ECCBC Update
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ECCBC Role in the Community
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- Act as the *backbone* for the Collective Impact
- Expand *funding* Opportunities
- Impact *policy*
- Build *public awareness*
- *Accountable* to the community
- Improve *quality/availability* of programs & services for young families
ECCBC Program focus

• Early Childhood Collective Impact
  • ECCBC acts as the backbone organization for the EC Collective Impact Collaboration in Boulder County
  • ECCBC Framework acts as the county wide roadmap to school readiness

• Quality Improvement
  • Infant Toddler Quality and Availability Program (ITQA)
  • RTTT/CO Shines
  • Professional Development
    ✓ Monthly PD training Calendar
    ✓ Touchpoints Team
    ✓ EQIT
    ✓ Scholarships
ECCBC Membership 2016
12 BOD + 30 AC

- Early Childhood: 41%
- School District: 9%
- Health: 9%
- Social/Emotional: 9%
- Parent support: 9%
- Government: 4%
- Community: 19%
ECCBC Framework

**READY COMMUNITY**
The community recognizes the importance of early childhood as integral to the quality of life in Boulder County and as a critical part of the continuum of social equity. The community implements policies that support all families with young children throughout the county.

**READY EARLY CARE AND EDUCATION**
Early childhood professionals have the knowledge, skills and support to work effectively with and on behalf of families and children.

**READY FAMILIES**
Families are empowered to nurture their children’s healthy growth and development as their children’s first and best teachers. Families have access to programs and services to support their children’s development and can advocate effectively for their children.

**READY CHILDREN**
Children arrive ready for school: healthy, well adjusted and having been exposed to the fundamentals of learning.

**EARLY LEARNING**
- Increased capacity and number of high-quality early childhood programs for infants, toddlers and preschoolers
- Increased access to high-quality early childhood programs for infants, toddlers and preschoolers
- Increased percentage of children meeting developmental milestones to demonstrate school readiness
- Decreased gaps in school readiness and academic achievement between populations of children
- Increased percentage of early childhood professionals accessing formal education and professional development opportunities
- Increased compensation packages for early childhood professionals commensurate with experience and education
- Increased services and support for appropriately identified children with special needs

*Note: Infants and toddlers are birth through age three years; preschoolers are ages four and five years.*

**FAMILY SUPPORT AND EDUCATION**
- Improved access to family and community information to support participation in early childhood services
- Increased affordable, high-quality, culturally competent early childhood programs
- Increased percentage of eligible families using financial assistance to access high-quality, culturally competent early childhood programs, housing, transportation and other basic needs
- Increased agency collaboration to provide services for children who are at risk or have special needs
- Increased opportunities for family and community education regarding optimal child development
- Increased family advocacy and leadership at program, community and policy levels
- Public policies developed that would allow a parent to remain home during the child’s first year of life

**SOCIAL, EMOTIONAL AND MENTAL HEALTH**
- Increased social-emotional competence in young children
- Decreased rate of child maltreatment and need for out-of-home placement
- Increased knowledge and practice of supportive, nurturing behaviors within families
- Increased access to mental health services for all children and families
- Increased nurturing classroom interactions that promote children’s healthy social-emotional development
- Increased number of early childhood professionals with training in social-emotional development and possessing the skills and strategies for serving children’s social-emotional needs
- Increased community awareness about the importance of healthy social-emotional development and resiliency in children

**HEALTH**
- Improved overall health status of children, including: Oral, Visual, Auditory, Developmental, Weight and Children with special needs
- All children covered by consistent health and dental insurance
- Increased percentage of health care providers (primary care physicians, dentists, optometrists, other specialists) who accept Medicaid and CHIP
- Increased percentage of children who receive a Medical Home approach (comprehensive, coordinated care)
- Increased percentage of children who are fully immunized
- Early childhood programs increase their support of children’s health
- Increased percentage of women who have pregnancies that are intended
- Increased percentage of women giving birth with timely, appropriate prenatal care, including dental care and healthy birth outcomes
- Increased percentage of infants breastfed for at least six months

**OUTCOMES**

**ECCBC**

*Countywide Convener, Develop Funding Strategies, Impact Policy, Build Public Awareness, Promote Accountability, Improve Quality*

**THIS WORK IS GUIDED BY THE FOLLOWING PRINCIPLES:**

- **Comprehensive and Inclusive** in its design to meet the needs of all children and families.
- **Family and child-centered** in a way that values the uniqueness of each child and each family, builds on family strengths and is responsive to unique needs.
- **Focused on prevention** through promotion of physical, social-emotional, cognitive and language development of children; and early identification and intervention services for children with special health care needs, mental health concerns, disabilities, or developmental delays.
- **Affordable, accessible and available** to ensure that parents have choices in utilizing high quality, culturally competent services for their children.
- **Coordinated and integrated** to promote seamless and flexible service delivery, prevent gaps and duplication, maximize resources and leverage the strengths of the existing system.
- **Accountable** to the community and funders through monitoring of outcomes and indicators and a commitment to continuous quality improvement.
- **Sustainable** through stable funding mechanisms, governance and infrastructure for services.
READY CHILDREN Goal

Children arrive ready for school: healthy, well-adjusted, and having been exposed to the fundamentals of learning.
Ready Families Goal

Families are empowered to nurture their child’s healthy growth and development as their child’s first and best teacher.
Ready Teachers Goal

Early childhood professionals have the knowledge, skills, and supports to work effectively with and on behalf of children and their families.
Ready Community Goal

The community recognizes the importance of early childhood as integral to the quality of life in Boulder County and as a critical part of the continuum of social equity.
Mutually reinforcing activities

**EARLY LEARNING**
- Advocate at the local, state, and federal levels for increased/universal access to high-quality childhood programs
- Expand publicly funded comprehensive early childhood programs for infants and toddlers
- Promote cultural understanding between early childhood professionals and parents and families
- Explore incentives for early childhood professionals to serve infants and toddlers and children with special needs
- Support the ongoing development and practice of new skills and knowledge such as on-site coaching and mentoring
- Promote increased quality of early childhood professional staff education, program quality and environment quality
- Sustain availability of community resources and support networks for early childhood professionals
- Remove barriers to formal education for the early childhood workforce
- Pursue opportunities for partnerships to make trainings available to more early childhood professionals in Boulder County
- Increase training opportunities and ongoing support for early childhood professionals serving children with special needs
- Convene an early childhood professionals’ compensation package taskforce
- Increase outreach and training to unlicensed child care workforce and families

**FAMILY SUPPORT AND EDUCATION**
- Expand referrals and consultation for target populations
- Provide information to families to facilitate connection to services and support
- Improve access to adult education and family literacy
- Provide a system-wide approach to measuring and promoting quality that includes and is accessible to low-income families
- Consider incentives for professionals and assistance for families such as differential reimbursement based on quality standards
- Provide parent education, consultations and appropriate referrals aligned with Child Care Aware standards
- Provide wraparound services for part-time programs
- Analyze CCAP utilization to identify program strengths and barriers and develop appropriate policy recommendations
- Provide subsidy payments that are at least 100% of the average market rate
- Monitor market rates, community trends and CCAP policies and rates to ensure access for low-income families and capacity of providers to serve them
- Provide easy-to-use developmental tools and information on how to screen and how to obtain assessments and interventions
- Expand system for interagency referrals with multiple means of access to information
- Promote partnerships between a child’s parents and early childhood professionals to work with other service providers to meet the child’s specific needs
- Provide tools and information to families to strengthen their involvement in their children’s lives
- Expand outreach to parents of newborns; home visitations to include all four domains
- Encourage participation in training that strengthens and supports family leadership
- Educate community and legislature regarding factors that promote healthy brain development during the first year of life
- Develop a cost-benefit model to support at-home option for the first year of life

**SOCIAL, EMOTIONAL, AND MENTAL HEALTH**
- Broaden implementation of prevention-based programs promoting healthy development that are delivered in early childhood programs
- Increase utilization of standardized assessments for determining social-emotional competency
- Identify, assess and address intensive family concerns, including familial and community trauma
- Expand family support and parenting programs to include services in the social-emotional and mental health domain
- Increase the number of mental health professionals with specific training in early childhood mental health who accept Medicaid, CHIP or other insurance
- Educate early childhood professionals about mental health resources available to children and families
- Increase the availability and usage of tools that measure nurturing interactions in classrooms
- Train program administrators about workplace environments that foster professional relationships for the benefit of young children’s social-emotional health
- Promote specialized coursework for early childhood professionals focused on promotion, prevention and intervention within the social-emotional domain
- Make the continuum of support available to early childhood professionals (spanning brief consultation, on-site consultation, mentoring and coaching)
- Educate the public about the social-emotional needs and potential of young children

**HEALTH**
- Implement the Assuring Better Child Health and Development (ABCD) Project
- Increase access to hearing, vision, developmental and dental screenings and treatment
- Improve and expand health education to all parents, including fathers
- Promote preventive and comprehensive medical and dental care for all children
- Support community efforts to enroll and renew children in Medicaid, CHIP or other insurance programs
- Partner with state-level organizations to implement policies that increase Medicaid reimbursement rates and decrease administrative burdens
- Promote and support use of standards for a Medical Home approach
- Support Boulder County efforts to increase immunization rates
- Educate early childhood professionals to promote health for staff and families
- Expand and increase public awareness of public health and community programs
- Increase public awareness of the importance of healthy behaviors before conception and pregnancy
## Prioritized Strategies

<table>
<thead>
<tr>
<th>Domain</th>
<th># prioritized strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>11</td>
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<tr>
<td>Social-emotional</td>
<td>10</td>
</tr>
<tr>
<td>Family support</td>
<td>18</td>
</tr>
<tr>
<td>Early Learning</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
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</tbody>
</table>

Different needs/levels of detail

- Program Managers
- Policy Makers and Funders
Rules to Prioritize by ....

• Prioritized strategies reflect:
  ✓ maximum effectiveness
  ✓ greatest ROI
  ✓ leverage existing resources
  ✓ proven effectiveness
  ✓ demonstrated community support
  ✓ reflects ECCBC priorities
Why We Do What We Do

If our American way of life fails the child, it fails us all.

Pearl S. Buck
Human Brain Development

Neural Connections for Different Functions Develop Sequentially

- Sensory Pathways (Vision, Hearing)
- Language
- Higher Cognitive Function

FIRST YEAR

Birth (Months) (Years)

-8 -7 -6 -5 -4 -3 -2 -1 1 2 3 4 5 6 7 8 9 10 11 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

Brain Growth and Colorado Public Education
Investments by Child Age (2014)

- Brain Growth
- Public Investment
ECCBC Strategic Priorities

- birth through three year old population
- the at-risk population of young children
- promoting a mixed service delivery model for child care
- Improving the quality of childcare in BoCo
Health Domain

• Ensure all Boulder County children receive 3 developmental screenings by age 3
• *Educate* all early childhood professionals to promote health for their staff
• Improve and expand *health education* to all parents
Social/Emotional

• **Expand family support and parenting programs** to include services in the social-emotional domain and mental health domain.

• **Educate the public** about the social-emotional needs and potential of young children.

• **Make the continuum of support** available to early childhood professionals (spanning brief consultation, on-site consultation, mentoring and coaching) focused on promotion, prevention and intervention within the social-emotional domain.
Early Learning

• Support the ongoing development and practice of *new skills and knowledge* through on-site coaching and mentoring

• Promote *increased quality* of early childhood professional staff education, program and environmental quality

• *Explore incentives* for early childhood professionals to serve infants, toddlers and children with special needs
Family Support and Education

• Expand outreach to parents of newborns

• Provide provider subsidy payments that are at least 100% of the average market rate

• Develop a cost benefit model to support an at-home option for the first year of life
Next steps

• Add granulation/specificity to each strategy

• How are you going to operationalize/implement this strategy?

• What specific actions should be taken?

• What are the specific success indicators?
Possible actions

• From Family Support:
  ✓ Expand outreach to parents of newborns
    ▪ Define specific strategies to meet this goal
      ➢ Explore Pay for Success funding to expand the Community Infant Project
      ➢ Seek philanthropic funding to expand BoCo Home Visitation Programs (EHS, PAT, CIP, Genesis, NFP)
      ➢ Apply for federal funds for Early Head Start
Possible actions

• From Social/Emotional domain:
  ✓ Educate the Public about the social-emotional needs and potential of young children
  
  ➢ Public Health Improvement Process: community priority to improve mental health
  ➢ Community of Hope collaboration with PHIP

  ❖ Work group just identified a goal to educate the public with the outcome to be a reduction in the stigma surrounding mental health
If not us-then who?

“What the best and wisest parent wants for his own child, that must be what the community wants for all its children.”

- John Dewey (1859-1952)
  US Educator, Philosopher and Psychologist
Thank You

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