everything you are solving that the halful trade and allow Sounds or gestures that the baby makes and allow the baby to imitate you.

Use everyday routines, such as leaving, to role-play Social language games, like Waving goodbye or

Offer toys that they can grasp and explore and see a response. Shake sound toys so they can hear the noises they make and react Respond to the baby, pointing out the they make and react. Respond to the value for their actions on toys. For example, say, "Look how



Goals

- 1. Improve the experience and transfer of knowledge to parents and friend, family, and neighbor caregivers visiting the website.
- 2. Increase frequency and visitors to the website by creating
 - easily shareable content, and
 - a community to spread the word through personal experiences.

Considerations

- Manage Costs (Initial and Ongoing)
- Proven Tactic
- Evergreen
- Avoid Duplication
- Easy to Find Easy to Share
- Wide Audience Appeal
- Shared Ownership Public Domain

Videos

The average consumer with an internet connection watches ~ 206 videos per month.

55% of people consume videos thoroughly — the highest amount all types of content.

39% of consumers are more likely to share content in video format. A Facebook video receives, on average, 135% more organic reach than a Facebook photo.

Online videos will account for more than 80% of all consumer internet traffic by 2020.

Videos up to 2 minutes long get the highest levels of engagement.

Messages

- The early years (0-8) are critically important for development.
- Get Involved! Early experiences and relationships shape how a child's brain gets built.
- Parents already have all the skills they need to help their children grow up healthy and happy.
- All children learn, grow and develop differently. What works for one child may not work for another, and that's OK!
- The Guidelines can be adapted to children with different abilities, cultures and languages and are designed for both parents to use at home and for professionals to use in their programs.

Can access these....

Age 3 | ages 4-8 months

Language & Literacy D

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COLORADO FARIY I FARMINIC O

a spoon on the table, notice the loud it makes and then do it again.

NTHS

Colorad

HOW YOU C.

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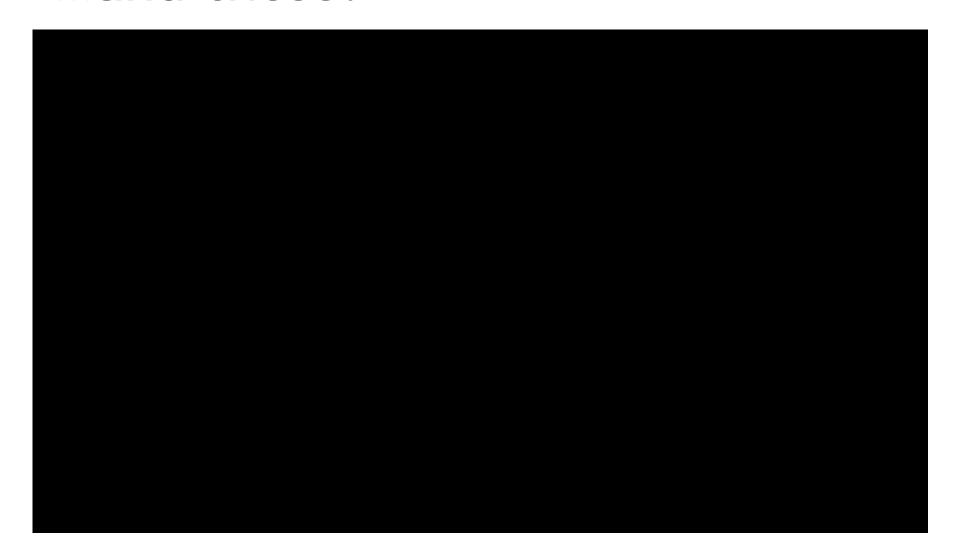
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ORADO EARLY LEARNING AND DEVELOPMENT GUIDELINES.



...and these!



Website Updates

- EarlyLearningCO.org & AprendizajeTemprano.org
- Enhanced navigation
- Interactive "Share Your Story" section
- Responsive to work on computers, phones, tablets
- ADA Accessible Video Transcription
- Social Share (Facebook, Twitter, Google+, LinkedIn, Email)

Parents & Caregivers	Providers	& Educators	Child Ad	vocates
	How old is Click below for	your child? more information.		
O-4 4-8 MONTHS MONTHS	9-18 MONTHS	19-36 MONTHS	3-5 YEARS	6-8 YEARS



Website Updates



Share Your Story







About Us Resources Share Your Story Contact Us

RESOURCES

Parents & Caregivers

Providers & Ed

All All Ages Infants & Toddlers Ages 3-5 Ages 6-8 bornlearning*

Born Learning

Everyday life is a learning experience for children. Born Learning helps parents. grandparents and caregivers explore ways to turn everyday moments into fun learning

Age Group: All Ages



essages with research-based child t information created by physicians or caregivers of children under 3 's include: newborn, infant and

Arition and eating; sleep; health y, developmental milestones, language earning: and behavior and positive discipline Age Group: Infants & Toddlers



Brain Conne

Brain Connection BrainConnection.com is dedicated to accessible, high-quality information a the brain works and how people learn discoveries are being made in areas the the human brain, including language, m behavior, and aging, as well as illness and Our brain experts believe that access to the information can provide practical tools for teaching and learning as well as valuable insights into almost every aspect of our daily

Age Group: All Ages



Center for Early Literacy Learning

The goal of the Center for Farly I itarange (CELL) is to promote the adap Use of evidence ha



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Outcomes to Date

- 2,727 Website Sessions (May 19-June 19)
 - o 1,907 New Users

- 2,393 Video Views (May 19-June 19)
 - o 1:06 Average View Duration
 - Watched on the Website, Facebook and YouTube

Next Steps

- Updated messaging and marketing tools are online now.
- Earned media will begin late June.
- Paid media (TV, radio, digital) in August/September.
- Continue to align with other efforts (Bright by Text, Project LAUNCH, ongoing consumer education work by OEC, etc).

Thank you!

Contact:

Lindsey Dorneman Communications Manager Colorado Office of Early Childhood 303-866-4156 Lindsey.Dorneman@state.co.us



DEVELOP A SYSTEM TO SUPPORT A QUALIFIED SUBSTITUTE POOL

FOR CENTER AND FAMILY CHILD CARE

BACKGROUND

- Statute directs CDHS to promulgate rules to certify substitute child care providers
- Hear from providers → Staffing is biggest challenge
- Awarded Technical Assistance from State Capacity Building Center
 - Develop a Qualified Substitute Pool for Center and Family Child Care

CHALLENGES

- Current EC Workforce Challenges
- Licenses Issued by State are Address-Based (Not Individuals)
 - Accountability
 - Background Checks
 - Sanctions

WORK TO DATE

Research Other Communities

- 2 Full Work Days
 - Common Understanding of Purpose
 - Identify Possible Models
- Outreach to ECCs

DRAFT PURPOSE STATEMENT

 Create a system to credential substitutes to help the workforce obtain coverage for short-term and long-term qualified substitutes and professional development for improving quality. This system will facilitate both the short- and long-term substitutes in becoming qualified.

THE SUBSTITUTE POOL WILL:

- Regional/local system
- Clarify standards for qualifications
- Integrate with the Professional Development Information System (PDIS);
- Career/Professional Development Opportunity
- Help providers access qualified substitutes;
- Consist of two types:
 - Short Term and Long Term

LICENSE A PLACEMENT AGENCY

- Substitute Placement Agency License
 - Accountability
 - Training
 - Qualifications
- "Agency" Could Be ECCs, Nonprofits, Child Care Centers, or Stand-Alone Entities
- Shared Accountability

NEXT STEPS

 Short term vs. Long term: Identify time periods and sets of qualifications, training requirements and certifications

Stakeholder Engagement

QUESTIONS:

• Is this a problem in your community?

 Are any programs addressing this successfully?

 Other considerations or recommendations?

THANK YOU!



Department Updates



Department Updates

- Colorado Department of Human Services (Jerene Petersen)
 - Office of Early Childhood (Mary Anne Snyder)
- Colorado Department of Education (Melissa Colsman)
- Colorado Department of Public Health and Environment (Karen Trierweiler)
 - Colorado's Child Fatality Prevention System: Infant Safe Sleep Update Presentation (Kate Jankovsky)
- Colorado Department of Health Care Policy and Financing (Tom Massey)





Child Fatality Prevention System (CFPS)



Public Health Approach

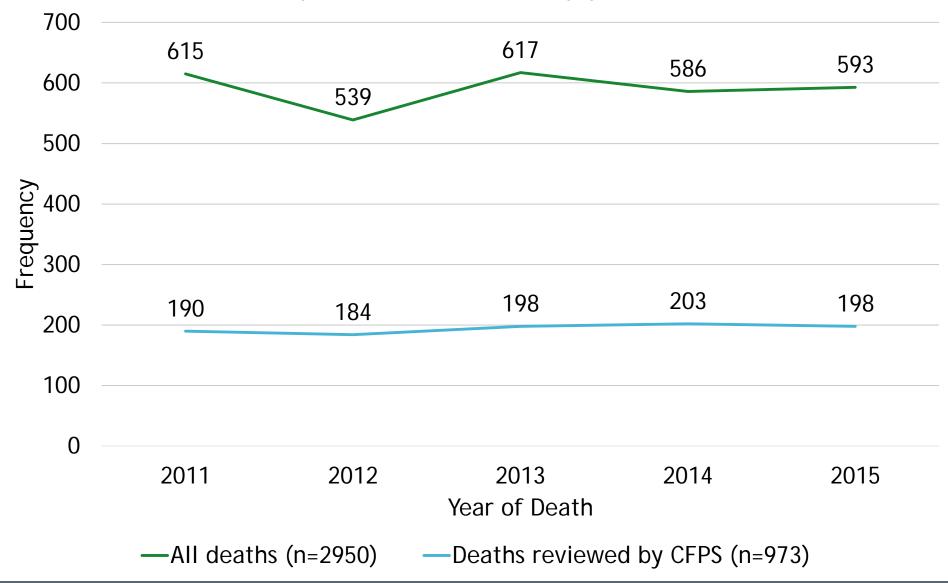


Child Fatality Prevention System Data

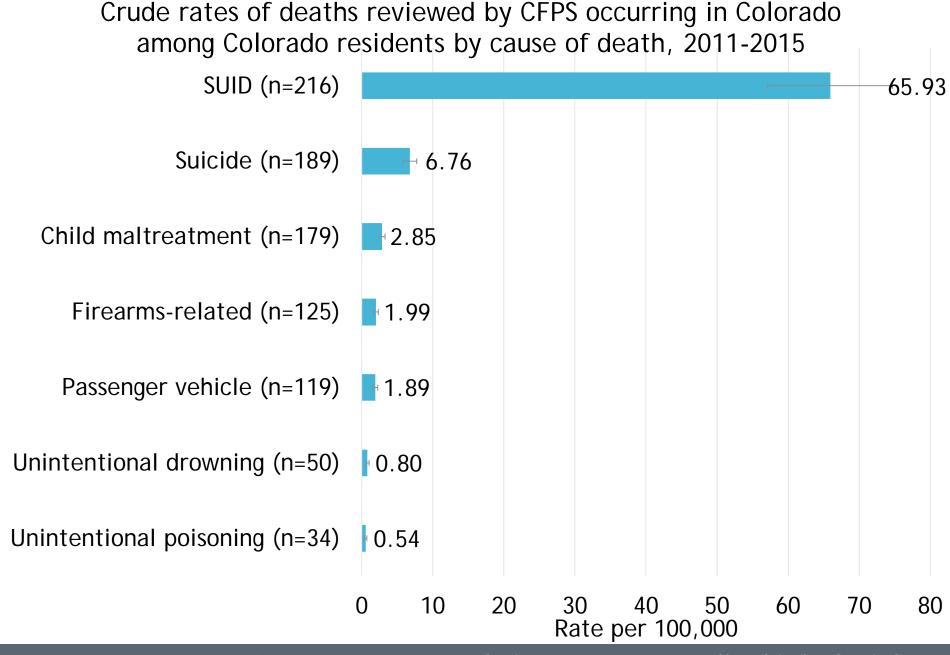


"The Colorado Department of Public Health and Environment acknowledges that generations-long social, economic and environmental inequities result in adverse health outcomes. They affect communities differently and have a greater influence on health outcomes than either individual choices or one's ability to access health care. Reducing health disparities through policies, practices and organizational systems can help improve opportunities for all Coloradans."

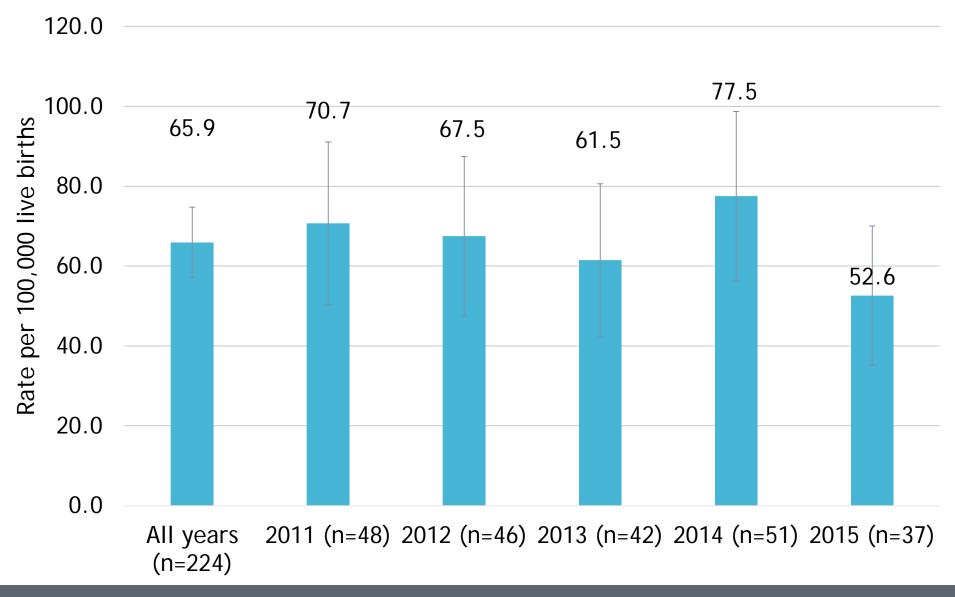
Total number of child fatalities and child fatalities reviewed by CFPS in Colorado by year, 2011-2015



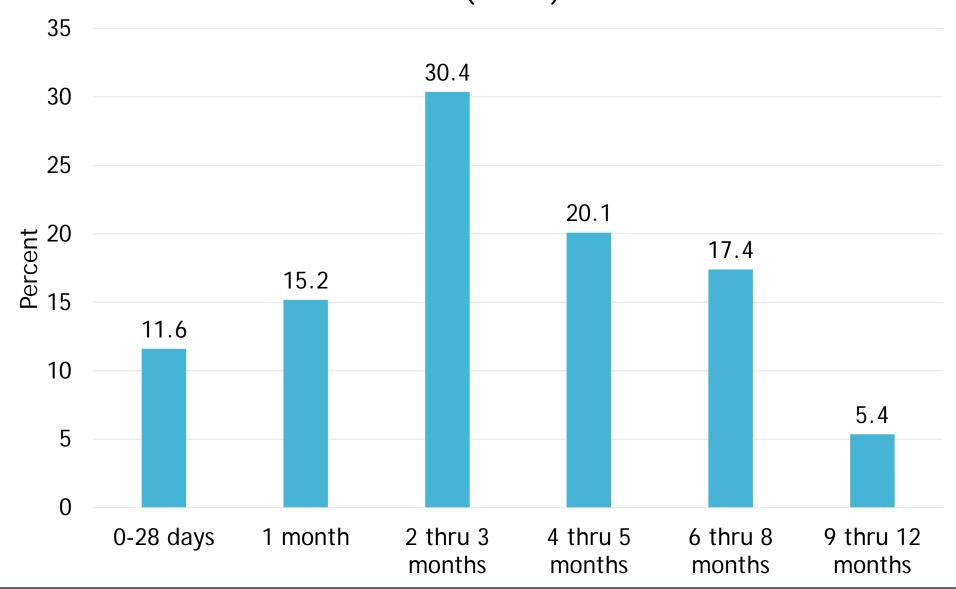




Crude rate of SUID among Colorado residents by year, 2011-2015



Age demographics for SUID occurring in Colorado, 2011-2015 (n=224)





American Academy of Pediatrics (AAP) Updated 2016 Recommendations for a Safe Infant Sleeping Environment

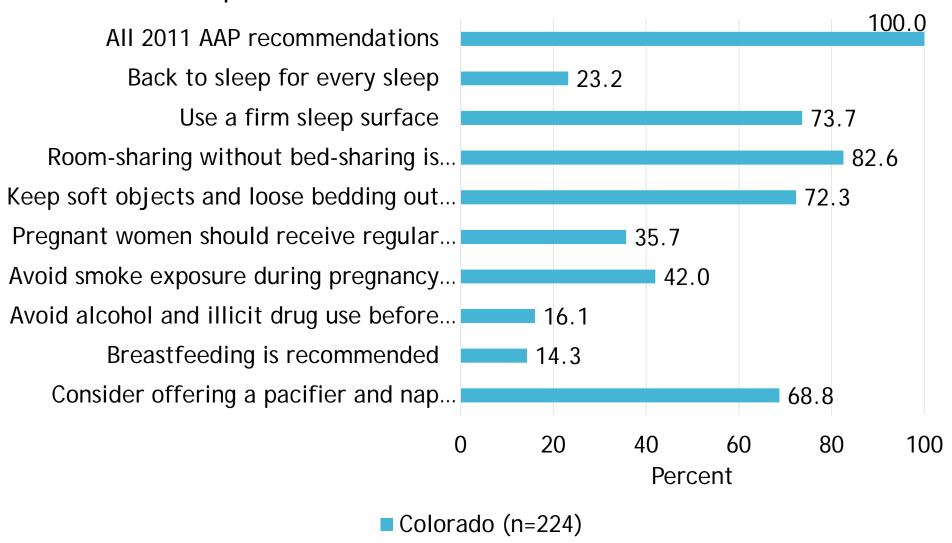
- 1. Back to sleep for every sleep.
- 2. Use a firm sleep surface.
- 3. Breastfeeding is recommended.
- 4. It is recommended that infants sleep in the parents' room, close to the parents' bed, but on a separate surface designed for infants, ideally for the first year of life, but at least for the first 6 months.
- 5. Keep soft objects and loose bedding away from the infant's sleep area.
- 6. Consider offering a pacifier at nap time and bedtime.
- 7. Avoid smoke exposure during pregnancy and after birth.
- 8. Avoid alcohol and illicit drug use during pregnancy and after birth.
- 9. Avoid overheating and head covering in infants.
- 10. Pregnant women should obtain regular prenatal care.
- 11. Infants should be immunized in accordance with AAP and CDC recommendations.



- 12. Avoid the use of commercial devices that are inconsistent with safe sleep recommendations.
- 13.Do not use home cardiorespiratory monitors as a strategy to reduce the risk of SIDS.
- 14. Supervised, awake tummy time is recommended to facilitate development and to minimize development of positional plagiocephaly.
- 15. There is no evidence to recommend swaddling as a strategy to reduce the risk of SIDS.
- 16. Health care professionals, staff in newborn nurseries and NICUs, and child care providers should endorse and model the SIDS risk reduction recommendations from birth
- 17. Media and manufacturers should follow safe sleep guidelines in their messaging and advertising.
- 18. Continue the "Safe to Sleep" campaign, focusing on ways to reduce the risk of all sleep-related infant deaths. Pediatricians and other primary care providers should actively participate in this campaign.
- 19. Continue research and surveillance on the risk factors, causes, and pathophysiologic mechanisms



Proportion of SUID occurring in Colorado where sleep environment did not satisfy the 2011 AAP Infant Safe Sleep Environment recommendation, 2011-2015









Education - Families and caregivers



Fathers and Male Caregivers



Dad's on Duty

Baby Boxes - Eagle County and Rocky Mountain Children's Foundation

What are Baby Boxes?

Baby Boxes are new parent starter kits that contain quality infant products as well as important information about antenatal, postnatal, neonatal, continuing care and support programs for both mother and child.



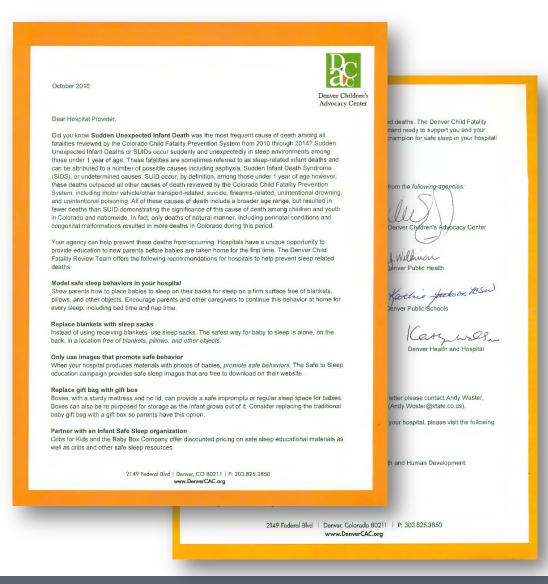
Each Baby Box is outfitted with a custom, certified non-toxic mattress so that it can be used safely as a bassinet.

©2016 The Baby Box Company, Inc. ALL RIGHTS RESERVED

Safe Sleep Trainings



Hospitals and health care providers



PROVIDER SCENARIO SCRIPTS

- Defining SUID/SIDS (what's the difference?)
- Safe Sleep Environments (modeling the AAP recommendations)
- Reflux (addressing myths about reflux)
- Prone position (addressing the why not)
- Flat head (preventing flat head syndrome safely)
- No crib (safe sleep options when a crib is not available)
- Twins (special considerations)
- Family Advice (when it differs from medical advice)
- Bedsharing (risk reduction)
- Breastfeeding (breastfeeding and safe sleep practices)
- Afraid of the cold (how to keep baby warm and safe when sleeping)
- Swaddling (when to stop)
- NICU (modeling safe sleep in the NICU)

SUID Death Scene Investigation SUIDIRF Training and Doll Re-Enactment



Jefferson and Gilpin Counties'
Safe Sleep Summit held on June 15, 2017

SUID Investigation Kits:

- -Patrol bag
- -Doll for scene re-enactment
- -Sleepsack
- -Place cards
- -Growth charts
- -SUID investigation checklist and guidance document

SUIDIRF = sudden explained infant death investigation reporting form

Questions? Want to get involved?

Join Colorado's Infant Safe Sleep Partnership

Email: kate.jankovsky@state.co.us Phone: (303) 692-2947





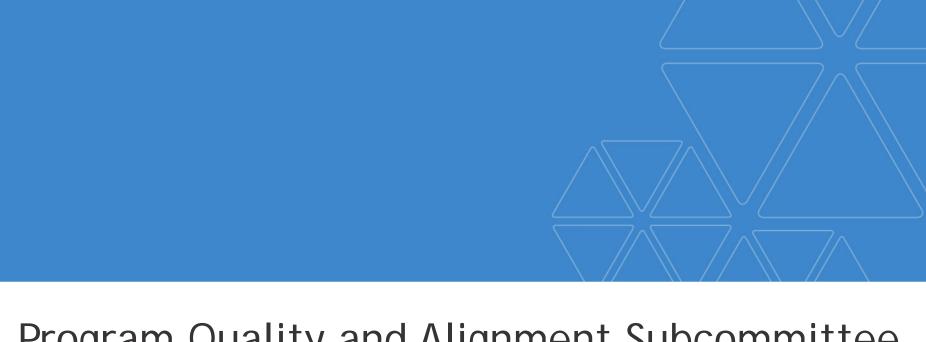
Communication Subcommittee Tom Massey and Elsa Holguin





Data Subcommittee Charlotte Brantley and Susan Steele





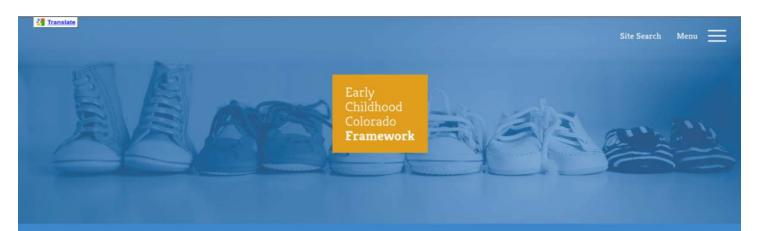
Program Quality and Alignment Subcommittee Letty Bass, Anna Jo Haynes and Melissa Colsman



Framework Website Updates

https://xd.adobe.com/view/9c6f424b-da9e-4c01-98ff-5b43e24f1700/





About the Framework

The Early Childhood Colorado Framework is our state's shared vision that Colorado is a place where all children are valued, healthy and thriving.

This interactive and informative platform provides an opportunity for early childhood programs, organizations, and agencies to access Framework materials, share program information, and align the multiple systems and connections that positively influence the earliest years of children's lives.

Frame

Framework History, Resources and Tools

Share

hare your organization' contributions to the Framework Outcomes

Learn

Learn about other programs and how they advance the Framework

See How Colorado is Doing

View Research and Data on Early Childhood in Colorado



Home > Frame

History & Tools

Framework History

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Framework Tools

Download the updated Early Childhood Colorado Framework and additional materials to support community conversations about what's new, why it matters and the opportunity to recommit to a shared vision for early childhood.



Framework Brochure (English)

Download and print the Framework or incorporate the image into your website or collateral.

Framework Brochure (Spanish)

Download and print the Framework or incorporate the image into your website or collateral.

Framework Poster

This 2'x3' poster is a great visual for events of all kind or to hang up in your office.

Home > Share > New Profile

Create Your Profile

Instructions and information about how to register. Sed ut perspiciatis, unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam eaque ipsa, quae ab illo inventore veritatis et quasi architecto beatae vitae.

Organization information

Physical Address*			
City*	State*	Zip Code*	
Phone*	Website URL		
.ogo (.jpg, .png, .gif, maxim Upload logo	um file size 1MB)		

Home > Share > Invest in Kids

Invest in Kids



Add New Program



Organization Type

Mission Statement

Colorado's infants and toddlers, parents and caregivers, including expectant mothers and fathers, will experience optimal health, learning and development and can expect accessible, coordinated, high quality resources and services that meet their needs.

Organization Description

Colorado's infants and toddlers, parents and caregivers, including expectant mothers and fathers, will experience optimal health, learning and development and can expect accessible, coordinated, high quality resources and services that meet their needs.

Organization Contact Info

Address 1 Address 2 City, State Zip Code Phone # Website URL

List of Programs

- Program 1 (edit | delete)
- Program 2 (edit | delete)
- Program 3 (edit | delete)

Home > Share

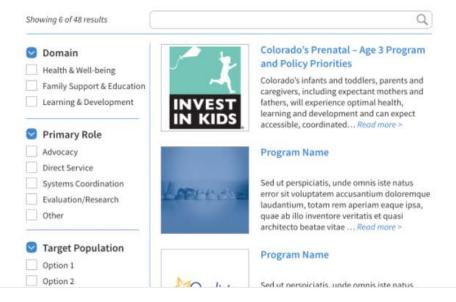
Add a Program

Program information		
Primary Role of Program in Early Ch	nildhood Systems (Choose 1)*:	
○ Advocacy		
O Direct Service		
O System Coordination		
 Membership Association 		
O Evaluation/Research		
O Other		
Service area*		
Check all that apply	©	
Target population*		
Check all that apply	©	
Activities & Services Your Program A	Addresses*	
Health & Well-being	Family Support & Education	Learning & Development
Data & Evaluation		
Are you evaluating the effectiveness	s of your activities and services in this	s program?
rate four crainating the electiveness		
O No		

Home > Learn

Search Programs

Instructions and information about how to search for programs. Sed ut perspiciatis, unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam eaque ipsa, quae ab illo inventore veritatis et quasi architecto beatae vitae. Sed ut perspiciatis, unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam eaque ipsa, quae ab illo inventore veritatis et quasi architecto beatae vitae.





Public Comment



Public Comment

- Each speaker may take up to five (5) minutes to make his or her comments. This time constraint may be modified by the ECLC co-Chairs.
- Any opinions, advice, statements, services, offers, or other information or content expressed or made available by stakeholders or members of the public during public comment does not constitute or imply its endorsement, recommendation, or favoring by the ECLC.

Next Meeting: August 24 2017 -

Colorado Department of Health Care Policy & Financing,

303 E. 17th Avenue, 11th Floor Conference Room

Denver, CO



ECLC - Ongoing Communication Efforts

During the Early Childhood Leadership Commission's ongoing communications discussion on May 15, 207, attendees developed strategies the Commission could pursue to advance communication efforts in Colorado based on 3 main focus areas identified in the Early Childhood Communications Collaborative report from 2016. These strategies were prioritized and then voted upon by attendees; the results from this process are below. The top 2 strategies from each focus area will be presented to the Commission, which will determine how they want to engage to move these efforts forward.

Engagement

8 8
Family/ parent voice is at the table consistently and authentically. 17
Messages are actionable, real, do-able, culturally appropriate, and inclusive and linguistically appropriate.
Training for professionals includes relationship building. 11
Ensure Families feel safe and have privacy to pursue resources and ask for help. 7
Create network of community based partners to train and support diverse messengers 4
Quality
Make sure messages are actionable and written in plain language. 16
Message is delivered where and when family is interested and can use it. 15
Build/develop trusted messages structured/training for both face to face and tech enabled delivery 14
Messengers are trained consistently everywhere. 9
Statewide messaging is broad, consistent and timely. 6
Noise Reduction
Disseminate the same message across multiple channels and simple message - easy to translate. 21
Think about how these unified messages produce outcomes for families. Will Families find these messages actionable? 17
Engage local and state messengers to reduce the noise. (Ensure multiple voices). 16
Provide resources (consult/eval) for emerging communication work to support continuity. 6
ID message gaps and create tools as pilot for statewide use. 0