



HEALTHY *child*
care COLORADO

Colorado's Child Care Health Consultant
Competencies

Third Edition, 2022

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History

Healthy Child Care Colorado partnered with statewide experts to develop a set of competencies for Colorado Child Care Health Consultants (CCHC) in 2012 and updated them in 2018. The National Center for Early Childhood Health and Wellness published national competencies for child care health consultation in 2019. Given the creation of national competencies, we took the opportunity to update the Colorado Child Care Health Consultant Competencies in 2022 to ensure proper alignment with the national competencies.

The competencies align with the evidence-based best practice standards in the national Caring for Our Children (CFOC) Standards Database. Throughout this document, CFOC refers to the CFOC Standards Database, which includes the most up-to-date version of each CFOC standard. The national CCHC training curricula developed by the National Training Institute for Child Care Health Consultants served as important source material for the competencies. The revised and updated competencies are an intentional blend of the national competencies as well as the specific skills and requirements relevant to child care health consultation in Colorado.

Introduction

Healthy Child Care Colorado

Healthy Child Care Colorado’s mission is to build safe, supportive, and healthy early childhood settings and systems where children and professionals learn and grow. Since 2001, we have served as the statewide hub for child care health consultation by offering ongoing support, training, and resources for those medical professionals working to support early childhood programs. We work on the local, state, and national levels to strengthen awareness and support for this unique and critical role.



Obesity
Prevention



Social & Emotional
Well-Being



Oral
Health



Injury
Prevention

Learn more at www.healthychildcareco.org

Overview of Child Care Health Consultation

All licensed child care centers and preschools in Colorado are required to have a minimum of one monthly visit with a Child Care Health Consultant (CCHC) — a medical professional who assists the program in meeting and exceeding basic health and safety standards. These professionals also serve licensed camps, school-age programs, and family child care by offering training, delegation, and other health consultative services. They share resources and assist with program policies related to health and safety, illness and injury prevention and documentation, infectious disease management, emergency preparedness, infant safe sleep, and more. CCHCs have a unique and critical role in supporting the health, safety, and wellness of children in early childhood settings.

Qualifications & Requirements for Child Care Health Consultants

CCHCs must hold a current Colorado license as a registered nurse (RN), pediatric nurse practitioner (PNP), family nurse practitioner (FNP), or physician (MD/DO) with knowledge and experience in maternal and child health. CCHCs offer the legally required transfer of authority, known as *delegation*, so trained and delegated early childhood staff may administer medications and implement special health care procedures for children in their program. The CCHC also serves as a guide to the program's administration, staff, children, and families to more effectively integrate health, safety, and wellness related information and evidence-based practices.

Additionally, CCHCs must successfully complete training and meet the following requirements:

- Complete the department-approved CCHC introductory training within six months of hire
- Participate in ongoing professional development by completing department-approved CCHC training every three years
- Complete the [Child Care and Preschool Immunizations](#) training annually
- Complete the Colorado [Recognition of Child Abuse Reporting and Neglect](#) training every three years
- Provide each early childhood program with documentation of their current medical/nursing license, biography, and training certificates
- Conduct monthly consultation and delegation and supervision
- Thoroughly document consultation and delegation and maintain records on site
- Become familiar with Colorado's child care [licensing regulations](#) and [health and sanitation rules](#).

Rationale

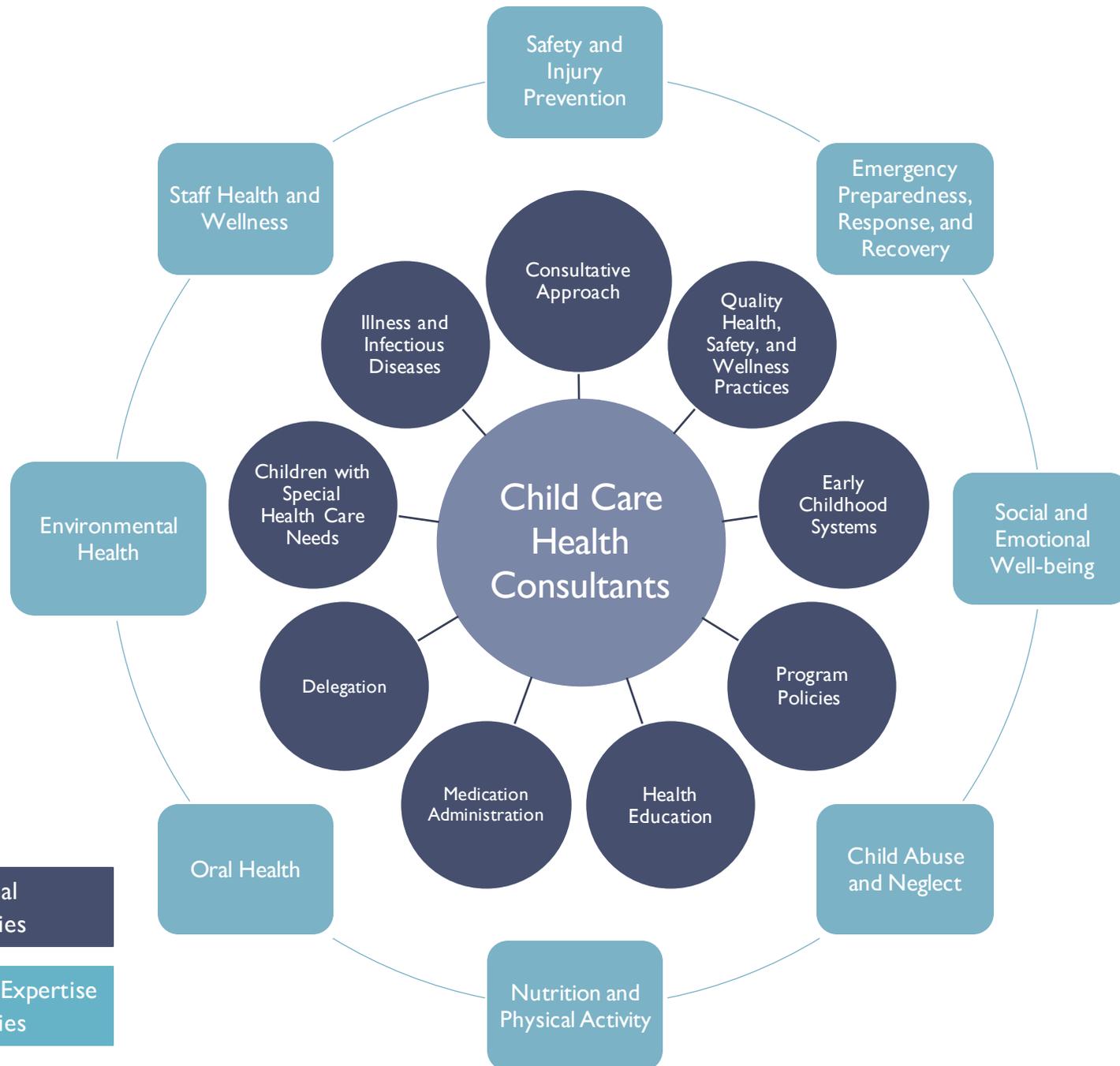
Competencies are an essential element of a comprehensive professional development system, ensuring a common standard of best practice for any role. These are unique and discreet competencies that present a standard of knowledge and skills necessary and relevant to the practice of Child Care Health Consultants (CCHCs) in Colorado. These competencies support professionalism for this unique and critical role by serving as the foundation for practitioners to understand their role, examine their strengths and areas for growth, to conduct self-assessment, and guide a professional development plan highlighting opportunities to enhance their practice. This competency document was created to support the CCHCs learning journey, through identification of strengths and areas for focus for additional knowledge and skills.

The CCHC Competencies contribute to the development of a well-prepared workforce as they:

- Provide clear definitions for the foundational skills and knowledge necessary to assist early childhood programs in meeting and exceeding basic health and safety requirements
- Communicate the breadth and depth of knowledge and skills required for effective practice
- Describe foundational components that contribute to effective consultation
- Serve as a framework for developing clear and meaningful professional development
- Guide self-assessment and professional development goal setting

The CCHC Competencies are divided into two sections — Foundational and General Health & Wellness — and outline the standard knowledge and skills necessary to the practice of child care health consultation. The Foundational competencies include the basic knowledge and skills every consultant is expected to know and be able to do. These competencies are essential for effective child care health consultation. In addition to the Foundational competencies, CCHCs need to develop proficiency in the Health and Wellness competencies. These competencies are focused on ensuring general expertise in additional health, safety, and wellness topics.

Colorado CCHC Competencies At-A-Glance



Competencies At-A-Glance

Foundational

Essential proficiencies for effective child care health consultation practice.

- 1. Consultative Approach:** The CCHC uses a consultative approach to establish a partnership with each program that is strength-based. This is achieved through relationship building, knowledge of the community and its resources, and with a lens of equity and cultural responsiveness.
- 2. Quality Health, Safety, and Wellness Practices:** The CCHC has knowledge and expertise to support early childhood programs with strategies that promote health, safety, and wellness best practices and policies.
- 3. Early Childhood Systems:** The CCHC is aware of health practices and trends that impact the health of young children, as well as relevant rules and regulations governing child care programs. The CCHC builds relationships with relevant stakeholders to connect child care programs with community resources and expertise.
- 4. Program Policies:** The CCHC supports programs with the development of policies and practices that promote the health, safety and wellness of children. Working with staff, strategies are identified and implemented to promote community wellness.
- 5. Health Education:** The CCHC collaborates with the program to identify and implement relevant health education for staff and families.
- 6. Medication Administration:** The CCHC remains current on best practices and regulations to ensure there is consistent and safe management of medication administration.
- 7. Delegation:** The CCHC remains current on best practices and regulations to ensure there is a clearly defined system for the delegation and ongoing supervision of nursing task and medical services, including medication administration in the program.
- 8. Children with Special Health Care Needs:** The CCHC, in conjunction with relevant partners, collaborates with and supports programs to manage the medical needs of children to ensure all children have full and safe inclusion in the program.
- 9. Illness and Infectious Diseases:** The CCHC works collaboratively with the program and relevant partners to implement strategies and measures which reduce the incidence and spread of illness and infectious disease.

Competencies At-A-Glance

Health & Wellness Expertise

Proficiencies for general expertise in additional health, safety, and wellness topics.

- 10. Safety and Injury Prevention:** The Child Care Health Consultant collaborates with early childhood programs to promote safety strategies and measures within the indoor and outdoor environments to minimize injury.
- 11. Emergency Preparedness, Response, and Recovery:** The CCHC supports the development of emergency preparedness, response, and recovery.
- 12. Social & Emotional Well-Being:** The CCHC collaborates with the program and other relevant partners to establish an environment that promotes and nurtures the social and emotional well-being of children.
- 13. Child Abuse & Neglect:** The CCHC supports programs in the recognition and reporting process as well as the identification and implementation of measures that build protective factors known to reduce and prevent child abuse and neglect.
- 14. Nutrition & Physical Activity:** The CCHC supports the program to develop and maintain a supportive environment that promotes nutrition, best practices in feeding, and opportunities for daily physical activity.
- 15. Oral Health:** The CCHC promotes oral health as routine practice in programs.
- 16. Environmental Health:** The CCHC works with programs to minimize and manage exposure to environmental health hazards inside and outside the facility.
- 17. Staff Health and Wellness:** The CCHC supports programs in creating and maintaining an environment that promotes physical health, injury prevention, and which enhances mental health.

Colorado Child Care Health Consultant Competencies

Foundational Competencies

Categories 1 through 9 outline essential proficiencies for effective child care health consultation practice .

Category	Competencies	Core Skills
1. Consultative Approach	<p>1A. Understands and effectively communicates role of Child Care Health Consultant</p> <p><i>The CCHC understands the need for and qualifications of a CCHC, including how to comply with state, local, tribal, and agency-specific regulations (CFOC 1.6.0.1; Colorado licensing regulations; Colorado health and sanitation rules)</i></p>	<ul style="list-style-type: none"> • Describe the best practices of the CCHC role consistent with state, local, territory, and/or tribal laws and regulations (Child Care Health Consultation Skill Building Modules) • Demonstrate an understanding of health, safety, and wellness in the context of early childhood education settings • Follow all applicable professional and ethical standards for CCHCs and those relevant to the nurse and physician professional licensure in Colorado • Participate as a member of an interdisciplinary team of consultants, including education, mental health, and nutrition
	<p>1B. Ability to develop and execute a collaborative process for effective consultation</p> <p><i>The CCHC works collaboratively with programs as equal partners to build their capacity to identify and resolve health and safety concerns and promote wellness.</i></p>	<ul style="list-style-type: none"> • Meet with potential client to determine their consultation needs and discuss required responsibilities and activities of the CCHC • Establish a collaborative approach to consultation that acknowledges and respects the autonomy, strengths, and expertise and culture of programs • Build and sustain trusting relationships with program staff • Work with programs to assess the current status of health, safety, and wellness practices in order to establish goals for the consultation • Promote an approach to addressing health and safety concerns that reflects the strengths and needs of the program, staff, children, and families served

Category	Competencies	Core Skills
1. Consultative Approach	<p>1C. Ability to establish processes for accurate and timely documentation which reflect specific services provided</p> <p><i>The CCHC develops processes to document services and ensure clients have access to proper levels of information.</i></p>	<ul style="list-style-type: none"> • Understand the importance of documentation as a critical tool for effective practice • Maintain regular and timely documentation • Share relevant documentation with clients • Review documentation processes annually to determine efficiency and efficacy
	<p>1D. Knowledgeable about the community in which the services are provided and is able to assess each program in order to provide individualized and targeted consultation</p> <p><i>The CCHC recognizes that each program is unique and may present situational scenarios which may impact individual and/or community health.</i></p>	<ul style="list-style-type: none"> • Remain culturally aware and sensitive to each individual/group • Match resources with program needs • Recognize that early childhood programs present their own unique organizational culture • Recognize and build on opportunities to promote overall family health and well being
	<p>1E. Ability to apply principles of health equity and cultural responsiveness in collaborative work with programs, staff, children, and families</p> <p><i>The CCHC helps programs respond to the needs of staff, children, and families in a culturally and linguistically competent manner.</i></p>	<ul style="list-style-type: none"> • Demonstrate an understanding of how one’s own values, beliefs, assumptions, and experiences affect interactions with staff, children, and families • Help programs identify and adapt materials, curricula, and policies and procedures to reflect cultural variations in child-rearing and health and wellness practices • Recognize how power relationships and implicit bias affect the consultation process • Connect programs to community health resources (multilingual healthcare providers, medical interpreters, and translated materials) that can address families’ health needs in their preferred language (CFOC 2.1.1.7; 2.1.1.8) • Work with programs to understand how health disparities affect health outcomes and identify opportunities to promote health equity

Category	Competencies	Core Skills
1. Consultative Approach	<p>1F. Understands the benefits and limitations of teleconsultation</p> <p><i>The CCHC uses virtual communication as an effective and convenient tool, while recognizing both the benefits and the limitations.</i></p>	<ul style="list-style-type: none"> • Maintain privacy and confidentiality in virtual communication • Adhere to rules and requirements for the use of teleconsultation • Utilize communication technology to enhance connections and relationships • Provide pre and post communication as needed
	<p>1G. Ability to maintain and communicate clear contractual agreements</p> <p><i>The CCHC utilizes a comprehensive contract to manage their relationships with clients.</i></p>	<ul style="list-style-type: none"> • Create a contract that provides clarity of services, expectations, responsibilities, rate of pay, documentation, communication, and any other relevant information. • Ensure the contract is reviewed and fully executed by both parties prior to engaging in any consultation • Create an electronic filing system for saving all contract related documents including invoices
2. Quality Health, Safety, and Wellness Practices	<p>2A. Awareness of evidence-based tool to assess the quality of health, safety, and wellness practices in early childhood programs</p> <p><i>The CCHC has evidenced-based resources for assessing health, safety, and wellness in early childhood programs.</i></p>	<ul style="list-style-type: none"> • Utilize evidence-based health and safety tool (Health and Safety Checklist for Child Care Program: Based on CFOC) • Support staff in the use of national tool to assess the quality of their health, safety, and wellness policies and practices

Category	Competencies	Core Skills
2. Quality Health, Safety, and Wellness Practices	<p>2B. Awareness of Colorado specific checklist for center rules used to assess the quality of health, safety, and wellness practices in early childhood programs</p> <p><i>The CCHC has a Colorado checklist for assessing health, safety, and wellness in early childhood programs.</i></p>	<ul style="list-style-type: none"> Utilize Colorado checklist for centers (Colorado Health & Safety Checklist for Child Care Centers) Support staff in the use of the Colorado checklist to assess compliance with rules and regulations which promote health, safety, and wellness policies and practices
	<p>2C. Ability to collaborate with and support early childhood programs to improve the quality of their health, safety, and wellness practices</p> <p><i>The CCHC supports early childhood program staff to use their mutual areas of expertise in developmentally appropriate health, safety, and wellness practices to identify and implement strategies to improve the quality of programs.</i></p>	<ul style="list-style-type: none"> Help programs align health, safety, and wellness practices with licensing regulations, Colorado Shines Quality Rating and Improvement System, developmentally appropriate practices, and best practice standards, such as CFOC and accreditation requirements Support programs in the development of an effective record keeping system to support health, safety, and wellness (CFOC 9.4.1.2) Help programs use data (such as injury and incident reports or absenteeism reports) to identify strengths and concerns and make improvements Work with programs to prioritize quality improvement actions and set achievable goals to address concerns Use observation to identify opportunities, promote best practices, and recommend changes when needed Help programs ensure children have a primary care provider and are up-to-date on routine preventative health services Help programs monitor children’s health and development Support programs in the inclusion of children with special health care needs, disabilities, and chronic health conditions

Category	Competencies	Core Skills
3. Early Childhood Systems	<p>3A. Awareness of national and Colorado systems which impact and guide policies which ensure all children are valued, healthy, and thriving</p> <p><i>The CCHC has an understanding of how other consultative roles, and their role contributes to our shared vision of all children being valued, healthy, and thriving.</i></p>	<ul style="list-style-type: none"> • Demonstrate understanding of how national, state, and local systems impact the health, safety, and wellness of children and their families • Understand the complexities of multiple systems in order to effectively work within and across these systems • Recognize the role of equity and its impact on communities, including the early childhood community and programs
	<p>3B. Awareness of current regulations which directly inform role and practice</p> <p><i>The CCHC remains current on all regulations which are relevant to the role.</i></p>	<ul style="list-style-type: none"> • Identify rules most relevant to CCHC role, medication administration, delegation, chronic disease management, and an environment which supports general health and safety • Identify rules most relevant to staff training requirements and communicable disease management • Participate in review and revision processes for applicable rules and regulations
	<p>3C. Understands how the CCHC role fits in the Early Childhood Colorado Framework to ensure all children are valued, healthy, and thriving</p> <p><i>The CCHC has an understanding of the role within larger systems for the promotion of best practice within the early childhood program.</i></p>	<ul style="list-style-type: none"> • Encourage collaboration at all levels to ensure children and families are able to reach their developmental potential and are ready to succeed

Category	Competencies	Core Skills
3. Early Childhood Systems	<p>3D. Awareness of local stakeholders working to support the health and safety of children</p> <p><i>The CCHC builds relationships with local stakeholders to build awareness and identify opportunities to work together.</i></p>	<ul style="list-style-type: none"> • Identify and build relationships with early learning and development, health and well-being, and family support stakeholders • Promote the importance of the unique and critical CCHC role • Gather information on important community-level resources to support your programs, families, and children
	<p>3E. Awareness of community resources that address the physical health, mental health, and social services needs of the program staff, children, and families</p> <p><i>The CCHC connects programs with community resources and expertise to enhance health, safety, and wellness services.</i></p>	<ul style="list-style-type: none"> • Help programs access appropriate resources to meet program and family needs • Facilitate communication between programs and qualified specialists in fields such as mental health, early childhood education, disabilities, and nutrition (CFOC 1.6.0.3; 1.6.0.4; 1.6.0.5; 4.4.0.2; Colorado Early Childhood Mental Health Consultation; Colorado Program for Children with Special Health Care Needs) • Support programs to maintain current records of contacts, agencies, and organizations in the community, state, or tribe that can support the health and wellness needs of the program and families served
	<p>3F. Ability to discern program health trends and practices and their possible intersections with the community and larger systems</p> <p><i>The CCHC looks for program/community practices and trends which impact health, and which may be present in larger systems.</i></p>	<ul style="list-style-type: none"> • Support the program’s documentation and regularly analyze this data to determine any relevant trends in health among children, families, and staff • Communicate relevant data and trends to larger systems

Category	Competencies	Core Skills
<p style="text-align: center;">4. Program Policies</p>	<p>4A. Ability to collaborate with early childhood programs for the review and development of child care health policies</p> <p><i>The CCHC helps programs develop policies that describe what they will do to promote health, safety, and wellness.</i></p>	<ul style="list-style-type: none"> • Gain knowledge about required policies as specified by Colorado child care licensing regulations and health and sanitation rules • Support programs in their development of and/or review and revision of policies which comply with regulations • Encourage programs to develop policies that promote best practices (CFOC 9.2.1.1; Model Child Care Health Policies, 5th Edition) • Support the adherence to policies which address emerging health concerns and reflect the most current science-informed and evidence-based practices • Review health policies after an incident has occurred, when programs change health policies, or at least annually (CFOC 9.2.3.17) • Encourage programs to solicit broad input from all stakeholders when developing, adapting, or reviewing health policies • Promote policies that are culturally responsive and family-centered
	<p>4B. Ability to support the development of procedures that outline specific steps required to implement child care health policies</p> <p><i>The CCHC and early childhood program staff use their mutual areas of expertise in developmentally appropriate health, safety, and wellness practices to identify and implement strategies to improve the quality of programs.</i></p>	<ul style="list-style-type: none"> • Help programs determine procedures needed to effectively implement policies • Collaborate with programs to identify the resources and supports needed to fully implement each policy • Support programs' efforts to help families understand and adhere to program policies and procedures • Observe procedures and helps programs make changes when needed

Category	Competencies	Core Skills
<p style="text-align: center;">5. Health Education</p>	<p>5A. Ability to identify, design, and implement health education</p> <p><i>The CCHC provides and/or facilitates health education for staff, children, and families.</i></p> <p><i>The CCHC collaborates with staff to provide health education to children and families.</i></p>	<ul style="list-style-type: none"> • Assess the need for timely health education within programs • Help programs identify or design up to date, science-informed health education materials • Provide training on a wide range of health and safety issues relevant to staff, children, and families (CFOC 2.4.2; Colorado Child Care Health Resources) • Help programs provide developmentally appropriate health education to children • Understand that adults have life experiences and knowledge when developing and delivering health education for staff and families • Take advantage of teachable moments to increase awareness and behaviors that support health, safety, and wellness • Promote staff modeling of healthy behaviors (CFOC 2.4.1) • Follow up after implementing health education programs to assess learning and identify additional needs • Connect staff to relevant continuing education opportunities that allow them to individualize their own learning
	<p>5B. Works with early childhood programs to build staff and family health literacy</p> <p><i>The CCHC works with programs to ensure that staff and families have health information they can understand and use to make informed decisions.</i></p> <p><i>(The Health Literacy for Public Health Professionals course from the Centers for Disease Control and Prevention explains the fundamentals of health literacy)</i></p>	<ul style="list-style-type: none"> • Strengthen the ability of programs to effectively communicate accurate health information • Promote health policies and procedures written in ways that staff can understand in order to promote effective implementation • Help programs identify strategies to engage staff, children, and families to promote healthy and safe behaviors (CFOC 2.4.3.2)

Category	Competencies	Core Skills
<p style="text-align: center;">6. Medication Administration</p>	<p>6A. Ability to support early childhood programs in the safe management of medication administration of routine medications</p> <p><i>The CCHC ensures staff have the training, knowledge, skills, and competency to safely manage routine medication administration including oral, topical, inhaled medications and epinephrine auto-injectors.</i></p>	<ul style="list-style-type: none"> • Help programs develop policies and implement procedures and systems for safe medication administration (CFOC 3.6.3.1; 3.6.3.2; 3.6.3.3; Model Child Care Health Policies, 5th Edition 10F and 10E; Colorado Medication Administration Training Materials) • Determine, in collaboration with program director, the number of medication trained staff and delegates required to provide program coverage and meet regulations for administration of routine medications • Provide and/or support training in routine medication administration using state approved course and in the context of state regulations and applicable professional practice acts (Colorado Medication Administration Training; Colorado Medication Administration Training Facilitator Materials) • Help programs create safe storage of all medications • Help programs set up a system to ensure emergency medications are accessible to trained staff at all times • Support ongoing monitoring of medication administration (CFOC 3.5.0.2) • Guide and support programs when they receive self-carry requests for emergency medications and collaborate with health care provider, family, child, and staff to determine best support for each child (Colorado Medications Self Carry) • Maintain documentation of medications, expirations, medication logs, and medication incidents

Category	Competencies	Core Skills
<p style="text-align: center;">6. Medication Administration</p>	<p>6B. Ability to support early childhood programs in the safe management of medication administration of non-routine medications.</p> <p><i>The CCHC ensures staff have the training, knowledge, skills, and competency to safely manage non-routine medication administration including rectal, intra nasal, injections and via g-tube.</i></p>	<ul style="list-style-type: none"> • Help programs develop policies and implement procedures and systems for safe medication administration (CFOC 3.6.3.1; 3.6.3.2; 3.6.3.3; Model Child Care Health Policies, 5th Edition 10F and 10E; • Determine, in collaboration with program director, the trained staff and delegates required to provide coverage and meet regulations for administration of non-routine medications • Provide training in non-routine medication administration in the context of state regulations and applicable professional practice acts (Colorado Kids with Diabetes; Department of Education) • Help programs create safe storage of all medications • Help programs set up a system to ensure that emergency medications are accessible to trained staff at all times • Support ongoing monitoring of medication administration (CFOC 3.5.0.2) • Maintain documentation of medications, expirations, medication logs, and medication incidents

Category	Competencies	Core Skills
7. Delegation	<p>7A. Ability and knowledge to support early childhood programs in the delegation medication administration, nursing tasks and medical services</p> <p><i>The CCHC ensures staff have the training, knowledge, skills, and competency for delegation to safely manage medication administration, nursing tasks and medical services.</i></p>	<ul style="list-style-type: none"> • Become familiar with the Colorado Nurse Practice Act for RNs (Colorado Nurse Practice Act and Chapter XIII Rules and Regulations Regarding the Delegation of Nursing Task in Colorado) and/or Medical Practice Act for MDs/Dos (Medical Practice Act and Rule 800 Delegation and Supervision of Medical Services in Colorado), and the rules relating to delegation of medications and/or health care procedures to Unlicensed Assistive Personnel (UAP) in a community setting • Demonstrate knowledge of rules for delegation of nursing tasks and medical services to UAP (Legal resources School Nurse site Colorado Department of Education) • Willingness to train and delegate required nursing task and medical services to appropriate staff • Determine knowledge, skills and ability concerning required interventions for management of the condition; seek resources and refresh skills • Acquire necessary training and knowledge of interventions to effectively support staff • Provide training, delegation, and supervision of routine and non-routine medications • Provide training, delegation, and supervision of nursing task and medical services required for children in care based on written health care plan • Determine method for contacting the CCHC for consultation if the program has questions concerning care, delegated nursing tasks or medical services between consultation visits • Provide ongoing supervision of delegated medications, nursing tasks and medical service and provide a plan to improve performance when necessary • Conduct mock drills of medication administration, nursing tasks and medical services to assess and enhance skills • Provide annual skills check and re-delegation annually of all medication administration, nursing tasks and medical services to assess and enhance skills

Category	Competencies	Core Skills
<p style="text-align: center;">8. Children with Special Health Care Needs</p>	<p>8A. Collaborates with programs and families to support the care and inclusion of children with special health care needs: chronic and complex</p> <p><i>The CCHC supports programs and families to ensure that children with a special health care need and/or chronic health condition have full, safe inclusion in the early childhood program (CFOC Chapter 8; Model Child Care Health Policies, 5th Edition 10E).</i></p>	<ul style="list-style-type: none"> • Keep up-to-date on relevant knowledge, skills, and technology to serve as a resource on caring for children with special health care needs and/or management of chronic health conditions • Maintain current knowledge and help programs understand how to meet their responsibilities to provide services in accordance with the Americans with Disabilities Act (ADA) • Support programs in planning and advocate for fully accommodating children with special health care needs, including chronic physical health and mental health conditions, so they can be included in all possible activities (CFOC 8.2.0.1, 8.2.0.2) • Collaborate with programs to develop and implement individualized health care plans in partnership with the child’s family, health care provider, and identified specialists, if applicable (CFOC 3.5.0.1, 8.4; Colorado Asthma Care Plan, Colorado Allergy & Anaphylaxis Plan, Colorado Seizure Health Care Plan, Colorado Headache Health Care Plan) • Coordinate and deliver plan of care, training and delegation of emergency care • Evaluate outcomes of plan of care and modify plan accordingly • Establish program wide policies and procedures for implementation of stock epinephrine, following guidelines and best practice developed by Colorado Department of Education (Colorado Stock Epi Guidelines) • Access best-practice resources and support (Health Conditions & Health Care Plans, Colorado Department of Education) • Connect programs and families with resources for children with special health care needs and/or chronic physical health or mental health conditions • Support transition planning between the early childhood education settings and kindergarten

Category	Competencies	Core Skills
9. Illness and Infectious Disease	<p>9A. Ability to collaborate with programs to reduce the spread of illness</p> <p><i>The CCHC helps staff and families implement preventive measures that limit the spread of infectious diseases in programs.</i></p>	<ul style="list-style-type: none"> • Acquire knowledge of resources concerning specific diseases as well as required policies such as exclusion criteria • Support program with information and validation of illness guidelines when appropriate • Help staff apply knowledge about how diseases spread, infectious diseases that are common in programs, and steps to take to reduce the spread of disease • Assist programs with implementing and monitoring strategies to reduce illness, such as handwashing, gloving, diapering, cleaning, sanitizing, and disinfecting procedures (CFOC 3.3.0.1, 3.2.1.4, 3.2.1.5, 3.2.2.1, 3.2.2.2, Appendix D, Appendix J and Appendix K; Model Child Care Health Policies, 5th Edition 7A, B, and E; Using Bleach in Child Care in Colorado; List of approved disinfectants in Colorado; Diapering procedure in Colorado; Handwashing in Colorado) • Assist programs with implementing, monitoring and annual training of Standard Precautions (CFOC 3.2.3.4; Colorado Standard Precautions training and trainer materials) • Assist with the development and annual review of an accurate, site-specific Exposure Control Plan and determine the program’s process is understood, in the event of an exposure • Model healthy behaviors and support staff in teaching and modeling healthy behaviors for staff and children, such as proper handwashing, and cough and sneeze hygiene • Encourage programs to work with families to keep children fully immunized (CFOC 7.2.0.1, Appendix G; Model Child Care Health Policies, 5th Edition Appendix W; and Child Care Immunization Resources Colorado) • Support staff and program leaders to track child immunizations, exemptions, and report required data to the Colorado Department of Public Health and Environment annually (Child Care and Preschool Immunizations) • Help programs understand the importance of appropriate staff immunizations and encourage staff compliance (CFOC 7.2.0.3, Appendix H) • Increase staff knowledge and work with programs to implement daily health checks, use of illness tracking logs, and reportable illness communications with local public health agency (CFOC 3.1.1.1; Model Child Care Health Policies, 5th Edition 1C, 10A, Appendices M, N) • Ensure programs have access to current and evidence-based materials about infectious disease

Category	Competencies	Core Skills
<p style="text-align: center;">9. Illness and Infectious Disease</p>	<p>9B. Ability to support programs use of current, evidenced-based criteria for identifying, caring for, and excluding children who are ill and for identifying staff who are ill and should not be working</p> <p><i>The CCHC and program staff work together to determine when children require exclusion and how to care for them before a parent or guardian can pick them up. The CCHC also helps programs determine when staff require exclusion.</i></p> <p><i>The CCHC helps programs determine control measures for infectious disease outbreaks.</i></p>	<ul style="list-style-type: none"> • Encourage programs to use evidence-based criteria to make decisions about inclusion and exclusion of children and staff who are ill utilizing the Colorado Infectious Disease Guidelines and How Sick is Too Sick illness policy template (CFOC 3.6.1.1, 3.6.1.2) • Help programs staff and families understand how to identify signs and symptoms of common childhood illnesses • Help programs determine steps to take when a child shows signs of illness (CFOC Appendix A) • Help programs identify and prioritize situations that require immediate medical attention and those that require emergency medical services (CFOC Appendix A; Model Child Care Health Policies, 5th Edition 11A, B, and D; Colorado Emergency Guidelines for Schools) • Support programs in their response and reporting to the applicable regulatory agency when a child or staff member has been diagnosed with a reportable disease • Support programs with their management and response to infectious disease outbreaks (CFOC 3.6.1.1; Model Child Care Health Policies, 5th Edition 11C and E); Colorado Infectious Disease Guidelines and How Sick is Too Sick

Health & Wellness Expertise

Competencies 10 - 17 outline proficiencies for general areas of expertise in physical, mental health, and wellness for children and staff.

Category	Competencies	Core Skills
10. Safety and Injury Prevention	<p>10A. Ability to collaborate with early childhood programs to promote safety and reduce injuries</p> <p><i>The CCHC assesses and identifies injury hazards indoors, outdoors, and in and around vehicles. The CCHC helps programs promote safety by understanding how the interaction between children, adults, and the environment may contribute to injury risk.</i></p>	<ul style="list-style-type: none"> • Help programs implement safety practices through planning, policies, and procedures (Model Child Care Health Policies, 5th Edition, 5C and D) • Advise staff and families about common injuries and injury prevention for infants and children • Help staff use evidence-based checklists to assess and monitor indoor and outdoor environments for hazards associated with these injuries • Help programs determine how to respond when safety risks are identified • Promote use of safe and developmentally-appropriate equipment, including furniture, toys, art supplies, and playground structures and surfacing that comply with safety standards, such as those set by the Consumer Product Safety Commission and ASTM International • Assess sleep environments, procedures and policy to promote safe sleep practices (CFOC 3.1.4; Model Child Care Policies, 5th Edition 6A and B; Colorado Safe Sleep Resources) • Connect programs to training and resources on safety in and around vehicles, including selecting and installing child passenger safety seats in Colorado • Help programs clearly communicate to families their safety policies and procedures

Category	Competencies	Core Skills
10. Safety and Injury Prevention	<p>10B. Ability to support and promote active supervision practices</p> <p><i>The CCHC helps programs create a safe environment and prevent injuries by ensuring staff are <u>actively supervising</u> the children in their care at all times. The CCHC helps the program with active supervision training, implementation, and monitoring (CFOC 2.2.0.1).</i></p>	<ul style="list-style-type: none"> • Review and revise policies to ensure they include assignments for supervision, monitoring, and contingency plans to maintain and meet licensing required child-to-staff ratios • Support programs in implementing supervision strategies in all indoor and outdoor settings, including vehicles in programs that provide transportation, during transitions, and including off-site program sponsored events • Collaborate with programs to plan environments to allow for visibility and responsive caregiving • Encourage programs to perform ongoing observations of staff to help ensure active supervision is being implemented consistently • Help programs develop strategies to minimize staff distractions • Help programs create, implement and maintain sun protection
	<p>10C. Ability to support programs with developing a plan and response to injuries</p> <p><i>The CCHC collaborates with early childhood education programs to ensure staff are trained in how to identify and respond to injuries.</i></p>	<ul style="list-style-type: none"> • Help programs know how to respond in the event of an injury, medical emergency, unresponsive and or missing child. • Help programs identify situations that require immediate medical attention and those that require emergency medical services (CFOC Appendix P; Colorado Emergency Guidelines for Schools) • Connect programs with local resources for attaining CPR, choking response, and first aid training • Support programs to report injuries

Category	Competencies	Core Skills
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">11. Emergency Preparedness, Response, and Recovery</p>	<p>11A. Ability to support programs prepare for, respond to, and recover from emergencies and disasters</p> <p><i>The CCHC works collaboratively with programs to develop an emergency preparedness, response, and recovery plan.</i></p> <p><i>The CCHC helps programs develop relationships with relevant community partners to support emergency preparedness, response, and recovery.</i></p>	<ul style="list-style-type: none"> • Help programs identify types of emergencies for which the program should prepare • Support programs in the inclusion of emergency preparedness and response information in training for all adults including staff, substitutes, consultants, and volunteers (Emergency and Disaster Preparedness for Child Care Providers) • Support programs in aligning emergency preparedness planning with state/tribal and local disaster plans (Local, State) • Help programs develop site-specific written plans for responding to emergency situations or natural disasters that may require evacuation, lock-down, or sheltering in place (Model Child Care Health Policies, 5th Edition 13, Appendixes EE, FF, GG) • Help programs regularly practice and document the practice of evacuation, lockdown, shelter-in-place procedures, mock drills for emergency medications and modify as needed • Connect programs to community resources and services to help with training and assistance in preparing for, responding to, and recovering from emergencies • Help programs address the needs of infants and toddlers and children with special health care needs or disabilities in their emergency preparedness plans • Support programs during recovery after an emergency or disaster to assess the environment for safety risks and support staff, children, and families

Category	Competencies	Core Skills
12. Social and Emotional Well-being	<p>12A. Ability to collaborate with early childhood programs to create an environment for children that promotes positive social and emotional well-being and development</p> <p><i>The CCHC assists programs to support children’s executive functioning, self-regulation, and developmentally appropriate relationships with other children and adults. Research Connections’ Child Care and Early Education Glossary includes definitions of these terms.</i></p>	<ul style="list-style-type: none"> • Review written policies such as guidance, staffing, ratios/group size, primary care assignments • Observe procedures to ensure they align with positive guidance principles (CFOC 9.2.1.6, 2.2.0.6; Positive Behavior Support and the Pyramid Model) • Identify factors that enhance children’s social and emotional wellbeing and development • Refer programs to community resources, including early childhood mental health consultation and Pyramid Model facilitators (Promoting Early Childhood Social Emotional Development; Colorado Early Childhood Mental Health Consultation Referral Form)
	<p>12B. Ability to support staff with resources on children’s social and emotional and behavioral concerns</p> <p><i>The CCHC connects programs to resources and strategies to assess and appropriately address social and emotional and behavioral concerns.</i></p>	<ul style="list-style-type: none"> • Help identify possible underlying physical health conditions or medications that contribute to social and emotional and behavioral concerns and assist with appropriate referrals (CFOC 2.1.1.4) • Help programs access Pyramid Model Facilitators and/or mental health consultation to prevent suspension and expulsion of children with challenging behaviors (CFOC 1.6.0.3, 2.2.0.8) • Supports staff in finding compassionate ways to share information about developmental, social, emotional and behavioral concerns with families • Stay current on adverse childhood experiences (ACEs) and other factors that can negatively impact health outcomes • Connect programs with mental health consultants who can address the effect of adverse childhood experiences (ACEs) on children’s well-being and who can provide guidance on trauma-informed practices

Category	Competencies	Core Skills
13. Child Abuse and Neglect	<p>13A. Knowledge of resources and strategies for the prevention of child abuse and neglect</p> <p><i>The CCHC helps programs implement measures that build protective factors known to reduce child abuse and neglect.</i></p> <p><i>(Find out more about preventing child abuse and neglect in the Federal Child Abuse Prevention and Treatment Act (CAPTA); The Role of Professional Child Care Providers in Preventing and Responding to Child Abuse and Maltreatment; The Kempe Center in Colorado).</i></p>	<ul style="list-style-type: none"> • Help programs implement strategies to identify risk factors and strengthen protective and trauma responsive factors for children and families to help prevent abuse and neglect (CFOC 1.4.5.2, Appendix N; Model Child Care Health Policies, 5th Edition 14, Appendix HH; Promoting Protective Factors) • Observe and help programs address staff behaviors or environmental conditions (such as the facility layout or obstructed visibility within a classroom) that could increase the risk for abuse and neglect within the program (CFOC 3.4.4.5, 2.2.0.6; also review competency Model Child Care Health Policies, 5th Edition 16b for applications related to reducing staff stress) • Support programs and provide clarification in understanding the prevention of shaken baby syndrome and abusive head trauma • Help programs maintain a current list of community resources for staff and families such as mental health consultants, child protection, and/or family violence hotlines and services (CFOC 9.4.1.6) • Work with programs to understand different family approaches to caring for their children (for more information, review Cultural Responsiveness: Child Abuse and Neglect .
	<p>13B. Ability to support programs in identifying and reporting suspected child abuse and neglect</p> <p><i>The CCHC helps staff integrate strategies for recognizing signs and symptoms of abuse and neglect.</i></p>	<ul style="list-style-type: none"> • Acquire knowledge of Colorado’s abuse and neglect reporting laws through Recognition of Child Abuse and Neglect training • Support staff on how to recognize signs and symptoms of all types of abuse and neglect (CFOC 3.4.4.1, Appendix M) • Help programs implement and monitor strategies that support early identification of signs and symptoms of abuse and neglect, such as the daily health check • Promote staff awareness of their role as mandated reporters and how to report suspected abuse and neglect • Support the development and review process of policies and procedures regarding reporting suspected abuse and/or neglect in alignment with mandated federal, state, territorial, and tribal laws (Model Child Care Health Policies, 5th Edition 14) • Support staff who are making a report of suspected abuse and/or neglect

Category	Competencies	Core Skills
14. Nutrition and Physical Activity	<p>14A. Ability to provide guidance and support for early childhood programs on best practices in nutrition and feeding for infants and children</p> <p><i>The CCHC supports programs in ensuring access to nutritious food and mealtime practices and environments that are safe and developmentally appropriate for children.</i></p> <p><i><u>My Plate</u>, CFOC <u>Chapter 4</u>, and <u>GO NAPSACC</u> include details about nutritious food and mealtime best practices. Colorado has resources for <u>physical activity and nutrition</u> and <u>early childhood obesity prevention</u>.</i></p>	<ul style="list-style-type: none"> • Demonstrate understanding of nutritional needs and safe feeding practices for healthy growth and development in infants and children • Help programs with development and implementation of written nutrition plans and procedures to meet programmatic needs as well as licensing regulations (CFOC 9.2.3.11, 4.2.0.1; Model Child Care Health Policies, 5th Edition 4, Colorado Child and Adult Care Food Program) • Observe programs for basic food safety and sanitation practices, including food selection, storage, preparation, meal service, and clean up • Encourage modeling by staff of best practices in nutrition • Help programs encourage and support breastfeeding for young children in their care and ensure safe handling and storage of breast milk (CFOC 4.3.1.1, 4.3.1.3, 4.3.1.4, Appendix JJ; Breastfeeding in Child Care Colorado) • Work with programs to maintain a safe and developmentally appropriate physical and emotional environment at mealtimes that does not use food to bribe, reward, or punish • Collaborate with programs to develop written policies and procedures for the promotion of breastfeeding friendly practices, family engagement, storage and handling • Promote state or local efforts such as breastfeeding friendly child care recognition or farm to child care • Collaborate with programs, caregivers, and health care providers to follow individualized feeding plans and dietary modifications for children with special health care needs, food allergies, or other health conditions (CFOC 4.2.0.1, 4.2.0.8, 4.2.0.10) • Connect programs, as appropriate, to community agencies, the Colorado Child and Adult Care Food Program (CACFP), nutritionists, or registered dietitians to provide nutrition services and consultation • Help programs identify resources to address families’ nutritional needs including food security and provide breastfeeding support

Category	Competencies	Core Skills
14. Nutrition and Physical Activity	<p>14B. Ability to support programs ensure all children have daily opportunities for physical activity</p> <p><i>The CCHC works together with programs to ensure staff are able to provide infants with sufficient opportunities for physical activity throughout the day, and toddlers, preschool, and school-aged children have opportunities for moderate to vigorous physical activity.</i></p>	<ul style="list-style-type: none"> • Help programs understand how physical activity contributes to maintenance of healthy weight and development of gross motor, social and emotional, and cognitive skills • Collaborate with programs to develop written policies for the promotion of active indoor and outdoor physical activity in accordance with state rules and regulations (CFOC 9.2.3.1; Model Child Care Health Policies, 5th Edition 5; National Wildlife Foundation ECHO) • Work with programs to identify and remove potential barriers to indoor and outdoor physical activity • Help programs integrate developmentally appropriate physical activity into children’s daily routine, including outdoor play and indoor structured and free active play, and tummy time for infants (CFOC 3.1.3.1) • Promote training opportunities for staff to learn about age-appropriate gross motor as well as moderate to vigorous physical activity activities and games (CFOC 2.2.0.3; Choosy Kids) • Support programs in the limitation of screen time and digital media (CFOC 3.1.3.4)

Category	Competencies	Core Skills
15. Oral Health	<p>15A. Ability to collaborate with early childhood programs to promote oral health</p> <p><i>The CCHC ensures staff have the knowledge and skills to promote oral hygiene within the programs, connect children to oral health services, and provide education to families.</i></p> <p><i>Learn more about best practices in the CFOC Special Collection: Oral Health in Child Care and Early Education.</i></p>	<ul style="list-style-type: none"> • Help programs develop and implement oral health policies and procedures that include care of infant’s oral health, family engagement, infants who are teething, daily tooth brushing, preventing mouth injuries, response to dental emergencies, and preventing tooth decay (CFOC 3.1.5.1, 3.1.5.2, 9.2.3.14; Model Child Care Health Policies, 5th Edition 10B; I Like My Teeth) • Review nutrition and food service policies and procedures to ensure they promote good oral health, such as proper use of bottles for feeding infants and limiting sugar-sweetened foods and beverages (CFOC 4.3.1.8; Model Child Care Health Policies, 5th Edition 4) • Educate staff about the importance of care of baby teeth and its direct effect on adult teeth health • Help staff understand how to identify oral health concerns in children • Support the program with identification of and connection to community resources that provide oral health services, including fluoride varnish and other prevention strategies (Colorado Oral Health Resources) • Connect programs to Cavity Free Kids resources, Cavity Free Kids Training in Colorado, activities, trainings, and family engagement materials

Category	Competencies	Core Skills
<p style="text-align: center;">16. Environmental Health</p>	<p>16A. Ability to support early childhood programs manage exposure to environmental health hazards</p> <p><i>The CCHC works with programs to identify, prevent, and manage exposure to environmental health hazards in and around the facility.</i></p> <p><i>(Learn more about hazards and strategies to reduce them in the CFOC Special Collection on Environmental Health in Early Care and Education, the Environmental Protection Agency’s resources on Healthy Child Care, Children’s Environmental Health Network: Eco-Healthy Childcare, and the Agency for Toxic Substances and Disease Registry.)</i></p>	<ul style="list-style-type: none"> • Demonstrate understanding of the effects of exposure to environmental health hazards, such as lead-based paint, radon, asbestos, etc. • Work with programs to coordinate environmental health assessments (CFOC 5.1.1.5) • Help programs identify approved non-toxic or least-toxic products for their environment (CFOC 4.3.1.3, 4.3.1.5, 4.5.0.2, 5.2.9.7, 5.2.9.9, 5.3.1.4, 6.4.1.2, Appendix J) • Help programs develop policies and procedures related to use and storage of hazardous and toxic substances (CFOC 5.2.9.1; Model Child Care Health Policies, 5th Edition 8) • Help programs develop policies and procedures related to integrated pest management to reduce exposures to pesticides and harmful substances (CFOC 5.2.8.1) • Help programs develop policies related to assessing and managing indoor and outdoor air quality (CFOC 3.1.3.3, 3.4.1.1, 5.2.1.1; Air Quality Index) • Refer programs to community resources that can assist with identification and remediation of environmental health hazards (CFOC 5.2.6.3, 5.2.9.4, 5.2.9.6, 5.2.9.13) • Help programs consider how to reduce environmental health hazards when planning for construction, remodeling, repairs, or purchases (CFOC 5.1.1.5, 5.2.9.15, 5.3.1.1) • Identify educational materials for staff and families about environmental health hazards

Category	Competencies	Core Skills
17. Staff Health and Wellness	<p>17A. Ability to support early childhood programs with implementation of measures which prevent and manage occupational hazards for staff</p> <p><i>The CCHC helps programs develop policies and procedures to protect staff from injury and illness.</i></p>	<ul style="list-style-type: none"> • Support programs in the development and implementation of staff health and safety policies in accordance with OSHA regulations, the Americans with Disabilities Act, and best practices, such as the CFOC standards (CFOC Appendix B, 1.7.0.3.) • Help programs identify procedures to ensure staff health that include review of health appraisals and immunizations (CFOC 1.7.0.1, Appendix E) • Support monitoring procedures to ensure staff are protected from blood borne pathogens by promoting annual Standard Precautions training and a site-specific exposure control plan (CFOC 3.2.3.4) • Support programs in the development of procedures for staff to safely use toxic substances (CFOC 5.2.9.1, 5.2.9.3) • Help staff identify practices to support proper body mechanics (CFOC 5.3.1.7) • Promote the education of staff on best practices for preventing illness and injury, including risks to staff who are pregnant (CFOC 2.4.2.1, 1.7.0.4, 7.7.1.1)
	<p>17B. Ability to support programs in their identification of opportunities which promote staff wellness</p> <p><i>The CCHC encourages programs to promote wellness by creating an environment that enhances workers' physical and mental health.</i></p>	<ul style="list-style-type: none"> • Support programs' efforts to provide accommodations for staff with allergies, special health needs, and who are pregnant or breastfeeding (CFOC 1.8.1.1) • Advise programs on enacting a comprehensive program for stress management and reduction (CFOC 1.7.0.5) • Connect programs to resources and training to promote staff social-emotional wellness and resilience • Support programs in identifying resources and strategies which promote overall health for staff including health insurance, medical home, and wellness screenings • Encourage programs to consider strategies to help staff feel valued, respected, and comfortable discussing concerns • Help programs promote staff health through nutrition and physical activity • Help programs maintain and promote a current list of community resources (or an employee assistance program) that can help staff address issues related to health, mental health, substance misuse, financial stability, food security, housing, and domestic violence

Self-Assessment & Professional Development Plan

Colorado Child Care Health Consultant Competency Self-Assessment Tool

The Colorado Child Care Health Consultant Competency Self-Assessment is a companion to Colorado’s Child Care Health Consultant Competencies 2021. It is intended to support you in identifying areas of core skills that are fully met as well as those that may need improvement achieved by outreach and identification of resources, reading of articles, targeted training, and more. This Self-Assessment is best utilized as an annual or bi-annual tool to support your ongoing professional growth and development.

Date: _____

1. CONSULTATIVE APPROACH

1A. Understands & effectively communicates role of Child Care Health Consultant

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> • Describe the best practices of the CCHC role consistent with state, local, territory, and/or tribal laws and regulations (Child Care Health Consultation Skill Building Modules) • Demonstrate an understanding of health, safety, and wellness in the context of early childhood education settings • Follow all applicable professional and ethical standards for CCHCs and those relevant to the nurse and physician professional licensure in Colorado. • Participate as a member of an interdisciplinary team of consultants, including education, mental health, and nutrition 			

1B. Ability to develop and execute a collaborative process for effective consultation

Core Skills	<ul style="list-style-type: none"> • Meet with potential client to determine their consultation needs and discuss required responsibilities and activities of the CCHC • Establish a collaborative approach to consultation that acknowledges and respects the autonomy, strengths, and expertise and culture of programs • Build and sustain trusting relationships with program staff • Work with programs to assess the current status of health, safety, and wellness practices in order to establish goals for the consultation • Promote an approach to addressing health and safety concerns that reflects the strengths and needs of the program, staff, children, and families served 	Fully Met	Not Met	Notes

1C. Ability to establish processes for accurate and timely documentation which reflect specific services provided

Core Skills	<ul style="list-style-type: none"> • Understand the importance of documentation as a critical tool for effective practice • Maintain regular and timely documentation • Share relevant documentation with clients • Review documentation processes annually to determine efficiency and efficacy 	Fully Met	Not Met	Notes

1D. Knowledgeable about the community in which the services are provided and is able to assess each program in order to provide individualized and targeted consultation

Core Skills	<ul style="list-style-type: none"> • Remain culturally aware and sensitive to each individual/group • Match resources with program needs • Recognize that early childhood programs present their own unique organizational culture • Recognize and build on opportunities to promote overall family health and well being 	Fully Met	Not Met	Notes
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1E. Ability to apply principles of health equity and cultural responsiveness in collaborative work with programs, staff, children, and families

Core Skills	<ul style="list-style-type: none"> • Demonstrate an understanding of how one’s own values, beliefs, assumptions, and experiences affect interactions with staff, children, and families • Help programs identify and adapt materials, curricula, and policies and procedures to reflect cultural variations in child-rearing and health and wellness practices • Recognize how power relationships and implicit bias affect the consultation process • Connect programs to community health resources (multilingual healthcare providers, medical interpreters, and translated materials) that can address families’ health needs in their preferred language (CFOC 2.1.1.7; 2.1.1.8) • Work with programs to understand how health disparities affect health outcomes and identify opportunities to promote health equity 	Fully Met	Not Met	Notes
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1F. Understands the benefits & limitations of teleconsultation

Core Skills	<ul style="list-style-type: none">• Maintain privacy & confidentiality in virtual communication• Adhere to rules and requirements for the use of teleconsultation• Utilize communication technology to enhance connections and relationships• Provide pre and post communication as needed	Fully Met	Not Met	Notes
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1G. Ability to maintain and communicate clear contractual agreements

Core Skills	<ul style="list-style-type: none">• Create a contract that provides clarity of services, expectations, responsibilities, rate of pay, documentation, communication, and any other relevant information.• Ensure the contract is reviewed and fully executed by both parties prior to engaging in any consultation• Create an electronic filing system for saving all contract related documents including invoices	Fully Met	Not Met	Notes
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2. QUALITY HEALTH, SAFETY, AND WELLNESS PRACTICES

2A. Awareness of evidence-based tool to assess the quality of health, safety, and wellness practices in early childhood programs

Core Skills	<ul style="list-style-type: none">• Utilize Colorado checklist for centers (Colorado Health & Safety Checklist for Child Care Centers)• Support staff in the use of the Colorado checklist to assess compliance with rules and regulations which promote health, safety, and wellness policies and practices	Fully Met	Not Met	Notes
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2B. Awareness of Colorado specific checklist for center rules used to assess the quality of health, safety, and wellness practices in early childhood programs

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> Utilize Colorado checklist for centers (Colorado Health & Safety Checklist for Child Care Centers) Support staff in the use of the Colorado checklist to assess compliance with rules and regulations which promote health, safety, and wellness policies and practices 			

2C. Ability to collaborate with and support early childhood programs to improve the quality of their health, safety, and wellness practices

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> Help programs align health, safety, and wellness practices with licensing regulations, Colorado Shines Quality Rating and Improvement System, developmentally appropriate practices, and best practice standards, such as CFOC and accreditation requirements Support programs in the development of an effective record keeping system to support health, safety, and wellness (CFOC 9.4.1.2) Help programs use data (such as injury and incident reports or absenteeism reports) to identify strengths and concerns and make improvements Work with programs to prioritize quality improvement actions and set achievable goals to address concerns Use observation to identify opportunities, promote best practices, and recommend changes when needed Help programs ensure children have a primary care provider and are up-to-date on routine preventative health services 			

Core Skills	<ul style="list-style-type: none"> • Help programs monitor children’s health and development • Support programs in the inclusion of children with special health care needs, disabilities, and chronic health conditions 	Fully Met	Not Met	Notes
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3. EARLY CHILDHOOD SYSTEMS

3A. Awareness of national and Colorado systems which impact and guide policies which ensure all children are valued, healthy, and thriving

Core Skills	<ul style="list-style-type: none"> • Demonstrate understanding of how national, state, and local systems impact the health, safety, and wellness of children and their families • Understand the complexities of multiple systems in order to effectively work within and across these systems • Recognize the role of equity and its impact on communities, including the early childhood community and programs 	Fully Met	Not Met	Notes
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3B. Awareness of current regulations which directly inform role and practice

Core Skills	<ul style="list-style-type: none"> • Identify rules most relevant to CCHC role, medication administration, delegation, chronic disease management, and an environment which supports general health and safety • Identify rules most relevant to staff training requirements and communicable disease management • Participate in review and revision processes for applicable rules and regulations 	Fully Met	Not Met	Notes
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3C. Understands how the CCHC role fits in the Early Childhood Colorado Framework to ensure all children are valued, healthy, and thriving

	<ul style="list-style-type: none"> Encourage collaboration at all levels to ensure children and families are able to reach their developmental potential and are ready to succeed 	Fully Met	Not Met	Notes
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3D. Awareness of local stakeholders working to support the health and safety of children

Core Skills	<ul style="list-style-type: none"> Identify and build relationships with early learning and development, health and well-being, and family support stakeholders Promote the importance of the unique and critical CCHC role Gather information on important community-level resources to support your programs, families, and children 	Fully Met	Not Met	Notes
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3E. Awareness of community resources that address the physical health, mental health, and social services needs of the program staff, children, and families

Core Skills	<ul style="list-style-type: none"> Help programs access appropriate resources to meet program and family needs Facilitate communication between programs and qualified specialists in fields such as mental health, early childhood education, disabilities, and nutrition (CFOC 1.6.0.3; 1.6.0.4; 1.6.0.5; 4.4.0.2; Colorado Early Childhood Mental Health Consultation; Colorado Program for Children with Special Health Care Needs) Support programs to maintain current records of contacts, agencies, and organizations in the community, state, or tribe that can support the health and wellness needs of the program and families served 	Fully Met	Not Met	Notes
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3F. Ability to discern program health trends and practices and their possible intersections with the community and larger systems

Core Skills	<ul style="list-style-type: none"> Support the program’s documentation and regularly analyze this data to determine any relevant trends in health among children, families, and staff Communicate relevant data and trends to larger systems 	Fully Met	Not Met	Notes

4. PROGRAM POLICIES

4A. Ability to collaborate with early childhood programs for the review and development of child care health policies

Core Skills	<ul style="list-style-type: none"> Gain knowledge about required policies as specified by Colorado child care licensing regulations and health and sanitation rules Support programs in their development of and/or review and revision of policies which comply with regulations Encourage programs to develop policies that promote best practices (CFOC 9.2.1.1; Model Child Care Health Policies, 5th Edition) Support the adherence to policies which address emerging health concerns and reflect the most current science-informed and evidence-based practices Review health policies after an incident has occurred, when programs change health policies, or at least annually (CFOC 9.2.3.17) Encourage programs to solicit broad input from all stakeholders when developing, adapting, or reviewing health policies Promote policies that are culturally responsive and family-centered 	Fully Met	Not Met	Notes

4B. Ability to support the development of procedures that outline specific steps required to implement child care health policies

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> • Help programs determine procedures needed to effectively implement policies • Collaborate with programs to identify the resources and supports needed to fully implement each policy • Support programs' efforts to help families understand and adhere to program policies and procedures • Observe procedures and helps programs make changes when needed • Promote staff modeling of healthy behaviors (CFOC 2.4.1) • Follow up after implementing health education programs to assess learning and identify additional needs • Connect staff to relevant continuing education opportunities that allow them to individualize their own learning 			

5. HEALTH EDUCATION

5A. Ability to identify, design, and implement health education

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> • Assess the need for timely health education within programs • Help programs identify or design up to date, science-informed health education materials • Provide training on a wide range of health and safety issues relevant to staff, children, and families (CFOC 2.4.2; Colorado Child Care Health Resources) • Help programs provide developmentally appropriate health education to children • Understand that adults have life experiences and knowledge when developing and delivering health education for staff and families • Take advantage of teachable moments to increase awareness and behaviors that support health, safety, and wellness 			

5B. Works with early childhood programs to build staff and family health literacy

Core Skills	<ul style="list-style-type: none"> Strengthen the ability of programs to effectively communicate accurate health information Promote health policies and procedures written in ways that staff can understand in order to promote effective implementation. Help programs identify strategies to engage staff, children, and families to promote healthy and safe behaviors (CFOC 2.4.3.2) 	Fully Met	Not Met	Notes

6. MEDICATION ADMINISTRATION

6A. Ability to support early childhood programs in the safe management of medication administration of routine medications

Core Skills	<ul style="list-style-type: none"> Help programs develop policies and implement procedures and systems for safe medication administration (CFOC 3.6.3.1; 3.6.3.2; 3.6.3.3; Model Child Care Health Policies, 5th Edition 10F and 10E; Colorado Medication Administration Training Materials) Determine, in collaboration with program director, the number of medication trained staff and delegates required to provide program coverage and meet regulations for administration of routine medications Provide and/or support training in routine medication administration using state approved course and in the context of state regulations and applicable professional practice acts (Colorado Medication Administration Training; Colorado Medication Administration Training Facilitator Materials) Help programs create safe storage of all medications Help programs set up a system to ensure emergency medications are accessible to trained staff at all times 	Fully Met	Not Met	Notes

	<ul style="list-style-type: none"> • Support ongoing monitoring of medication administration (CFOC 3.5.0.2) • Guide and support programs when they receive self-carry requests for emergency medications and collaborate with health care provider, family, child, and staff to determine best support for each child (Colorado Medications Self Carry) • Maintain documentation of medications, expirations, medication logs, and medication incidents 	Fully Met	Not Met	Notes
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6B. Ability to support early childhood programs in the safe management of medication administration of non-routine medications

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> • Help programs develop policies and implement procedures and systems for safe medication administration (CFOC 3.6.3.1; 3.6.3.2; 3.6.3.3; Model Child Care Health Policies, 5th Edition 10F and 10E) • Determine, in collaboration with program director, the trained staff and delegates required to provide coverage and meet regulations for administration of non-routine medications • Provide training in non-routine medication administration in the context of state regulations and applicable professional practice acts (Colorado Kids with Diabetes; Health Conditions Colorado Department of Education) • Help programs create safe storage of all medications • Help programs set up a system to ensure that emergency medications are accessible to trained staff at all times • Support ongoing monitoring of medication administration (CFOC 3.5.0.2) • Maintain documentation of medications, expirations, medication logs, and medication incidents 			

	<ul style="list-style-type: none"> • Provide training in non-routine medication administration in the context of state regulations and applicable professional practice acts (Colorado Kids with Diabetes; Health Conditions Colorado Department of Education) • Help programs create safe storage of all medications • Help programs set up a system to ensure that emergency medications are accessible to trained staff at all times • Support ongoing monitoring of medication administration (CFOC 3.5.0.2) • Maintain documentation of medications, expirations, medication logs, and medication incidents 	Fully Met	Not Met	Notes
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7. DELEGATION

7A. Ability and knowledge to support early childhood programs in the delegation of medication administration, nursing tasks and medical services

Core Skills	<ul style="list-style-type: none"> • Become familiar with the Colorado Nurse Practice Act for RNs (Colorado Nurse Practice Act and Chapter XIII Rules and Regulations Regarding the Delegation of Nursing Task in Colorado) and/or Medical Practice Act for MDs/Dos (Medical Practice Act and Rule 800 Delegation and Supervision of Medical Services in Colorado), and the rules relating to delegation of medications and/or health care procedures to Unlicensed Assistive Personnel (UAP) in a community setting 	Fully Met	Not Met	Notes
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	<ul style="list-style-type: none"> • Demonstrate knowledge of rules for delegation of nursing tasks and medical services to UAP (Legal resources School Nurse site Colorado Department of Education) • Willingness to train and delegate required nursing task and medical services to appropriate staff • Determine knowledge, skills and ability concerning required interventions for management of the condition; seek resources and refresh skills • Acquire necessary training and knowledge of interventions to effectively support staff • Provide training, delegation, and supervision of routine and non-routine medications • Provide training, delegation, and supervision of nursing task and medical services required for children in care based on written health care plan • Determine method for contacting the CCHC for consultation if the program has questions concerning care, delegated nursing tasks or medical services between consultation visits • Provide ongoing supervision of delegated medications, nursing tasks and medical service and provide a plan to improve performance when necessary • Conduct mock drills of medication administration, nursing tasks and medical services to assess and enhance skills • Provide annual skills check and re-delegation annually of all medication administration, nursing tasks and medical services to assess and enhance skills 	Fully Met	Not Met	Notes

8. CHILDREN WITH SPECIAL HEALTH CARE NEEDS

8A. Collaborates with programs and families to support the care and inclusion of children with special health care needs: chronic and complex

Core Skills	<ul style="list-style-type: none"> • Keep up-to-date on relevant knowledge, skills, and technology to serve as a resource on caring for children with special health care needs and/or management of chronic health conditions • Maintain current knowledge and help programs understand how to meet their responsibilities to provide services in accordance with the Americans with Disabilities Act (ADA) • Support programs in planning and advocate for fully accommodating children with special health care needs, including chronic physical health and mental health conditions, so they can be included in all possible activities (CFOC 8.2.0.1, 8.2.0.2) • Collaborate with programs to develop and implement individualized health care plans in partnership with the child’s family, health care provider, and identified specialists, if applicable (CFOC 3.5.0.1, 8.4; Colorado Asthma Care Plan, Colorado Allergy & Anaphylaxis Plan, Colorado Seizure Health Care Plan, Colorado Headache Health Care Plan) • Coordinate and deliver plan, training and delegation of emergency care • Evaluate outcomes of plan of care and modify plan accordingly • Establish program wide policies and procedures for implementation of stock epinephrine, following guidelines and best practice developed by Colorado Department of Education (Colorado Stock Epi Guidelines) • Access best-practice resources and support (Health Conditions & Health Care Plans, Colorado Department of Education) • Connect programs and families with resources for children with special health care needs and/or chronic physical health or mental health conditions • Support transition planning between the early childhood education settings and kindergarten 	Fully Met	Not Met	Notes

9. ILLNESS AND INFECTIOUS DISEASES

9A. Ability to collaborate with programs to reduce the spread of illness

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> • Acquire knowledge of resources concerning specific diseases as well as required policies such as exclusion criteria • Support program with information and validation of illness guidelines when appropriate • Help staff apply knowledge about how diseases spread, infectious diseases that are common in programs, and steps to take to reduce the spread of disease • Assist programs with implementing and monitoring strategies to reduce illness, such as handwashing, gloving, diapering, cleaning, sanitizing, and disinfecting procedures (CFOC 3.3.0.1, 3.2.1.4, 3.2.1.5, 3.2.2.1, 3.2.2.2, Appendix D, Appendix J and Appendix K; Model Child Care Health Policies, 5th Edition 7A, B, and E; Using Bleach in Child Care in Colorado; List of approved disinfectants in Colorado; Diapering procedure in Colorado; Handwashing in Colorado) • Assist programs with implementing, monitoring and annual training of Standard Precautions (CFOC 3.2.3.4; PDIS Colorado) • Assist with the development and annual review of an accurate, site-specific Exposure Control Plan and determine the program’s process is understood, in the event of an exposure (Child Care and Preschool Immunizations) • Model healthy behaviors and support staff in teaching and modeling healthy behaviors for staff and children, such as proper handwashing and cough and sneeze hygiene • Encourage programs to work with families to keep children fully immunized (CFOC 7.2.0.1, Appendix G; Model Child Care Health Policies, 5th Edition Appendix W; and Child Care Immunization Resources Colorado) 			

Core Skills	<ul style="list-style-type: none"> • Support staff and program leaders to track child immunizations, exemptions, and report required data to the Colorado Department of Public Health and Environment annually • Help programs understand the importance of appropriate staff immunizations and encourage staff compliance (CFOC 7.2.0.3, Appendix H) • Increase staff knowledge and work with programs to implement daily health checks, use of illness tracking logs, and reportable illness communications with local public health agency (CFOC 3.1.1.1; Model Child Care Health Policies, 5th Edition 1C, 10A, Appendices M, N) • Ensure programs have access to current and evidence-based materials about infectious disease 	Fully Met	Not Met	Notes
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9B. Ability to support programs use of current, evidenced-based criteria for identifying, caring for, and excluding children who are ill and for identifying staff who are ill and should not be working

Core Skills	<ul style="list-style-type: none"> • Encourage programs to use evidence-based criteria to make decisions about inclusion and exclusion of children and staff who are ill utilizing the Colorado Infectious Disease Guidelines and How Sick is Too Sick illness policy template (CFOC 3.6.1.1, 3.6.1.2) • Help programs staff and families understand how to identify signs and symptoms of common childhood illnesses • Help programs determine steps to take when a child shows signs of illness (CFOC Appendix A) • Help programs identify and prioritize situations that require immediate medical attention and those that require emergency medical services (CFOC Appendix A; Model Child Care Health Policies, 5th Edition 11A, B, and D; Colorado Emergency Guidelines for Schools) • Support programs in their response and reporting to the applicable regulatory agency when a child or staff member has been diagnosed with a reportable disease 	Fully Met	Not Met	Notes
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Core Skills	<ul style="list-style-type: none"> Support programs with their management and response to infectious disease outbreaks (CFOC 3.6.1.1; Model Child Care Health Policies, 5th Edition 11C and E); Colorado Infectious Disease Guidelines and How Sick is Too Sick 	Fully Met	Not Met	Notes
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10. SAFETY AND INJURY PREVENTION

10A. Ability to collaborate with early childhood programs to promote safety and reduce injuries

Core Skills	<ul style="list-style-type: none"> Help programs implement safety practices through planning, policies, and procedures (Model Child Care Health Policies, 5th Edition, 5C and D) Advise staff and families about common injuries and injury prevention for infants and children Help staff use evidence-based checklists to assess and monitor indoor and outdoor environments for hazards associated with these injuries Help programs determine how to respond when safety risks are identified Promote use of safe and developmentally-appropriate equipment, including furniture, toys, art supplies, and playground structures and surfacing that comply with safety standards, such as those set by the Consumer Product Safety Commission and ASTM International Assess sleep environments, procedures and policy to promote safe sleep practices (CFOC 3.1.4; Model Child Care Policies, 5th Edition 6A and B; Colorado Safe Sleep Resources) Connect programs to training and resources on safety in and around vehicles, including selecting and installing child passenger safety seats in Colorado Help programs clearly communicate to families their safety policies and procedures 	Fully Met	Not Met	Notes
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10B. Ability to support and promote active supervision practices				
Core Skills	<ul style="list-style-type: none"> • Review and revise policies to ensure they include assignments for supervision, monitoring, and contingency plans to maintain and meet licensing required child-to-staff ratios • Support programs in implementing supervision strategies in all indoor and outdoor settings, including vehicles in programs that provide transportation, during transitions, and including off-site program sponsored events • Collaborate with programs to plan environments to allow for visibility and responsive caregiving • Encourage programs to perform ongoing observations of staff to help ensure active supervision is being implemented consistently • Help programs develop strategies to minimize staff distractions • Help programs create, implement and maintain sun protection 	Fully Met	Not Met	Notes
10C. Ability to support programs with developing a plan and response to injuries				
Core Skills	<ul style="list-style-type: none"> • Help programs know how to respond in the event of an injury, medical emergency, unresponsive and or missing child. • Help programs identify situations that require immediate medical attention and those that require emergency medical services (CFOC Appendix P; Colorado Emergency Guidelines for Schools) • Connect programs with local resources for attaining CPR, choking response, and first aid training • Support programs to report injuries 	Fully Met	Not Met	Notes

11. EMERGENCY PREPAREDNESS, RESPONSE, AND RECOVERY

11A. Ability to support programs prepare for, respond to, and recover from emergencies and disasters

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> • Help programs identify types of emergencies for which the program should prepare • Support programs in the inclusion of emergency preparedness and response information in training for all adults including staff, substitutes, consultants, and volunteers (Emergency and Disaster Preparedness for Child Care Providers) • Support programs in aligning emergency preparedness planning with state/tribal and local disaster plans (Local, State) • Help programs develop site-specific written plans for responding to emergency situations or natural disasters that may require evacuation, lock-down, or sheltering in place (Model Child Care Health Policies, 5th Edition 13, Appendixes EE, FF, GG) • Help programs regularly practice and document the practice of evacuation, lockdown, shelter-in-place procedures, mock drills for emergency medications and modify as needed • Connect programs to community resources and services to help with training and assistance in preparing for, responding to, and recovering from emergencies • Help programs address the needs of infants and toddlers and children with special health care needs or disabilities in their emergency preparedness plans • Support programs during recovery after an emergency or disaster to assess the environment for safety risks and support staff, children, and families 			

12. INFANT AND CHILD SOCIAL AND EMOTIONAL WELL-BEING

12A. Ability to collaborate with early childhood programs to create an environment for children that promotes positive social and emotional well-being and development

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> Review written policies such as guidance, staffing, ratios/group size, primary care assignments Observe procedures to ensure they align with positive guidance principles (CFOC 9.2.1.6, 2.2.0.6; Positive Behavior Support and the Pyramid Model) Identify factors that enhance children’s social and emotional wellbeing and development Refer programs to community resources, including early childhood mental health consultation and Pyramid Model facilitators (Promoting Early Childhood Social Emotional Development; Colorado Early Childhood Mental Health Consultation Referral Form) 			

12B. Ability to support staff with resources on children’s social and emotional and behavioral concerns

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> Help identify possible underlying physical health conditions or medications that contribute to social and emotional and behavioral concerns and assist with appropriate referrals (CFOC 2.1.1.4) Help programs access Pyramid Model Facilitators and/or mental health consultation to prevent suspension and expulsion of children with challenging behaviors (CFOC 1.6.0.3, 2.2.0.8) Supports staff in finding compassionate ways to share information about developmental, social, emotional and behavioral concerns with families Stay current on adverse childhood experiences (ACEs) and other factors that can negatively impact health outcomes Connect programs with mental health consultants who can address the effect of adverse childhood experiences (ACEs) on children’s well-being and who can provide guidance on trauma-informed practices 			

13. CHILD ABUSE AND NEGLECT

13A. Knowledge of resources and strategies for the prevention of child abuse and neglect

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> • Help programs implement strategies to identify risk factors and strengthen protective and trauma responsive factors for children and families to help prevent abuse and neglect (CFOC 1.4.5.2, Appendix N; Model Child Care Health Policies, 5th Edition 14, Appendix HH; Promoting Protective Factors) • Observe and help programs address staff behaviors or environmental conditions (such as the facility layout or obstructed visibility within a classroom) that could increase the risk for abuse and neglect within the program (CFOC 3.4.4.5, 2.2.0.6; also review competency Model Child Care Health Policies, 5th Edition 16b for applications related to reducing staff stress) • Support programs and provide clarification in understanding the prevention of shaken baby syndrome and abusive head trauma • Help programs maintain a current list of community resources for staff and families such as mental health consultants, child protection, and/or family violence hotlines and services (CFOC 9.4.1.6) • Work with programs to understand different family approaches to caring for their children (for more information, review Cultural Responsiveness: Child Abuse and Neglect.) 			

13B. Ability to support programs in identifying and reporting suspected child abuse and neglect

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> • Acquire knowledge of Colorado’s abuse and neglect reporting laws through Recognition of Child Abuse and Neglect training • Support staff on how to recognize signs and symptoms of all types of abuse and neglect (CFOC 3.4.4.1, Appendix M) • Help programs implement and monitor strategies that support early identification of signs and symptoms of abuse and neglect, such as the daily health check • Promote staff awareness of their role as mandated reporters and how to report suspected abuse and neglect • Support the development and review process of policies and procedures regarding reporting suspected abuse and/or neglect in alignment with mandated federal, state, territorial, and tribal laws (Model Child Care Health Policies, 5th Edition 14) • Support staff who are making a report of suspected abuse and/or neglect 			

14. NUTRITION AND PHYSICAL ACTIVITY

14A. Ability to provide guidance and support for early childhood programs on best practices in nutrition and feeding for infants and children

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> • Demonstrate understanding of nutritional needs and safe feeding practices for healthy growth and development in infants and children • Help programs with development and implementation of written nutrition plans and procedures to meet programmatic needs as well as licensing regulations (CFOC 9.2.3.11, 4.2.0.1; Model Child Care Health Policies, 5th Edition 4, Colorado Child and Adult Care Food Program) • Observe programs for basic food safety and sanitation practices, including food selection, storage, preparation, meal service, and cleanup • Encourage modeling by staff of best practices in nutrition • Help programs encourage and support breastfeeding for young children in their care and ensure safe handling and storage of breast milk (CFOC 4.3.1.1, 4.3.1.3, 4.3.1.4, Appendix II; Breastfeeding in Child Care Colorado) • Work with programs to maintain a safe and developmentally appropriate physical and emotional environment at mealtimes that does not use food to bribe, reward, or punish • Collaborate with programs to develop written policies and procedures for the promotion of breastfeeding friendly practices, family engagement, storage and handling • Promote state or local efforts such as breastfeeding friendly child care recognition or farm to child care • Collaborate with programs, caregivers, and health care providers to follow individualized feeding plans and dietary modifications for children with special health care needs, food allergies, or other health conditions (CFOC 4.2.0.1, 4.2.0.8, 4.2.0.10) • Connect programs, as appropriate, to community agencies, the Colorado Child and Adult Care Food Program (CACFP), nutritionists, or registered dietitians to provide nutrition services and consultation • Help programs identify resources to address families' nutritional needs including food security and provide breastfeeding support 			

14B. Ability to support programs ensure all children have daily opportunities for physical activity

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> • Help programs understand how physical activity contributes to maintenance of healthy weight and development of gross motor, social and emotional, and cognitive skills • Collaborate with programs to develop written policies for the promotion of active indoor and outdoor physical activity in accordance with state rules and regulations (CFOC 9.2.3.1; Model Child Care Health Policies, 5th Edition 5; National Wildlife Foundation ECHO) • Work with programs to identify and remove potential barriers to indoor and outdoor physical activity • Help programs integrate developmentally appropriate physical activity into children’s daily routine, including outdoor play and indoor structured and free active play, and tummy time for infants (CFOC 3.1.3.1) • Promote training opportunities for staff to learn about age-appropriate gross motor as well as moderate to vigorous physical activity activities and games (CFOC 2.2.0.3; Choosy Kids) • Support programs in the limitation of screen time and digital media (CFOC 3.1.3.4) 			

15. ORAL HEALTH

15A. Ability to collaborate with early childhood programs to promote oral health

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> • Help programs develop and implement oral health policies and procedures that include care of infant’s oral health, family engagement, infants who are teething, daily tooth brushing, preventing mouth injuries, response to dental emergencies, and preventing tooth decay (CFOC 3.1.5.1, 3.1.5.2, 9.2.3.14; Model Child Care Health Policies, 5th Edition 10B; I Like My Teeth) • Review nutrition and food service policies and procedures to ensure they promote good oral health, such as proper use of bottles for feeding infants and limiting sugar-sweetened foods and beverages (CFOC 4.3.1.8; Model Child Care Health Policies, 5th Edition 4) • Educate staff about the importance of care of baby teeth and its direct effect on adult teeth health • Help staff understand how to identify oral health concerns in children • Support the program with identification of and connection to community resources that provide oral health services, including fluoride varnish and other prevention strategies (Colorado Oral Health Resources) • Connect programs to Cavity Free Kids resources, Cavity Free Kids Training in Colorado, activities, trainings, and family engagement materials 			

16. ENVIRONMENTAL HEALTH

16A. Ability to support early childhood programs manage exposure to environmental health hazards

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> • Demonstrate understanding of the effects of exposure to environmental health hazards, such as lead-based paint, radon, asbestos, etc. • Work with programs to coordinate environmental health assessments (CFOC 5.1.1.5) • Help programs identify approved non-toxic or least-toxic products for their environment (CFOC 4.3.1.3, 4.3.1.5, 4.5.0.2, 5.2.9.7, 5.2.9.9, 5.3.1.4, 6.4.1.2, Appendix J) • Help programs develop policies and procedures related to use and storage of hazardous and toxic substances (CFOC 5.2.9.1; Model Child Care Health Policies, 5th Edition 8) • Help programs develop policies and procedures related to integrated pest management to reduce exposures to pesticides and harmful substances (CFOC 5.2.8.1) • Help programs develop policies related to assessing and managing indoor and outdoor air quality (CFOC 3.1.3.3, 3.4.1.1, 5.2.1.1; Air Quality Index) • Refer programs to community resources that can assist with identification and remediation of environmental health hazards (CFOC 5.2.6.3, 5.2.9.4, 5.2.9.6, 5.2.9.13) • Help programs consider how to reduce environmental health hazards when planning for construction, remodeling, repairs, or purchases (CFOC 5.1.1.5, 5.2.9.15, 5.3.1.1) • Identify educational materials for staff and families about environmental health hazards 			

17. STAFF HEALTH AND WELLNESS

17A. Ability to support early childhood programs with implementation of measures which prevent and manage occupational hazards for staff

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> • Support programs in the development and implementation of staff health and safety policies in accordance with OSHA regulations, the Americans with Disabilities Act, and best practices, such as the CFOC standards (CFOC Appendix B, 1.7.0.3) • Help programs identify procedures to ensure staff health that include review of health appraisals and immunizations (CFOC 1.7.0.1, Appendix E) • Support monitoring procedures to ensure staff are protected from blood borne pathogens by promoting annual Standard Precautions training and a site-specific exposure control plan (CFOC 3.2.3.4) • Support programs in the development of procedures for staff to safely use toxic substances (CFOC 5.2.9.1, 5.2.9.3) • Help staff identify practices to support proper body mechanics (CFOC 5.3.1.7) • Promote the education of staff on best practices for preventing illness and injury, including risks to staff who are pregnant (CFOC 2.4.2.1, 1.7.0.4, 7.7.1.1) 			

17B. Ability to support programs in their identification of opportunities which promote staff wellness

Core Skills		Fully Met	Not Met	Notes
	<ul style="list-style-type: none"> • Support programs' efforts to provide accommodations for staff with allergies, special health needs, and who are pregnant or breastfeeding (CFOC 1.8.1.1) • Advise programs on enacting a comprehensive program for stress management and reduction (CFOC 1.7.0.5) • Connect programs to resources and training to promote staff social-emotional wellness and resilience • Support programs in identifying resources and strategies which promote overall health for staff including health insurance, medical home, and wellness screenings • Encourage programs to consider strategies to help staff feel valued, respected, and comfortable discussing concerns • Help programs promote staff health through nutrition and physical activity • Help programs maintain and promote a current list of community resources (or an employee assistance program) that can help staff address issues related to health, mental health, substance misuse, financial stability, food security, housing, and domestic violence 			

Professional Development Plan

Reflect on the results of your self-assessment and identify three priority core skills you would like to further develop in the coming months. What were some gaps you saw as you completed the self-assessment tool? What two to three core skills would you like to explore to improve your practice?

Note your desired timeline for completion. You may also want to identify resources and/or contacts you might need in order to fully meet the core skills identified in the table below. List your priorities. What do you need to know, to further explore?

Reflections

Goals

1.

2.

3.

In the table below, note the competency, its corresponding core skill along with your identified goal,, your timeline for completing your goal, and your action steps including any resources you may need.

Competency	Core Skills & Your Goals	Timeline for Completion	Actions Steps / Resources

Professional Development Plan Template is another resource provided to help you identify your goals, resources needed, and action plan for your professional development.

Colorado Child Care Health Consultant Professional Development Plan

This template can be used to document your professional development goals and plan, which includes your identified timelines and resources needed to meet your goal.

Date: _____

Goals

Competency	Core Skills	Resources to meet goal	Timeline for Completion	Goal Met	Notes

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Our mission is to build safe,
supportive, and healthy early
childhood settings and systems
where children and professionals
learn and grow.

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