

# ANNUAL REPORT



Early Childhood Coordinating Council

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*2013-2014*

Prepared for Governor C.L. Butch Otter

*September 2, 2014*

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### IDAHO COUNCIL HISTORY

Idaho combined and consolidated the Interagency Coordinating Council (Idaho Code Title 16, Chapter 1, 1991) and the Early Care and Learning Cross Systems Task Force {Executive Order (EO) No. 2004-01} in 2006 under EO 2006-13. An EO, signed by Governor C.L. “Butch” Otter in 2011 named the Early Childhood Coordinating Council (EC3) as the state Early Childhood Council. This Council is charged with statewide strategic planning for Early Childhood and serves to oversee implementation of the Idaho Early Childhood Comprehensive Plan as established in the Early Childhood Comprehensive Systems (ECCS) grant.

**NUMBER OF MEMBERS:** 25 members appointed by Governor Otter on the state council; 115 members of seven regional early childhood committees; 30 members of working subcommittees.

### COUNCIL COMPOSITION

1. State agency responsible for child care
2. Mental Health
3. State Department of Insurance
4. Idaho Educational Services for the Deaf and Blind
5. Institutes of higher education
6. Local providers of early childhood education and development services
7. Head Start agency (Head Start Association and met through committee structure)
8. Head Start Collaboration
9. IDEA Part C, Infant Toddler Program
10. IDEA Part B, 619 Program
11. Judicial representative
12. Community Council of Idaho (Migrant Seasonal Head Start)
13. Child Welfare - Foster Care
14. State legislature (2)
15. Medicaid
16. Maternal Child Health (MCH)
17. Parents of children with disabilities (20% of council membership) (4)



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18. Regional Early Childhood Committee Chair
19. Public Health District
20. Developmental Disabilities Council

**CHAIR(S) OF COUNCIL:** The Council is co-chaired by a parent and a professional.

### COMMITTEES: 6

The Council reorganized in the fall of 2012 to a committee structure focused on early childhood programs and programmatic issues. This structure is conducive to in-depth work that cannot be accomplished during quarterly meetings. It also provides an opportunity to engage additional volunteers to complete strategies. The Governance Committee comprises the Council Co-Chairs and Chair of the five working committees. Each committee typically meets 1 time per month for 1 hour or less through phone or video conference. The following is a list of working committees:

- Governance
- Home visiting and parent education
- Early education and child care
- Data and resources
- IDEA Part C Infant Toddler Program
- Head Start / social and emotional development

### COUNCIL FUNDING AND SUPPORT

The Council operates by braiding funds from the Individuals with Disabilities Education Act (IDEA) Part C and Early Childhood Comprehensive Systems (ECCS) Grant. Part C funding covers meetings, travel and materials for the Council and \$3,000 to each of seven Regional Early Childhood Committees (RECC). ECCS provides the staff to coordinate council activities and meetings. This has been an effective and efficient partnership that meets the needs of federal Part C regulations and a statewide council for early childhood. Please see Appendix A: Council and Council Committee Rosters.



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### SUMMARY OF ACCOMPLISHMENTS

#### *Strategic Planning*

Strategic planning has been a primary focus for the Council over the past year. The Council has thoughtfully prepared an Idaho Early Childhood Comprehensive Systems Framework for 2014-2019. More than 50 professionals and families contributed to the contents of this framework and that many more provided comments during the open comment period of July 2014.

See Appendix B: Strategic Plan Framework.

The following summary is based on strategic planning and statewide shared goals.

- 1. HEALTH Goal: Families and caregivers of young children have access to resources and appropriate healthcare, to help them raise healthy, strong children.***



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### *a) Shaken Baby Syndrome (Abusive Head Trauma) Prevention*

A second annual Shaken Baby/Abusive Head Trauma Summit was held in conjunction with the Strengthening Families Training Institute. A team comprising the Idaho Children's Trust Fund, Idaho Chapter of American Academy of Pediatrics, St. Luke's Hospital, Shaken Baby Prevention of Idaho and EC3 continues to assess and research preventative strategies for this preventable and tragic abuse. According to Dr. Paul McPherson of the St. Luke's CARES unit, the number of infants and toddlers shaken has not declined in recent years. Previous efforts to decrease this type of trauma included widespread parent education of two nationally known models: 1) Period of Purple Crying; and 2) Happiest Baby on the Block. Following a consultation with experts in Colorado, the team decided to present the idea of a "Crying Plan" at the second summit in March 2014. Attendees of the summit provided input to the Crying Plan and its implementation. A "Crying Plan" provides parent education about the fact that all babies cry and then gives the parent/caregiver an opportunity to plan ahead with strategies to deal with crying. Based on the research of Dr. Mark Diez, Crying Plans contain a signature line for parents to commit to keeping their baby safe. The Idaho Crying Plan was introduced at the Western Idaho Fair in August 2014. A dedicated webpage (<http://cryingbabyplan.org>) for the Crying Plan is live. Other implementation strategies underway include linking key websites for ease of accessibility. The Idaho Perinatal Project and St. Luke's will promote the Crying Plan as a standard of care for birthing hospitals. St. Luke's and the AAP will promote it with primary medical providers during infancy. Please see sample Crying Plan in Appendix C: Product Samples.

Impact: Statewide (all newborn infants and toddlers.)

### *b) Mitigation of Toxic Stress*

In collaboration with the Idaho Chapter of the American Academy of Pediatrics (AAP) and Dr. Noreen Womack, over 700 people from all over Idaho have attended or viewed a 30-90 minute presentation about the impact of Toxic Stress, also known as Adverse Childhood Experiences (ACE). This topic is a national priority for the American Academy of Pediatrics as well as the Early Childhood Comprehensive Systems Grant.



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Impact: Statewide (all newborn babies and young children birth through five.)

A working committee of the Council will prepare a presentation for the 2015 state legislative session. The presentation will pull together research findings and state expertise.

### *c) Oral Health for Babies (Babies FIRST: Tooth, Brush, & Visit)*

Finding a gap in oral health outreach for babies prompted an initiative to provide oral health education to parents of babies and toddlers enrolled in the Infant Toddler Program, Migrant Seasonal Head Start, Health Districts, pediatric offices in the Treasure Valley and St. Luke’s Specialty Clinics. This initiative was collaboratively planned with the Department of Health & Welfare’s Divisions of Health and FACS, and the Idaho Chapter of AAP through the Building Bridges grant. In examining two years of data to establish the baseline of information and then comparing the information with the total number of infants and toddler receiving services the first year of implementation, there is a definite increase in the number of young children receiving services at an earlier age. The baseline and additional year of data supplied by DentaQuest is shown below. Please see card developed for initiative in Appendix C: Product Samples.

<b>7/1/11 – 6/30/12</b>	<b>Less than 1 year</b>	<b>Between 1 and 2 years</b>
Total Eligible for Dental Services	12,168	28,828
Total Eligible for and Receiving Services	139	6,569
<b>7/1/2012 – 6/30/2013</b>	<b>Less than 1 year</b>	<b>Between 1 and 2 years</b>
Total Eligible for Dental Services	12,464	25,880
Total Eligible for and Receiving Services	154	6,361
<b>7/1/2013 – 6/30/2014</b>	<b>Less than 1 year</b>	<b>Between 1 and 2 years</b>
Total Eligible for Dental Services	12,579	26,170
<b>Total Eligible for and Receiving Services</b>	<b>235</b>	<b>7,330</b>

Impact: Statewide\_(infants and toddlers birth to three years.)



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***II. SOCIAL AND EMOTIONAL DEVELOPMENT Goal: Families with young children have access to social and emotional screening and follow up care when needed.***

### ***a) Infant and Early Childhood Mental Health***

There are fewer than ten endorsed and qualified individuals in Idaho to provide mental health services for infants, toddlers and young children. The EC3 identified a gap in service delivery and professional capacity during the May 2014 meeting. This gap represented the number of children under the age of three with substantiated situations of abuse. Based on the national research of Adverse Childhood Experiences (ACE), the more risk factors a child has, the higher chance of lifelong health issues including mental health. With 6 or more adverse experiences, children have a 90% chance of experiencing delays in their development. Children who are victims of abuse tend to have multiple adverse childhood experiences. This gap was reported to each of the 7 Regional Mental Health Boards and to Optum (Medicaid contractor for mental health services.)

The strategic plan for 2014-2019 addresses statewide social and emotional interventions at length.

Impact: Statewide (young children birth through 5 years.)

***III. EARLY EDUCATION AND CARE Goal: Families have access to early learning opportunities to support school readiness, optimal development and lifelong learning.***

### ***a) Early Literacy Initiative***

In collaboration with the Idaho Commission for Libraries (ICfL), children enrolled in the Infant Toddler Program and their families have an opportunity to participate in *Routes to Reading -- Books To Go*. Over 1,200 book bags, stuffed with story books and ideas to extend learning experiences, travel with therapists and service coordinators to the homes of these young children. The books, carefully selected for optimum learning, encourage letter knowledge, math (counting), shapes, and vocabulary. Research from the Center for Early Literacy Learning, found adult-child reading intervention promotes the development of both expressive and receptive language. This type of intervention also serves to strengthen adult-child relationships that build



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social and emotional skills. Between 2013-2014, an additional 75 book bags were added for Spanish-speaking families, and braille books were purchased for families of children with visual impairment. Additional books purchased through the ECCS grant in July 2014 will sustain *Books To Go* for infants and toddlers for at least two more years.

In collaboration with the Building Bridges (American Academy of Pediatrics) grant, early literacy training and activities, through the evidence-based Reach Out and Read program, have been implemented with 110 high-risk families served by the Maternal Infant Child Home Visiting (MIECHV) program. Also implemented is a Reach Out and Read site at the Terry Reilly Health Clinics.

**Note:** Reach Out and Read is an evidence-based program that shows a change in parent behavior in terms of reading aloud to their children and involvement in education. It is also highly effective with low-income families as the direction is coming from a respected member of the health care community.

**Impact:** Potential statewide impact for promoting early-literacy outcomes on the Individualized Family Service Plan (IFSP) and embedding literacy into everyday activities. Annual IDEA Part C cumulative enrollment for Dec 1, 2013 was 3,690 children from birth to three years.

**Impact:** Young children living in low income households in the Treasure Valley area; 110 Families in Twin Falls, Shoshone, Kootenai and Jerome Counties.

### ***b) Core Competencies for Early Childhood Professionals***

An EC3 working committee developed, compiled and cross-referenced a comprehensive document, Idaho Core Competencies for Early Care and Education to provide a guide for pre-professionals, professionals and higher education institutions on standards and best practices for those working with young children in Idaho.

Extracted directly from the Idaho Core Competencies document, the purpose statement, alignment with national standards, intended users, and a graph showing how each level corresponds to training and education levels follow. The entire 35-page document may be found at [www.earlychildhood.dhw.idaho.org](http://www.earlychildhood.dhw.idaho.org) under the "Professional" tab.



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The **purpose** of the Idaho Core Competencies for Early Care and Education is to set a standard for professional development based on research and best practices that meets the needs of practitioners and professionals working with young children in Idaho.

The **scope of application** for these competencies includes the following:

- To set a standard for professional knowledge, performance, temperament, and character necessary for effectively providing quality care and education to young children.
- To provide guidance and a foundational framework for professional development and professional academic preparation programs.
- To define attainable competencies for individuals improving care and education of young children.
- To support existing systems for crediting, certifying, and credentialing providers in the field of early care and education.

### Alignment with National Standards

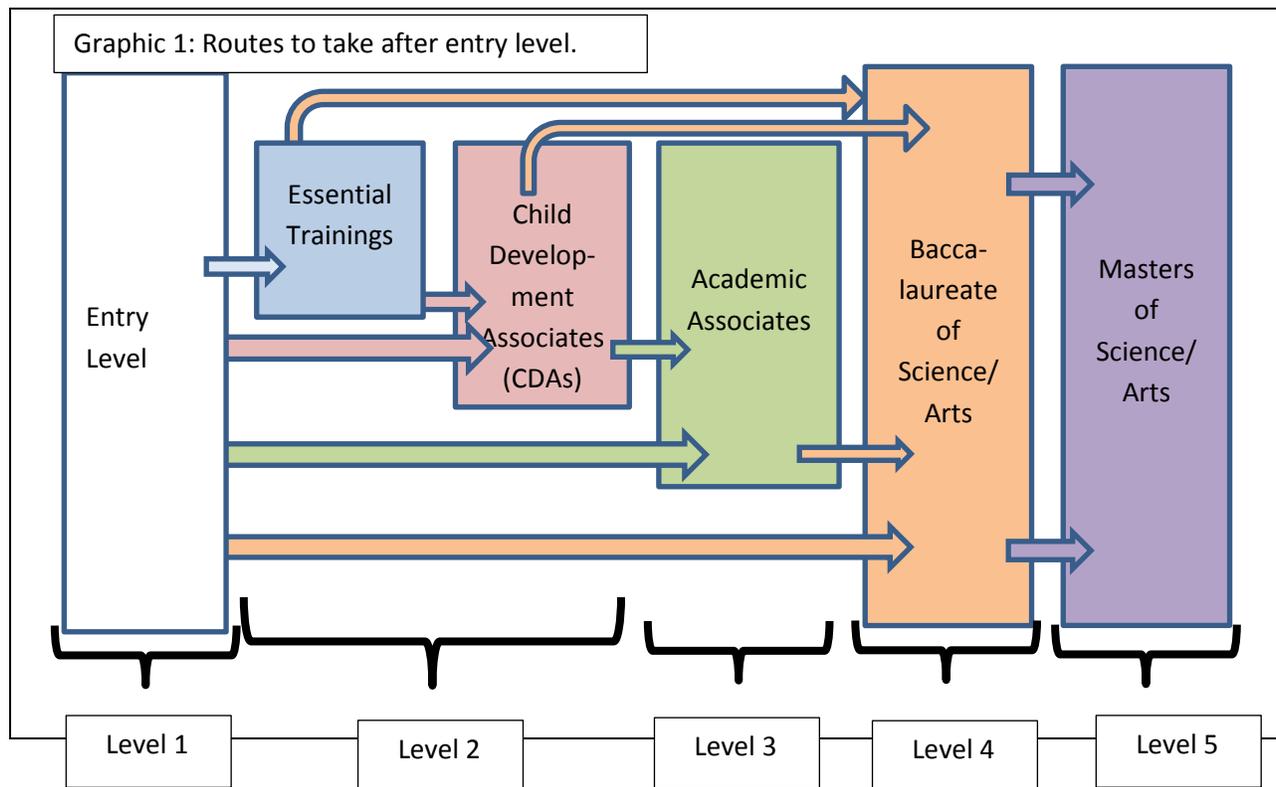
The **core competencies are designed for** the practitioners, higher education personnel, administrators, and policymakers. They are guidelines written to ensure a high standard and a complete scope of practice in early care and education. They are intended to be used to design in-services, courses, trainings and policies surrounding early care and education in Idaho. The professional using the competencies can be confident that they represent sound principles supported by standards and current research.

Competency Areas and Levels defined for Early Care and Education in the State of Idaho are **aligned** with the National Association for the Education of Young Children (NAEYC), Division of Yearly Childhood (DEC) of the Council of Exceptional Children (CEC), Idaho State Professional Teaching Standards (which align with the National Council for Teacher Education) and National Association for Family Child Care (NAFCC.) Please see sample page in Appendix C: Product Samples.



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Impact: Statewide (all current and future early childhood practitioners and higher education personnel.)



### c) Screen Time

In alignment with the work on early literacy and brain development, and the policy statement of the American Academy of Pediatrics, a brochure is available to provide information to parents about the importance of **no** screen time for children under age two. Supporting evidence for action on this issue includes: 1) screen time does not support healthy brain development; 2) increased rate of obesity due to sedentary lifestyles beginning at an early age; and 3) increased rate of ADHD in children experiencing many hours of screen time.

Several focus groups gathered information from professionals and parents about why screens are used with infants and toddlers. Parents' and care providers' use of screens with young children can include during meals; as well as continuous cell phone calls and texts. Some



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parents think screen time will make their child smart. Identifying these reasons helped the Council develop strategies to encourage activities other than screen time. This work culminated in the development of a brochure encouraging the use of mealtime, bedtime, car time and break time to promote healthy relationships and early learning. See attached brochure in Appendix C: Product Samples.

Impact: Statewide (infants and toddlers birth to two years).

***IV. FAMILY RESOURCES AND TOOLS Goal: Families and caregivers of young children have access to information and resources.***

### ***a) Communications and Social Media***

The Council supports educational posting on *facebook*. Some featured items include: immunizations, child safety and family activities.

Impact: An average of 300 hits per week for *facebook* posts.

### ***b) Website***

Located within the Department of Health and Welfare's website is the Early Childhood Information Clearinghouse. This site holds up-to-date information about the Council and many resources for families and professionals. Resources such as early screening for Autism, Idaho Core Competencies for Early Care and Education Professionals, Idaho Early Learning Guidelines, Crying Plan and more can be found at: [www.earlychildhood.dhw.idaho.gov](http://www.earlychildhood.dhw.idaho.gov) .

Impact: Statewide (families of young children, early childhood professionals.)

***V. SYSTEMS Goal: Linkages and coordination will be promoted among public and private partners, providers and programs.***

### ***a) Strengthening Systems***



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The Council voted to spend two hours on training to prevent child sexual abuse. The Darkness to Light Stewards training, facilitated by Sherry Iverson, sparked an effort by Council members to take this training back to staff and local communities. Two Council members participated in facilitator training at a later date. Idaho Education Services for the Deaf and Blind sponsored training for 40 individuals. Two Regional Early Childhood Committee Chairs serve as facilitators covering Region II and Region VII.

Impact: Statewide (families, children of all ages.)

### *b) Strategic Planning*

Projecting five years, the Council developed a framework/blueprint for early childhood from 2014 through 2019. The framework focuses on the critical areas needed for all young children to grow and learn to their full capacity: 1) health; 2) social and emotional (mental health); 3) early education and child care; and 4) family resources and tools. An additional area of focus for planning is around systems. Given the sparse resources in Idaho for young children and their families, communication, coordination, collaboration, and partnerships are key components to developing and implementing programs and services for families and young children. Please see Appendix B: Strategic Plan Framework.

Impact: Statewide (families and young children birth through 5 years.)

### *c) Comments on Rules and Regulations*

Proposed federal regulations for the Idaho Child Care Program (ICC) will have a significant impact on child care in Idaho. The Governance Committee responded to the national call for comments with the following:

1. Market Rate Study (98.16): This gives states more flexibility as they are asking for innovative ways for people to come up with ways to do the study. In general, we support this.
2. Revised Eligibility (98.20): Mandated you may only do 12-month re-evaluations. This will cost Idaho more money. We have the lowest eligibility numbers in the nation.



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Situations are very unstable and we need the 6-month check in. We may have options if this passes and do a 6-month reporting process.

3. Use of Grants to Address Shortages (98.30): We will be required to have grants with providers to hold slots open in areas where we have shortages. This will be costly and unrealistic for Idaho. We asked to be able to analyze our shortages and notify them of how we will fix them.
4. Require Criteria for Co-Payment (98.42): We are unclear of language; are they really requiring? We have flexibility in Idaho to waive co-pay for low income families.
5. Requires a Lead Agency to Report Injuries and Deaths (98.41): We have a designated state agency. It is by Executive Order and the requirement is not to report injuries. We would have to change rules and it will be difficult in Idaho.
6. Protective Services (98.20): We like the concept of more children receiving services. It will cost a great deal of money to implement and manage.
7. Hotline for Complaints (98.328): We agreed with this as we already have a hotline, but would need to brush up on certain aspects.
8. Consumer Education: Only for ICCP providers regarding history of violations, backgrounds checks, etc. Parents should have access to any information the state may have on a provider. This is a problem with maintaining because of low incomes. This will be difficult to comply with and legislature would have to agree.
9. Compliance with State Fire and Building Codes: We already do this. We can't demonstrate from our ratios that somebody can take a child out during an emergency.
10. Education and Training (98.41): House will require 14 requirements for education and training prior to becoming an ICCP provider. This is doable for us and gives the providers a grace period.

### *d) Other: Use of Technology*

In 2014, access to a public portal through the Department of Health and Welfare replaced hard copy presentations and other materials to save costs and other resources. In 2013, video-conferencing equipment was tested by the Council for feasibility of committee meetings and to use as one of four quarterly Council meeting forums. This technology continues to be useful in 2014. The Council saves approximately \$2,800.00 annually.



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### *Regional Early Childhood Committees*

Regional committees provide statewide outreach and local implementation for the EC3. During the past year, regional committees have implemented public awareness for IDEA Part C and numerous other child and family oriented projects.

#### *Region I:*

This region utilizes a sub-committee structure to accomplish and promote work in the following four areas: 1) Public Awareness, 2) Family Connect, 3) Professional Development, and 4) Membership.

- Kid's Day in the Park/Resource Fair – estimated 1200 children in attendance.
- Training on *Assessing Developmental Services for Young Children* in three local communities in collaboration with local ITP staff – each provider received a take-home packet of information.

#### *Region II:*

- Fall event for providers in collaboration with ITP regarding developmental services.
- *Super Saturdays* in the spring and fall with trainers such as Darkness to Light.
- Resource Fair at Lewiston Mall.
- Book Purchases for rural libraries through First Books – several books passed around.

#### *Region III:*

- Designed a flyer specific to their region regarding referrals for services.
- Took part in the 2nd Annual Kids Fair in February with a booth manned by committee members and ITP staff.
- Partnered with IdahoSTARS at Dia de los Niño's (Day of the Children).
- Books were purchased and shared with 15 libraries and other lending libraries.

#### *Region IV:*

- Designed a brochure to assist pediatric and family medicine providers to know how and where to refer young children for screening and assessment.



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- Quality children's board books purchased for target distribution to promote early literacy awareness and activities.

### *Region V:*

- Partnered with the local early childhood annual conference organizers to sponsor a speaker and venue. Close to 100 participants benefited from the training.
- Co-sponsored a Kids Day Out event which serves to provide community resources for families of young children.

### *Region VI:*

- Resource exchange was held in April to connect families. Activities for children were provided by Idaho State University preschool. Vendors and resource booths were also set up. Door prizes were donated by Region VI District Health. All families left with a children's book. The event was held at Idaho State University and was promoted via a radio marketing campaign.

### *Region VII:*

This Regional committee utilizes the seven goals plus the vision and mission statements of EC3 to align with their three subcommittees: 1) Health and assessment, 2) Education, and 3) Resource coordination.

- Designed prescription pads with resources specific to the region where they would be distributed. RECC distributed to medical offices for use with pediatric patients.
- Offered a traveling Block Fest™ event focusing on math and science development through all school districts in this region.
- Developed a promotional display board to explain what RECC is and what it does.
- Offer an educational presentation during each RECC meeting about relevant programs and services.



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Photo courtesy of Jennifer Stith



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### Appendix A:

#### Council and Committee Roster



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### Appendix B:

#### Idaho Early Childhood Comprehensive Systems Framework



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### Appendix C: Product Samples