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)
  o 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)
     - 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.
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
- 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)
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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.
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

Salaries of Colorado Early Childhood Professionals Relative to Poverty and Sustainability Levels

National statistics indicate that 46% are on public subsidy¹

Low Wages

Source: EC Economic Analysis and CO EC Workforce Survey, 2017 (Draft)

6/21/2017
An Overview of the EC Workforce 2020 Plan

COLORADO'S Early Childhood Workforce 2020 PLAN

Transforming the Early Childhood Workforce in Colorado JUNE 2017
EC Workforce 2020 Plan

Plan Development and Approval Process

Taskforces

CO Cohort

ECPD Advisory

Program Quality and Alignment

ECLC

Stakeholder Input

National Academy of Medicine: i2I Cohort 2
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

EC Workforce 2020 Plan

- Workforce Development
- Recruitment & Retention
- Compensation
- Leadership
- Finance
- Data & Continuous Quality Improvement
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.
EC Workforce 2020 Plan

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.
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.
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.
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.
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.
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.
**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

EC Workforce 2020 Plan
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
Strategic Plan to Address Educator Shortages

Ridgway School District
June 14, 2017
Dr. Robert Mitchell, DHE
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-so-well?

• 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
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

## Language & Literacy Development

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Examples</th>
<th>Suggested Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to Age 8</td>
<td>ages 4-8 months</td>
<td></td>
</tr>
<tr>
<td><strong>1. Receptive Language</strong>: The developing ability to understand words and increasingly complex utterances.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young infants may...</td>
<td>Young infants may...</td>
<td></td>
</tr>
<tr>
<td>1. Show understanding of a small number of familiar words and react to an adult's overall tone of voice.</td>
<td>• Smile and look toward the door when a teacher says, “Daddy’s here.”</td>
<td>• Talk with the baby and allow the baby time to respond to you, perhaps by turning to look at you, smiling, or cooing.</td>
</tr>
<tr>
<td></td>
<td>• Wave their arms and kick their legs in excitement when an adult says, “bottle.”</td>
<td>• Greet the infant by name and repeatedly use the name in conversations with the infant.</td>
</tr>
<tr>
<td></td>
<td>• Smile when an adult uses baby talk and make a worried face upon hearing a stern voice.</td>
<td>• Repeat familiar words and gestures that accompany your actions when taking care of or interacting with the baby.</td>
</tr>
<tr>
<td></td>
<td><strong>Behaviors leading up to indicator:</strong></td>
<td>• Name familiar and repetitive sounds in the environment (e.g., car horn, doorbell, pet barking) for the infant.</td>
</tr>
<tr>
<td></td>
<td>• Vocalize in response to speech.</td>
<td>• Learn words and songs from the infant’s primary language.</td>
</tr>
<tr>
<td></td>
<td>• Quiet down when hearing a familiar voice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Turn toward the window when hearing a fire truck drive by.</td>
<td></td>
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<tr>
<td></td>
<td>• Quiet down and focus on an adult who is talking to the child during a diaper change.</td>
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</tr>
<tr>
<td></td>
<td>• Look at or turn toward someone who says the child’s name.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Expressive Language</strong>: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young infants may...</td>
<td>Young infants may...</td>
<td></td>
</tr>
<tr>
<td>1. Experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.</td>
<td>• Vocalize to get an auntie’s attention.</td>
<td>• During caregiving routines, talk about what you are doing and wait for a response.</td>
</tr>
<tr>
<td></td>
<td>• Repeat sounds when babbling, such as “dadda-dada” or “bababababa.”</td>
<td>• Respond to the baby’s cooing and babbling and converse as if the baby understands everything you are saying.</td>
</tr>
<tr>
<td></td>
<td>• Respond to a wave by waving and saying, “bye-bye.”</td>
<td>• Imitate sounds or gestures that the baby makes and allow time for the baby to imitate you.</td>
</tr>
<tr>
<td></td>
<td>• Lift their arms to an adult to communicate a desire to be held.</td>
<td>• Use everyday routines, such leaving, to role-play social language games (e.g., wave goodbye, blow kisses).</td>
</tr>
<tr>
<td></td>
<td><strong>Behaviors leading up to indicator:</strong></td>
<td>• Repeat and expand the infant’s vocalizations.</td>
</tr>
<tr>
<td></td>
<td>• Squeal when excited.</td>
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<td></td>
<td>• Make an angry noise when another child takes a toy.</td>
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<tr>
<td></td>
<td>• Make a face of disgust to communicate that they do not want any more food.</td>
<td></td>
</tr>
</tbody>
</table>
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

## 4-8 Months

**KIDS THIS AGE MAY:**

- Look at an object in their hand, mouth it, and then take it out to look at it again.
- Expose them to a variety of sensory experiences—like sights, sounds, tastes, textures, movements, smells—both indoors and outdoors.
- Listen to the sounds that people use while talking in the language they use at home, and use these same sounds while babbling.
- Provide infants with both calming and exciting experiences depending on their signals.
- 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 increase their muscle strength and help develop important connections between the brain and muscles.
- Provide periods of unstructured movement every day, allowing the infants to move freely on the floor.
- 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.

**HOW YOU CAN HELP THEM DE: **

- 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 safe (i.e., no small parts or pieces) objects and toys and play games to encourage them to learn more about their environment.
- Provide opportunities for them to move and engage in a variety of physical activities, such as lying on a blanket on the floor in a safe area.
- Gently turn, roll, bounce, and sway them to increase their muscle strength and help develop important connections between the brain and muscles.
- Provide periods of unstructured movement every day, allowing the infants to move freely on the floor.
- 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.
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.
- 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.
- 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.
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....

- Look at an object in their hand, mouth it, and then take it out to look at it again.
- Expose them to a variety of sensory experiences - like sights, sounds, tastes, textures, movements, smells - both indoors and outdoors.
- Listen to the sounds that people use while talking in the language they use at home, using these same sounds while babbling.
- Provide infants with both calming and exciting experiences depending on their signals.
- Kick feet while lying in the crib, feel the crib, and then kick feet again.
- Gently turn, roll, bounce, and sway them to increase their muscle strength and help develop important connections between the brain and muscles.
- Hold head; roll from back to stomach and from stomach to back.
- Provide periods of unstructured movement every day, allowing the infants to move freely on the floor.
- Reach for and grasp an object using one hand.
- Provide opportunities for them to move and engage in a variety of physical activities, such as lying on a blanket on the floor in a safe area.
- Vocalize to get an auntie’s attention.
- Respond to a wave by waving “bye-bye.”
- Make an angry noise when another child takes a toy.
- Make a face of disgust to communicate that they do not want any more food.
- Imitate sounds or gestures that the baby makes and allow the baby to imitate you.
- Use everyday routines, such leaving, to role-play social language games (e.g., wave goodbye, blow kisses).
...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)
Website Updates

Share Your Story

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

Bright by Three

Messages with research-based child information created by physicians and caregivers of children under 3 years. Topics include: newborn, infant and toddler, nutrition and eating, sleep, health, safety, developmental milestones, language, learning, and behavior and positive discipline.
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
  o 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
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
Infant Safe Sleep Update
Early Childhood Leadership Commission Meeting

Presented by Kate Jankovsky
CFPS Coordinator
6/22/2017
Child Fatality Prevention System (CFPS)

- Child Fatality Review Teams
  - 48 teams

- Colorado’s Child Fatality Prevention System

- State Support Team
  - CDPHE

- State Review Team
  - 48 members
Public Health Approach

- Data Collection & Analysis: What is the problem?
- Risk Factor Identification: What is the cause?
- Develop & Test Prevention: What works?
- Assure Widespread Adoption: Implementation
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

- **All deaths (n=2950)**
  - 2011: 615
  - 2012: 539
  - 2013: 617
  - 2014: 586
  - 2015: 593

- **Deaths reviewed by CFPS (n=973)**
  - 2011: 190
  - 2012: 184
  - 2013: 198
  - 2014: 203
  - 2015: 198
Crude rates of deaths reviewed by CFPS occurring in Colorado among Colorado residents by cause of death, 2011-2015

- SUID (n=216) 65.93
- Suicide (n=189) 6.76
- Child maltreatment (n=179) 2.85
- Firearms-related (n=125) 1.99
- Passenger vehicle (n=119) 1.89
- Unintentional drowning (n=50) 0.80
- Unintentional poisoning (n=34) 0.54

Rate per 100,000 population or per 100,000 live births for infants

Data sources: Colorado State Demography Office, CDPHE Vital Statistics Program
Crude rate of SUID among Colorado residents by year, 2011-2015

Rate per 100,000 live births

All years (n=224) 2011 (n=48) 2012 (n=46) 2013 (n=42) 2014 (n=51) 2015 (n=37)

65.9 70.7 67.5 61.5 77.5 52.6
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.
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.
Consider offering a pacifier and nap...

Breastfeeding is recommended

Avoid alcohol and illicit drug use before...

Avoid smoke exposure during pregnancy...

Pregnant women should receive regular...

Keep soft objects and loose bedding out...

Room-sharing without bed-sharing is...

Use a firm sleep surface

Back to sleep for every sleep

All 2011 AAP recommendations did not satisfy the 2011 AAP Infant Safe Sleep Environment recommendation, 2011-2015

Colorado (n=224)
What are evidence-based safe sleep interventions?
**Education - Families and caregivers**

- Share your room, but not your bed. Your baby should sleep by him or herself in a crib, pack 'n' play or bassinet. Bedsharing is most risky when drinking alcohol or taking drugs, smoking or exposing your baby to second hand smoke, and dozing off with your baby on a sofa or armchair.

- Do not smoke near baby. Don’t allow anyone to smoke anything around your baby.

- Make sure nothing is in the sleep area except a tight-fitting sheet. No pillows, blankets, comforters, bumper pads, stuffed toys or other soft things. Soft surfaces can lead to suffocation.

- Keep baby on their back. This reduces the risk of suffocation and sudden infant death syndrome (SIDS).

- Don’t overdress the baby. Dress the baby in as much or as little clothing as you are wearing to avoid overheating.

- Always use a firm, flat sleep surface. This reduces the risk of suffocation and sudden infant death syndrome (SIDS).

- Use a sleep sack that fits the baby snugly. This reduces the risk of suffocation and sudden infant death syndrome (SIDS).

**Sleep Baby**
Safe and snug

By Dr. John Hutton
Illustrated by Leah Busch
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.
Safe Sleep Trainings

Child care workers

Child welfare workers
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/
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**
  - Share your organization’s 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](#)
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.
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

Name of organization

Physical Address

City
State
Zip Code

Phone
Website URL

Logo (.jpg, .png, .gif, maximum file size 1MB)
Upload logo

Vision and/or Mission Statement
Invest in Kids

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)
Add a Program

Program information

Primary Role of Program in Early Childhood Systems (Choose 1)*:
- Advocacy
- Direct Service
- System Coordination
- Membership Association
- Evaluation/Research
- Other

Service area*
Check all that apply

Target population*
Check all that apply

Activities & Services Your Program Addresses*
- Health & Well-being
- Family Support & Education
- Learning & Development

Data & Evaluation

Are you evaluating the effectiveness of your activities and services in this program?
- No
- Yes

If yes, do you have publicly available data online? Please provide the URL:
Search Programs

Instructions and information about how to search for programs. Sed ut persipciatis, 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 persipciatis, 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.

Showing 6 of 48 results

Domain
- Health & Well-being
- Family Support & Education
- Learning & Development

Primary Role
- Advocacy
- Direct Service
- Systems Coordination
- Evaluation/Research
- Other

Target Population
- Option 1
- Option 2

Colorado's Prenatal – Age 3 Program and Policy Priorities
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... Read more>

Program Name

Sed ut persipciatis, 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... Read more>
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
Early Childhood Leadership Commission
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

Family/parent voice is at the table consistently and authentically. 17

Messages are actionable, real, do-able, culturally appropriate, and inclusive and linguistically appropriate. 15

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