



Parent and Provider Education - Message and Outreach Training



Agenda

- **ECPAC – Overall Communications Plan**
- **Social-emotional development – Understanding & Consistent Messages**
- **Messages – what they are and how to use them**
- **Early literacy development – Understanding & Consistent Messages**
- **Importance of high quality ECE - Understanding & Consistent Messages**
- **Additional ECPAC Materials available and how to order**
- **Community Resources**
- **Evaluation**

Mission: *Build a community where every young child and their family can reach their full potential*

Ultimate Goal: Children enter school healthy and ready to succeed

Community Indicators for the first 8 Years

- Children are born healthy, into well-prepared families
- Children's health and early learning is supported, at home and in the community
- Children achieve individually appropriate developmental milestones
- Children enter school ready to learn
- Children read with proficiency at the end of 3rd grade

Cradle to Career



ECPAC
EARLY CHILDHOOD PARTNERSHIP
OF ADAMS COUNTY

ECPAC Purpose – the How

Increase the:

- Community's capacity to improve access for families to affordable high quality early childhood services

In the areas of:

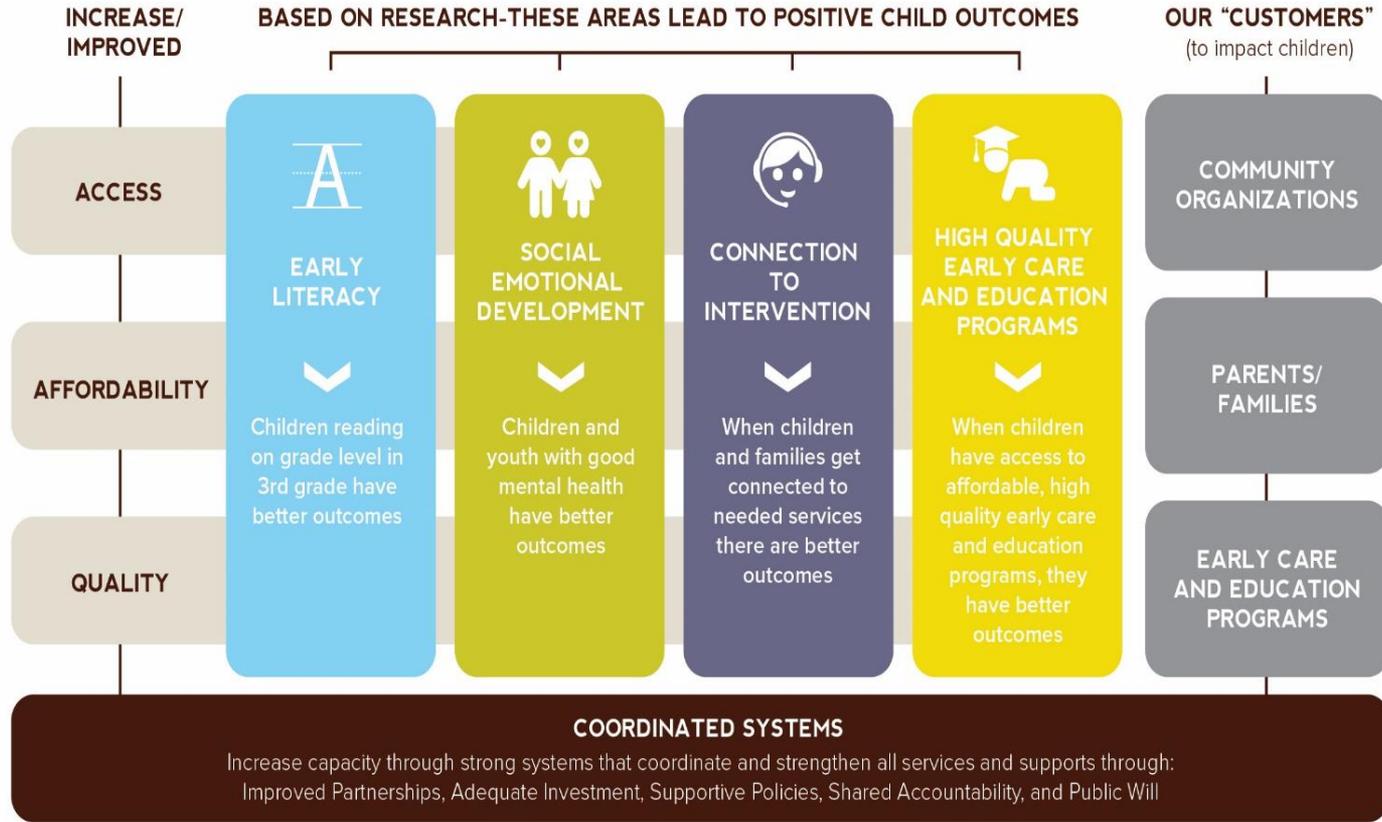
- **Early Learning, Health, Social-Emotional-Mental Health, and Family Support and Parent Education.**

2-GENERATION

STRENGTHENING FAMILIES

SYSTEM OF CARE GUIDING PRINCIPLES

SYSTEM OF CARE GUIDING PRINCIPLES



COLORADO EARLY CHILDHOOD FRAMEWORK

FAMILIES

STRENGTHENING

2-GENERATION

COMMUNITY BASED

EQUITY AND CULTURALLY RESPONSIVE

ECPAC Strategic Plan and Action Teams / Projects

- **Early Literacy:**
 - Kindergarten Readiness
- **Social-Emotional:**
 - Project LAUNCH
- **Connect to Intervention:**
 - Maternal Mental Health, Health Integration, and LAUNCH
- **High Quality ECE:**
 - ECPAC's Quality Improvement Project

Project LAUNCH

The 5 required strategies **builds** off current work:

1. Screening and assessments in a range of child-serving settings
(developmental, mental health, PRD)
2. Integration of behavioral health into primary care settings
3. Mental health consultation in early care and education
4. Enhanced home visiting through increased focus on social and emotional well-being
5. Family strengthening and parent skills training

Plan to serve over **16,000** children over the 5 years

Southern Adams County demographics

~ Westminster, South Thornton, Commerce City

Conditions are often even more challenging (as of application - 2014):

- Follow through with a Part C evaluation: 40.23%
(AdCo: 52%; CO: 69%)
- Free and reduced lunch rate is 78.3%
(AdCo: 47.7%; CO: 41.6%)
- English-Language Learners: 49.7%
(AdCo: 22.9%; CO: 14.3%)
- 50% of children are not reading proficiently in 3rd grade
(AdCo: 35.7%; CO: 30%) - 2013
- 72.2% of students are Hispanic (AdCo: 47.5%; CO: 32.7%)
20.8% are White, with only 7% making up other ethnicities (2013)

= **Disparities**

- LAUNCH subpopulation: Spanish-Speaking **and/or** of Hispanic/Latino descent

CLAS Standards & Disparities Health Statement

- **Culturally and Linguistically Appropriate Services:**
 - Principal Standard
 - Governance, Leadership, and Workforce
 - Communication and Language Assistance
 - Engagement, Continuous Improvement, and Accountability
- **Disparities Health Statement:**
 - Ensure systems are in place to collect data on the #/% served by race/ethnicity/language
 - Increase understanding of root causes of disparities
 - Inform community about health disparities and create a call to action in alignment with other initiatives focused on reducing health disparities
 - More.....
- ECPAC's Equity Action Team

Strengthening Families

- **Parental Resilience:** The ability to cope with and bounce back from all types of challenges.
- **Social Connections:** Friends, family members, neighbors, and other members of a community who provide emotional support and concrete assistance to parents.
- **Knowledge of Parenting and Child Development:** Accurate information about raising young children, appropriate expectations for their behavior, and knowledge of alternative discipline techniques.
- **Concrete Supports in Times of Need:** Financial security to cover day-to-day expenses and unexpected costs; formal supports like TANF, Medicaid, and job training; and informal support from social networks.
- **Children's Social and Emotional Competence:** A child's ability to interact positively with others and communicate his or her emotions effectively.
- ECPAC's Family Leadership and Engagement Action Team

Evaluation

- After Today's session – complete survey monkey
 - Certificate and access to all materials will then be available



Training Objectives

When you leave here today, you will:

- Have a deeper understanding of and how to communicate about various early childhood development
- Know which messages to use and how to use them effectively
- Have access to new printed materials that support provider and parent education and how to support use of materials



Thanks to our Funders



Colorado Project LAUNCH =

Linking **A**ctions for **U**nmet **N**eeds in **C**hildren's **H**ealth
Colorado Project LAUNCH is a collaboration to promote the social and emotional well-being of children aged 0-8.

Rose Community Foundation

Early Childhood Education and Development – Prevention programs and efforts that supports low-income children 0-5

Temple Hoyne Buell Foundation

and

Mile High United Way

Previous Funders:

Caring for Colorado and Community First



ECPAC Communications Plan



Purpose

2015-2020 Strategic Plan

Increase Capacity to have a strong early childhood system so that service providers are connected to one another and families needs are met

Increase access to parent/family education

Increase quality of programming



How Materials were Developed

The materials build off of the:

- Early Learning Developmental Guidelines: <http://earlylearningco.org/>
- Shared Message bank through the Early Childhood Colorado Partnership (ECCP): <http://eccp.civikkanopy.org/message-platform/>
- Other

Social Emotional Materials – created by SE2

- Discovery Sessions
- Communications Committee and Statewide input – Office of Early Childhood

Early Literacy Materials:

- Kindergarten Readiness Action Team
- **Family Feedback**

Preschool Matters:

- Various ECE program Directors



What Is the Communications Toolkit?

- **Brochure/One pager for early childhood professionals**
 - *Overview of various early childhood topics*
 - *Supporting healthy development in the program*
 - *Community resources for support*
- **Brochures/Materials for parents/families**
 - *Importance of the type of development or issue at hand*
 - *How to support healthy development at home*
 - *Community Resources*
- **Posters**
- **Order Form**
- **Videos:** www.EarlyChildhoodMentalHealthCo.org



How Can Professionals Use the Toolkit?

The communications toolkit will help you:

- **Have more effective conversations with parents** about these sometimes sensitive topics
- **Support development in your program**
- **Learn about community resources** to help children and families who are struggling

WHY

- ***Parent survey from Zero to Three (2016) shows:***
 - 69% of families say if they knew more positive parenting strategies they would use them (especially dads)
 - Parents overall consistently underestimate just how early children can be affected by some critical experiences
 - There is an expectation gap when it comes to understanding children's capabilities



Messages 101

SE2



What Is a Message?

- A **factual** statement delivered in a **persuasive** way
- The **essential point** you want to get across
- What you want people to **remember**



Why Do Messages Matter?

- Ensure **consistency** across various spokespeople
- **Targeted** to audience values / what they care about
- Help you to maintain **focus**, create a “home base” to come back to



How Do You Use Messages?

- **Don't have to be delivered verbatim**
 - Tailor messages for your audience
 - Deliver them in a way that is comfortable for you
- **Shouldn't be jam-packed into communications**
 - People can only remember 2-3 main points



Where Do We Use Messages?

- Face-to-face conversations
- Website
- Social media
- Brochures, handouts, etc.
- Emails
- Presentations
- Press releases / media interviews
- **Everywhere!**



Understanding Your Audience

SE2



Audiences

To use messages effectively, **you must understand your audience** and what they care about.



We Have Many Audiences

- Child care professionals
- Parents/caregivers
- Health care providers
- Home visitors
- Community partners
- Volunteers
- Donors/funders
- Business leaders
- Media



Primary Audiences

People who spend the most time with young children...

- **Parents and caregivers**
- **Child care providers**
- **Other early childhood professionals**



What Do Early Childhood Professionals Value?

- Providing **excellent care and service** to the children and families in their program
- Having **information, skills and knowledge** that help them be more effective professionals
- Promoting the **health and well-being of the children** in their care
- Preventing and managing **challenging behavior**
- Having access to **trusted community resources** they can reach out to when they are concerned about a child



What Do Parents/Caregivers Value?

- **Health, safety and well-being** of their children/grandchildren
- **Community resources for help** with parenting – especially during challenging times
- Opportunities to **build parenting skills**
- **Easy-to-understand, culturally relevant information** that helps them support their children’s healthy development
- **Personal conversations** and opportunities to ask questions and voice concerns about their child’s development
- Preventing and **managing challenging behavior**



Put Your Audience First -- Always

Early childhood professionals and parents can feel **overwhelmed by the amount of information** they receive.

Tailoring communications to be relevant to what they care about – and **explaining how we can make their lives easier – will help cut through the clutter.**



About Social-emotional Development



What Are Social-emotional Skills?

- Having positive relationships
- Managing emotions
- Resolving conflicts peacefully
- Taking care of others
- Waiting patiently



Social-emotional Development

The process of learning social and emotional skills begins at birth, as infants build attachments and trust with caregivers, learn how to calm themselves down, and later, to recognize emotions.

Like any skill, children develop social and emotional abilities gradually – with lots of support from caregivers as they learn.



What is Social-emotional Development?

All aspects of a young child's development – physical, cognitive, social and emotional – **are interconnected.**

Healthy development in each of these areas provides children with a strong foundation for health and well-being throughout their lives.

When social-emotional development is on track, the result is a child with strong mental health.



Social-emotional Skills Are Essential

Social and emotional well-being allows children to:

- Express emotions in healthy ways
- Form close relationships
- Learn and succeed in school

Healthy social-emotional development and mental health in early childhood lay a foundation for overall health, well-being and success in school and throughout one's life.

Relationships Are Key to Healthy Development

Starting at birth, **caring and consistent relationships** give children a foundation of safety and encouragement to explore the world around them.

Supportive relationships teach children to express their feelings in a healthy way, have compassion for others, and learn the difference between right and wrong.

Positive relationships support **healthy social-emotional development, which supports good mental health throughout life.**



The Connection with Mental Health

When social-emotional development is on track, the result is a thriving child with strong mental health.

Just as physical health enables us to have the energy we need to work and live our lives, **mental health allows us to have positive relationships, cope with life's challenges, and manage our emotions.**



Understanding Mental Health, Reducing Stigma

Just as we all have physical health, we all have mental health
– and that includes very young children, even babies.

Children's **mental health is every bit as important** as their physical health.



Understanding Mental Health, Reducing Stigma

Physical health is the foundation that provides us with the energy and strength we need to go about our daily lives.

Mental health gives us the ability to make friends, cope with life's hardships, and be successful in school, work and community life.



Understanding Mental Health, Reducing Stigma

In the same way that we nurture children's physical health we must also nurture their mental health with positive experiences, loving, stable relationships and support to help develop social-emotional skills.



Healthy Bodies, Healthy Minds

We all have mental health – even babies!

We take care of children's physical health with nutritious foods, plenty of rest, and safe environments. **We must also take care of their mental health by actively supporting their social and emotional development.**

Our Role in Social-emotional Development

Early childhood professionals **play a key role in supporting the healthy development of the children in their care.**

Caring, consistent relationships between young children and their adult caregivers are essential to their social-emotional development.

Supporting Social-emotional Development

Early childhood professionals promote social-emotional development by:

- Providing warm and responsive care
- Appreciating children's diverse cultures
- Modeling and encouraging positive behavior
- Offering children choices and sticking to routines
- Coaching children to share and play together
- Building relationships with families



Community Resource Available

Visit ECPAC website: www.ecpac.org

Training for Early Childhood Professionals

For Families

Community Reach Center

- Referral Form and Talking Points
- Early Childhood Specialists for ECE programs

Parent Classes:

- How to Read your Baby: 0-3 year olds
- Incredible Years: 3-6 year olds

Zero to Three or Center on Social Emotional Foundations for Early Learning

- <https://www.zerotothree.org/>
- <http://csefel.vanderbilt.edu/>



Early Literacy



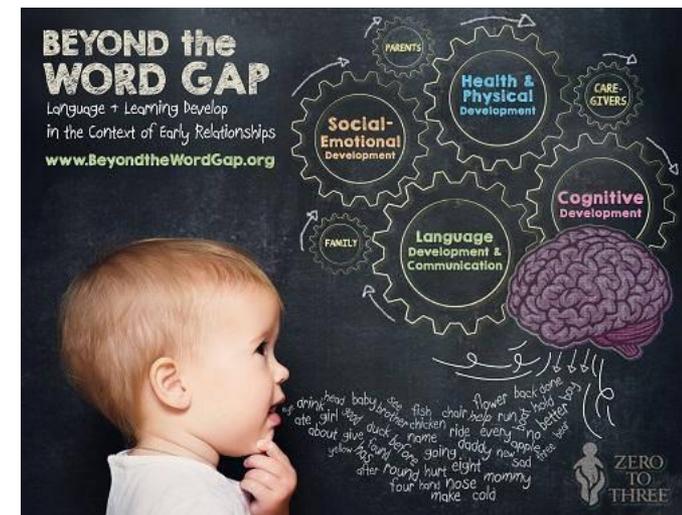
What is Early Literacy

- Building the skills for future language, reading, and writing evolve from a number of earlier skills beginning at birth
- Natural unfolding of skills through the enjoyment of books, the importance of positive interactions between young children and adults, and the critical role of literacy-rich experiences.



Why does Early Literacy Matter?

- **Vocabulary:** Children that hear a greater number of words, before the age of 4, are more likely to be successful in school, less likely to drop out of school, and less likely to become teen parents or involved in criminal activity.
 - Word Gap: 30 million by age 3
 - Must happen in context of relationship
 - Many ways to expose children to words
- **Exposure to books and reading:** Children exposed to books on a regular basis have shown to perform higher on reading assessments
- **Learn to Read and Read to Learn**





Adams County

- According to Kids Count – **65.3% of 4th graders are NOT reading at grade level** compared to the state average of 56.1% and we have a **73.9% graduation rate** (CO:78.9%)
- According to data from 4 of 5 School Districts – almost a **1/3 of kindergarteners are NOT reading at grade level by the 2nd benchmark (mid-year)** (does depend on district and children served).



Your Role in promoting Early Literacy

- **Both model and intentionally teach parents/families how to expand children's vocabulary through daily activities**
 - Materials
 - VROOM and Bright by Text
- **Exposure to books and reading:**
 - Adults reading
 - Books are a part of daily routine ~ Use of pictures
 - Books are an interactive experience (relationships)
- **Connect to referrals if needed**
 - North Metro Community Services or Child Find



Community Resources Available

- Visit ECPAC website: www.ecpac.org
- Training for Early Childhood Professionals

For Families

- Library Cards and Programs
- Parent Classes:
 - Mother Father Read Classes and Early Literacy Classes
- Zero to Three: <https://www.zerotothree.org/>
- VROOM
- Bright by Text
- ELDGs



Preschool Matters



High Quality ECE / Preschool

Decades of research shows that children attending high quality early education programs before kindergarten are better prepared for school, academically, socially and emotionally.

Economically disadvantaged 3 and 4 year-old children who participate in high-quality preschool programs have better **school achievement, social skills, and behavior** than children who do not participate in a preschool experience **or** who are enrolled in a low quality program.

- Benefits are life-long with children who attended high quality ECE having a higher income at the age of 27.



Barriers

- **Access:** located in areas where families most in need live and work
 - “Child Care Deserts:” Hoping to get funding for deeper assessment
- **Availability of high quality programs:** ECPAC has supported many programs in increasing quality since 2006.
 - Levels 2
 - Levels 3-5
 - Higher reimbursement
- **Affordability:** Colorado is rated in the top 5 of cost of childcare and bottom 5 of state investment
 - Colorado Preschool Project (CPP)
 - Colorado Child Care Assistance Program (CCCAP)
 - Tuition Assistance



Your Role in promoting High Quality ECE

- Help parents/families understand the importance of finding **high quality** care.
- Help connect parents to resources that support **affordable** care.
- Help families consider the best **setting** for their child and their schedule.
- Help families realize the importance of **consistent attendance**.



Community Resources Available

- **Colorado Preschool Project:** receive ½ day to full day programming based on identified risk factor
- **Colorado Child Care Assistance Program:** eligible if have all parents working, school, or job searching and meet income requirements
- **Colorado Shines:** information on high quality components and search for programs
- **211:** Number to call for support with referrals to programs and consideration of any needs
- **CRC or North Metro/Child Find:** Services for children with identified needs



Additional Materials



- Maternal Wellness
 - Pregnancy – Postpartum Depression
 - CDPHE Campaign: <https://www.colorado.gov/cdphe/prd-public-awareness-campaign>
- Kindergarten Transition Guide
- Early Learning Developmental Guidelines
- Strengthening Families – Protective Factors
- Referral Roadmap – for providers and families



Community and other Resources

- ECPAC family and provider website
 - www.ecpac.org
- Community Organizations
 - Refer **and Connect**
- EarlyChildhoodMentalHealthCO.org
- ELDG, Zero-Three, Shared Message Bank
- VROOM and Bright by Text



Next Steps



Next Steps

- ✓ Familiarize yourself with the messages and toolkit materials
- ✓ Make a plan to distribute **intentionally**
- ✓ Ask for help, clarification or additional training/information if you need it.
- ✓ Complete survey
- ✓ Complete Order Form and Submit



Feeling Prepared

What messages are you confident delivering?

Where do you feel unsure?

What questions you will be asked?

What more do you need to feel prepared?

Reach out!

- **Lisa Jansen Thompson:** lisa@ecpac.org

Questions?

Evaluation

Ordering:

Sabrina Andrade: admin@ecpac.org



ECPAC
EARLY CHILDHOOD PARTNERSHIP
OF ADAMS COUNTY



Thank You

www.ecpac.org