Consumer Education in 2014 CCDBG: Providing Families with Access to Information to Support Child Development

Using the Centers for Disease Control Child Development Materials

June 28, 2016
Welcome

• To the first in a series of webinars designed to provide information and support to state and local agencies providing resource and referral services as these organizations support Lead Agencies in the implementation of CCDBG requirements.

• This Child Care Aware webinar series is funded by a grant from the US Health and Human Services Administration for Children and Families, Office of Child Care.

• Throughout this series Child Care Aware will be bringing you the latest resources from a variety of partners.

• Today’s partner is the Centers for Disease Control (CDC)

• There are many ways that CCR&R agencies can support implementation of CCDBG, today we are going to focus on consumer education and child development materials
Today’s Objectives

• Review the 2014 CCDBG consumer education requirements, specifically those related to information on child development and screenings;
• Review the public information that must be shared by states (and can be provided through other agencies such as CCR&Rs);
• Share available Centers for Disease Control (CDC) resources that can help agencies support early detection and ongoing family engagement;
• Highlight opportunities for CCR&Rs to support state implementation of CCDBG Child Development and Screening requirements.
Key Consumer Education Provisions of the Law

• Designed to help parents make informed consumer choices and access information to support child development.

• States must provide to:
  – Parents of children receiving CCDF;
  – The general public, and,
  – Child care providers (where applicable).

States have the option on how to make this information available, and may choose to work through Resource and Referral agencies or other means.

• Requirements for state consumer website
  – Licensing process, monitoring and inspections, background checks for providers, information on the quality of providers, number of deaths, serious injuries and instances of substantiated child abuse that occurred in child care settings each year.

• New national ChildCare.gov website
Required Information for Parents, Providers, and the General Public

The law requires the following information be provided:

- The availability of child care services provided through CCDF and other programs for which the family might be eligible.
- Programs carried out under the Individuals with Disabilities Education Act (IDEA).
- Research and best practices concerning children’s development.
- State policies regarding social-emotional behavior of young children, including policies on expulsion in early childhood programs.
- Information regarding licensing, monitoring and inspections, background checks for child care providers, the quality of providers, the number of deaths, serious injuries and substantiated child abuse that occurred in child care settings each year.
- Information must be consumer-friendly and ensure the widest possible access to services for families that speak languages other than English and persons with disabilities.
**Required Information on Child Development and Screenings**

CCDBG requires that the following information on child development and screenings be made available (42 U.S.C. 9858 et seq.):

- research and best practices concerning children’s development, including social and emotional development, early childhood development, and meaningful parent and family engagement, and physical health and development (particularly healthy eating and physical activity);

- information on developmental screenings, including information on existing resources and services the State can deploy, including the coordinated use of the Early and Periodic Screening, Diagnosis, and Treatment program under the Medicaid program carried out under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.) and developmental screening services available under section 619 and part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.) in conducting developmental screenings and providing referrals to services, when appropriate, for children receiving CCDF subsidies; and

- a description of how a family or eligible child care provider may utilize the resources and services described above to obtain developmental screenings for children receiving CCDF subsidies who may be at risk for cognitive or other developmental delays, which may include social, emotional, physical, or linguistic delays.
Child Development and Consumer Education Best Practices

• Leverage partnerships, existing resources and past investments;
• Provide families with easy to understand, easy to access information that supports positive family and child outcomes; and
• Provide information that is culturally and linguistically respectful and responsive.
Collaborating with CDC’s “Learn the Signs. Act Early.”

to increase parent-engaged developmental monitoring
- a perfect complement to developmental screening!

Disclaimer The findings and conclusions in this presentation are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention or the Health Resources and Services Administration.
Overview

- Overview of “Learn the Signs. Act Early” and how the program helps CCDF grantees meet the requirements in the 2014 CCDBG
- CDC’s training-Watch Me! Celebrating Milestones and Sharing Concerns
- Additional “Learn the Signs. Act Early” materials and resources
Professional Development
- Helps providers meet professional development requirements
  - CEUs through *Watch Me! Celebrating Milestones and Sharing Concerns* training

Family Engagement
- Helps providers meet CCDF consumer and provider education provisions on family engagement
- Help providers communicate with parents about development
- Provide guidance for providers on discussing developmental concerns
Learn the Signs. Act Early.

Why this program?

- About 1 in 6 children aged 3-17 has a developmental disability¹

- 1 in 4 children, ages 0-5 years are at moderate or high risk for developmental, behavioral or social delay

- In the United States, about 1 in 68 children has an autism spectrum disorder²
  - However, diagnosis often not until after age 4

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² Prevalence of Autism Spectrum Disorders. MMWR. March 31, 2016
Public Health Approach to Early Identification
Early Intervention Makes a Difference

- **Early intervention services**\(^3,4,5\)
  (also called Part C or Birth-to-3 services)
  - Improve skills and outcomes
  - Increase school readiness
  - Enable families to develop strategies and obtain resources needed for successful family functioning

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Public Health Concern

- Significant numbers of children are not identified until kindergarten or later
- Children with developmental problems are at increased risk for poor outcomes: school performance, as well as overall health status
- Early intervention before age 3 can significantly impact ability to learn skills
- Children from low income and/or minority families experience longer delays in receiving services
“Learn the Signs. Act Early.” Mission

To improve early identification of developmental disabilities, including autism, by promoting developmental monitoring and screening so children and their families can get the services and support they need as soon as possible.
How CDC Helps Families and Providers “Learn the Signs” and “Act Early”

- **Health Education**
  - To help families “learn the signs” of healthy development and understand when and how to “act early”

- **“Act Early” Initiatives**
  - To improve communication and coordination among systems that must work together to identify and care for children with disabilities

- **Research and Evaluation**
  - To refine our efforts and identify promising practices for improving early identification and access to care
The “ONE” in the “1 in 68”
Developmental Monitoring and Developmental Screening

- Developmental Monitoring:
  - Done by parents, teachers
  - Ongoing process - begins at birth
  - Sample tool - "Learn the Signs. Act Early." Milestone Checklists

- Developmental Screening:
  - Formal process
  - Recommended by the American Academy of Pediatrics at 9, 18, and 24 or 30 months
  - Uses a validated screening tool
  - Done by medical professionals and may be done by teachers with special training
  - Sample tool - Ages and Stages questionnaire

Look for developmental milestones

Important for tracking signs of development and identifying concerns

Learn the Signs. Act Early. www.cdc.gov/ActEarly
Watch Me! Celebrating Milestones and Sharing Concerns

Learn the Signs. Act Early. www.cdc.gov/ActEarly
Learning Objective 1

Why monitoring children's development and identifying developmental concerns early are important
Module 2:
Understanding Children’s Developmental Milestones

Scroll down to begin

Learning Objectives

Learn the Signs. Act Early. www.cdc.gov/ActEarly
Module 3: Objective and Engaged Developmental Monitoring

Learning Objectives

Learn the Signs. Act Early. www.cdc.gov/ActEarly
Module 4:
How to Talk with Parents about their Child’s Development

Learning Objectives
The Milestones Collection

- Milestone Checklists
- Milestone Moments Booklet
- Growth Chart
- Parent Kit
- Milestone Brochure

Learn the Signs. Act Early. www.cdc.gov/ActEarly
“Learn the Signs. Act Early.” Materials

Parent-tested materials focused on milestones, when to act early, what to do if concerned:

www.CDC.gov/ActEarly

- Research-based, audience-tested
- Parent-friendly
- Written in plain language
- Reproducible (no copyright)

- Easily customizable
- Available in Spanish (and a few in other languages)
- Available to print immediately (most)
- Popular!!
Milestone Moments Booklet

Your Child at 3 Years

What children do at this age – and how you can help their development.

Social/Emotional

- Copies adults and playmates
- Shows affection for playmates without prompting
- Takes turns in games
- Plays well with two or three children in a group
- Care about others' feelings
- Understands the idea of “mine” and “his” or “hers”
- Shows affection openly
- Shows a wide range of emotions
- Separates easily from mom and dad
- Guts upset with major changes in routine

How you can help your child's social and emotional development

- Go to play groups with your child or other places where there are other children, to encourage getting along with others.
- Name your child's emotions. For example, say, "I can tell you feel mad because you threw the puzzle piece." Encourage your child to identify feelings in books.
- Work with your child to solve the problem when he is upset.
- Set rules and limits for your child, and stick to them. If your child breaks a rule, give him a time out for 30 seconds in a chair or in his room. Praise your child for following the rules.
- When your child sees another child who is upset, encourage her to offer comfort by giving a hug or a toy.
- During play dates, set a timer for trading toys with the other child to encourage sharing and taking turns.

✓ Printable version available on website
✓ Milestones up to 5 years of age
✓ Parenting Tips
✓ Developmental Health Watch information
✓ Use on an ongoing basis

Learn the Signs. Act Early. www.cdc.gov/ActEarly
Using Milestone Moments

- Give families a copy of a customized Milestone Moments booklet and show them how to:
  - Be aware of developmental milestones
  - Monitor their child’s development
  - Use the positive parenting tips to facilitate development
  - Pay attention to the warning signs in case of a concern
  - Know what to do if they have a concern about their child’s development
  - As a provider use the booklet as a developmental resource
Amazing Me—It’s Busy Being 3!

- Children’s book
- Milestones highlighted throughout story
- Parent section includes 3-year-old milestones, tips, when to act early
- Available as an I-book
Milestones Brochure

Track Your Child’s Developmental Milestones

Your child’s early development is a journey. Use this map of milestones to know what to look for along the way.

For parents of children from birth to 4 years

Learn the Signs. Act Early.

www.cdc.gov/ActEarly
Learn the Signs. Act Early. www.cdc.gov/ActEarly

- Download and print
- Developmental Screening and Monitoring
- Resources
- Tips for Talking to Parents
- If You’re Concerned
  - How to Help Your Child
  - How to Talk with the Doctor
Growth Chart

Growth Chart includes height and milestones with a spot for a photo in the middle. Pairing height and milestones reminds parents there is more than one type of growth.

3 years

- uses 4 to 5-word sentences
- uses pronouns (I, you, me, we, they) and some plurals (cars, dogs, cats)
- completes puzzles of 3-4 pieces

Learn the Signs. Act Early.  www.cdc.gov/ActEarly
Act Early Ambassadors

- Serve as a state or territory points-of-contact for the national LTSAE program

- Support the work of their state’s Act Early Team and other state or national initiatives to improve early identification of developmental delay and disability

- Promote the adoption and integration of LTSAE messages, materials, and professional education tools into systems that serve families

Ambassadors are selected through a competitive process to serve a 2-year term, receive training, technical assistance, and a small stipend to support their work plan.

2016-2018 cohort of 45 Ambassadors just announced!
State Integration Examples

- “Learn the Signs. Act Early” materials were customized with CCR&R contact information and then distributed to families and providers through their CCR&R call center.
- Training on the importance of developmental monitoring and screening, utilizing the LTSAE materials was conducted at the state level for CCR&R’s.
- “Learn the Signs. Act Early” materials are integrated into regional CCR&R cross-sector professional development training.
Other State Integration Ideas

- Connect with your state ambassador to find out what state-specific “Learn the Signs. Act Early” resources may exist in your area.
- Add “Learn the Signs. Act Early” as a resource on your website.
Learn the Signs. Act Early. for Child Care Development Fund (CCDF) Grantees

- Professional Development
  - Helps providers meet professional development requirements
    - CEUs through *Watch Me! Celebrating Milestones and Sharing Concerns* training

- Family Engagement
  - Helps providers meet CCDF consumer and provider education provisions on family engagement
  - Help providers communicate with parents about development
  - Provide guidance for providers on discussing developmental concerns
Next Steps Working with Families and Providers

• Use these materials with families during the child care referral and/or intake process as part of a comprehensive consumer education approach;

• Connect families and providers to these resources on your websites;

• Promote the available CDC trainings as an effective way for providers to meet their training needs on this important topic;
Working with Families and Providers

- Ensure that Technical Assistance Providers—coaches, Infant/Toddler specialists, Nurse Health Consultants, others—are aware of these resources.
- When planning for future work and ways that you can support CCDBG implementation and family engagement within your early childhood system, remember these resources are available.
Working with Families and Providers

- Ensure that Technical Assistance Providers—coaches, Infant/Toddler specialists, Nurse Health Consultants, others—are aware of these resources.

- When planning for future work and ways that you can support CCDBG implementation and family engagement within your early childhood system, remember these resources are available.
Working with Families and Providers

• Remember that these resources are available and customizable as you are planning for future work and ways that you can support CCDBG implementation and family engagement within your early childhood system.
• Check in with your State Administrator
• Watch for the finalization of the proposed rules (NPRM) https://www.federalregister.gov/articles/2015/12/24/2015-31883/child-care-and-development-fund-ccdf-program#h-72
Questions?
Thank you

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