

Division of Child Care Newsletter

Winter 2010-2011

The Business Case for Early Childhood Education

Part 1

Because the business community understands the importance of having a world-class education system, the mission of the U.S. Chamber of Commerce's Institute for a Competitive Workforce (ICW) is to promote high educational standards and effective workforce training. Achieving a world-class system, however, begins with high-quality early learning opportunities for children from birth to age five. As a result, ICW has expanded its agenda with the launch of the Early Childhood Education Initiative.

Environments and experiences in the early years from birth to five are the most influential in the development of a child's brain. High-quality early childhood education programs should promote the whole child, paying equal attention to his or her cognitive, social, and emotional

development.

Early childhood education also recognizes that a child's first teachers are his or her parents. High-quality programs work collaboratively with parents as well as community organizations and social service agencies and as other service providers, to promote the healthy development of young children.

ICW firmly believes that investments in high-quality early learning programs for children from birth to age five yield high returns. In fact, research shows that for every dollar invested today, savings range from \$2.50 to as much as \$17 in the years ahead.

James Heckman is the Henry Schultz distinguished service professor of economics at the University of Chicago, a winner of the Nobel Prize in Economic Sciences, and an expert in the econom-



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ics of human development. Dr. Heckman's research on the rates of return to human capital investment at different ages clearly shows that the earlier the intervention occurs, the greater its payoff. Investments made from birth to age five yield the highest return. The later the investments are made, the lower the return on investment.

Additionally, research tells us the following:

- The first five years are the most critical in the development.
- (continued on page 4)*

Inside this issue:

Choosing a Child Care Health Consultant	2
Division Poll	3
New Staff	4

Important Updates!

- Effective 6/2011, drop side cribs will be outlawed. Child Care providers (including those in the 24 hour world) will have until December 2012 to replace all drop side cribs.
- New Mileage Rate effective 1/1/11 is 46¢.
- The position of Assistant Early Childhood Teacher (formerly Assistant Group Leader) has been reinstated.
- The deadline for the 15-hour class required for FCCCH providers who were licensed prior to 5/2007 has been postponed.
- The Interpretive Memos are now posted on our website at www.cdhs.state.co.us/childcare/ChildCareRules.htm.

Winter Playground Considerations by Patti Silvers

During the winter, playgrounds have additional safety issues because of the snow, cold, and ice melting and re-freezing. Supervision and inspections prior to children going outside become

even more important.

Staff need to be reminded that if the ground is frozen any resilient surface also freezes. Pea gravel and sand need to be fluffed even more to help them retain their resil-

ency.

Supervision of children is important to make sure they are using the equipment appropriately to reduce the risk of falls. Steps and platforms

(continued on page 2)

Winter playground considerations, continued

on climbing equipment and slides should be checked to make sure that water has not refrozen and snow has been removed so that children do not slip on stairs and slide under the structure or hit the steps. The area under swings can become very slippery if ice or snow has formed under the swings.

Plastic equipment that freezes should be checked for cracks because the constant refreezing is damaging. The plastic can also become very slippery.

One last issue of concern can be found especially in the mountains where there is a lot of snow (thanks Sharon Kelley). If children have dug tunnels or made igloos or snow caves, these should be checked prior to children entering them because critters may have decided to take up residence to keep warm. ■



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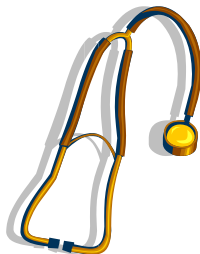
Choosing a Child Care Health Consultant by Linda Satkowiak

Colorado child care licensing rules require that less than 24 hour center-based child care programs work with a child care health consultant (CCHC). In certain circumstances, licensed preschool programs and before and after school child care must also have a relationship with a CCHC. When providing care for a child with special health care needs, a licensed family child care provider may also be required to partner with a CCHC.

In Colorado the CCHC must be a licensed registered nurse or physician and have delegatory authority. In addition, the consultant should have knowledge and experience in pediatrics and developmentally appropriate practices for child care settings.

How to Find a Child Care Health Consultant

All center based providers needing consultation services can always network with other local providers for names of CCHCs that are providing consultation in the area. Outside of the Denver area CCHCs can be found by contacting the local child care



resource and referral office or the local health department to learn the names and contact numbers of health professionals, usually nurses, doing consultation work in the area. In the Denver area contact the Healthy Child Care Colorado office for names and contact information of private health providers currently accepting new clients for consultation services.

It is important to carefully interview to find the best, qualified consultant for the child care program. The CCHC will become a part of the child care team. It is best if there is a contract between the program and the CCHC that defines all the services to be provided by the consultant.

The CCHC Should Have...

- Knowledge of, & respect for, the child care industry and providers.
- Knowledge of pediatric health care and child development.
- Knowledge of community, state and national resources.
- Knowledge of local and state child care regulations.
- A supportive attitude in working with culturally diverse

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populations.

Working closely with the CCHC can help improve the overall health and safety of the children in care.

Ways the CCHC Can Help:

- Review health, safety and nutrition practices.
- Assist in developing and implementing written health policies.
- Link children, families and child care providers with community health resources.
- Provide on-site classroom consultation.
- Provide nutrition and feeding information.
- Provide communicable disease and immunization information.
- Provide and link to community mental health resources.

(continued on page 3)

Choosing a Child Care Health Consultant, continued

- Provide health and safety trainings
- Assist in preparation of crisis management plans for program or community based emergencies, e.g. health, natural disaster, or police emergencies
- Support child care providers who care for children with special health care needs
- Develop health care plans for children with a special health care need ☐

For additional information about Child Care Health Consultation, please contact

**Healthy Child Care Colorado -
Linda Satkowiak, ND, RN, CNS
at 303 339-6818 or
lsatkowiak@qualistar.org**



Division Poll: How do you do your licensing visits?

When I do a supervisory visit I do my walk through first then I look at files and other paper work. I do it this way because, for 13 years on the Front Range, Arlena Giurado was my licensing specialist and that is how she did it. I always felt she and I were building our relationship while we were doing the walk through. I miss her terribly. She was going to be my mentor in this new position. Also, now that I have been at this for a few months, I realize that if I do the files first it gives a Director time to get coverage in a classroom that might have been over ratio. If a school is running classrooms over ratio I do not want to give them the opportunity to cover it up. We need to know about it. ~**Gale Hasselbach**

I always do the physical walk-through and then the files. ~**Carin Rosa**

On supervisory visits, after introductions and a brief explanation of why I'm there and what to expect, I do the walk through first (document names of staff and certain children) and review the staff and children's files, and other paperwork. Lastly I type the ROI and review w/ provider. ~**Melinda Hughes Conner**

I ask the provider which they'd like to do first. ~**Lynn Meek**

When doing visits, I complete paperwork first and then do a physical inspection. ~**Danielle Zarate**

I start with the walk through, then go to

the paperwork. ~**Dana Damm**

I conduct the walk-through first as I want to physically see how many children are in care, then go through paperwork, and then review core indicator with provider.

~**Lacey Puetz**

It depends! I complete my licensing visits in the order that the provider prefers. I always ask what they have planned for the day so that I can be mindful of their schedule. It's important when we are building relationships with our providers that we are "GUESTS" in their facility. At the same time it's important to have good judgment because we are a regulatory agency. Question why a facility may want you to go in a certain order. ~**Niki Gill**

When I greet the provider or director, I ask them what they would like to do first: paperwork or a walk through.

~**Barbara Willson**

I always do the walk through first of the facility and then do the paperwork with them. ~**Jeff Schawe**

I try to disrupt the program and the children as little as possible, so usually I ask the provider what would be best for them and try to be respectful of the program. However, if I am investigating a complaint or suspect the facility may have more serious issues, I listen to my instinct and always do the walk-through first.

~**Lily Friend-Grover**

I do the physical walk-through first after introducing myself and signing in. I like to verify capacities, ratios, staff and to get a general impression of the program before getting absorbed in paperwork; also, I believe this helps to assure that the intent of an unannounced drop-in visit is not corrupted while I am involved in paperwork or talking with the director. ~**Jim Koch**

I usually leave this up to the provider. I would say it's half and half. It usually depends on what's going on with the kids. If the provider is feeding them or otherwise occupied with them, I will work on paperwork first. If they've just gone down for a nap, I will do the physical facility so that I don't disturb them after they fall to sleep. ~**RuthAnn McCullam**



Thanks for the participation! Next issue's poll question: How do you pass the time while you drive? We all drive a lot for work; is there anything you like to do, munch on, or listen to as you drive (besides paying attention to the road and driving in a safe and legal manner, of course)? Please respond to lily.friend-grover@state.co.us. Please send your ideas for future poll questions! ☐

Division of Child Care

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● Division of Child Care

Thank you for your great participation in the poll question, and a big thanks to all the contributors to this issue, including:

Dana Damm, Lacey Puetz, Niki Gill, Barbara Willson, Melinda Hughes Conner, Lynn Meek, Jim Koch, Danielle Zarate, Jeff Shawe, Gale Hasselbach, RuthAnn McCullam, Carin Rosa, Lily Friend-Grover, Patti Silvers, Sharon Kelley, and Linda Satkowiak

New Staff

We welcome the following staff who have joined us in 2010:

- **Sheena Sutter** was raised in the San Luis Valley. She graduated from Adams State with a degree in psychology. She worked with social services as the Foster Care Coordinator, where she licensed foster homes for 3 years and enjoyed working with great families. She moved to Pueblo to take her new position as a licensing specialist for the southeast territory.
- **Joe Mitchell** has been in the Division since 2003, on the 24-Hour Monitoring Team. He left the Division earlier this year to join the County Review Team in Child Welfare, and rejoined the Division of Child Care in October back on the 24 Hour Unit.
- **Adrienne Battreall** is a new 24-hour Monitor in the Denver Metro Area.
- **Debbie Blanc** is our new CCCAP program specialist. She came from Denver Police Department and has been working in government for 20 yrs. She is married, with 2 boys and 3 grandchildren. She loves belly dancing and Zumba and is looking forward to becoming a certified Zumba instructor!
- **Nicko Bettis** is a new 24-hour Monitor in the Western Slope, and started in December.
- **Toni Myles** joined us in June. She has worked in public assistance for Denver, Adams, Larimer and Boulder Counties since 1984. Toni has performed many jobs over the years from clerical, eligibility technician, hearing officer, trainer, QA coordinator, to administrator. She relocated from Fort Collins to Morrison with her two children, ages 7 and 3. ■

The Business Case, continued

ment of a child's brain.

- Achievement gaps develop well before children begin kindergarten.
- High-quality pre-K programs for three- and four-year-olds can have a significant impact on all children, but especially those from low-income families.
- Meaningful investments in quality early learning programs for younger children have lasting effects that can reduce costs later in life while enhancing economic growth.
- A high-quality early childhood education can help break the cycle of poverty.

Eight states (Florida, Georgia, Illinois, Iowa, Louisiana, Oklahoma, New York, and West Virginia) plus Washington, D.C., have committed to pre-K for all children. Some of the states have not yet put full funding in place, and initial

resources generally target at-risk children. Thirty-two states offer pre-K only to at-risk children, using eligibility criteria such as parental income, homelessness or being an English language learner. Ten states do not provide state funding for pre-K.

To encourage providers to offer the highest quality programs, nearly half of the states have begun to develop or implement Quality Rating and Improvement Systems (QRIS) that distinguish between providers who have met different quality standards, communicate these ratings to parents, and in the best cases provide supports for programs to reach and maintain high-quality levels.

Several states, in collaboration with local and state chambers of commerce and businesses, have made great accomplishments.

Early childhood education is not only a smart investment with positive returns, but it is the right thing to do. Our nation cannot afford the cost of inaction. In decades past, the United States proudly claimed premier international status as home to the best and brightest. Today's U.S. rankings, however, prove that we have a long way to go to reach the top of the list again. Early learning opportunities for children from birth to age five have great impact on a child's development and build a strong foundation for learning and success later in life. ■

This was excerpted from a report recently released by the U.S. Chamber of Commerce. The full 43-page 2010 report can be found here: http://icw.uschamber.com/sites/default/files/ICW_EarlyChildhoodReport_2010.pdf

Watch for Part 2 in the next newsletter.