

# Early Education and Child Care Initiatives

## Chapter Child Care Contact E-News

June 2008

The American Academy of Pediatrics (AAP) Early Education and Child Care Initiatives is pleased to bring you the June 2008 issue of the Chapter Child Care Contact (CCCC) E-News. Each E-News issue contains a spotlight article, what's new, back to the basics, peer to peer learning, and acronym list. We hope this electronic publication will help you find valuable resources and information on early education and child care initiatives. If you have any questions, comments, or ideas, please contact Stephanie Nelson at [snelson@aap.org](mailto:snelson@aap.org).

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### IN THE SPOTLIGHT

#### *The Early Childhood Comprehensive Systems Initiative*

The Maternal Child and Health Bureau (MCHB) developed its Strategic Plan for Early Childhood Health in 2002. The strategic plan was built on scientific evidence regarding the relationship between early experience, brain development, and long-term developmental outcomes and initiatives to ensure that children enter school healthy and ready to learn. The MCHB Strategic Plan for Early Childhood Health called upon State MCH agencies to work together with teams of public and private partners to foster the development of cross service systems that serve the needs of children and families.

The MCHB launched the State Maternal and Child Health Early Childhood Comprehensive Systems (ECCS) Initiative to implement the MCHB Strategic Plan for Early Childhood Health. The purpose of ECCS is to support states and communities in their efforts to build and integrate early childhood service systems that address the critical components of access to comprehensive health services and medical homes; social-emotional development and mental health of young children; early care and education; parenting education and family support. The first ECCS grants were issued in 2003. Since that time 49 states, the District of Columbia, Guam, the Republic of Palau and the Commonwealths of Puerto Rico and the Mariana Islands have participated in ECCS. Almost all of these grantees have now developed a plan for building a comprehensive system for young children.

ECCS efforts involve a broad range of public and private agencies and organizations, parents and communities who share the goal of promoting the health and well-being of children from ages 0 to 5. ECCS has served as a vehicle for bringing together a tremendous number of people who are working hard to address all the areas of a child's life that are critical to their health and well-being. The goal is to develop systems that more effectively meet the needs of children and families.

As a CCCC, you can connect with key state leaders like your state ECCS project contact. Find out if they have compiled information on state services and/or resources for children and families. Discuss what can be done to support the blending of resources and integrating of services. For more information and to find your state ECCS contact, please click [here](#).

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## CHILD CARE RESOURCE AND REFERRAL AGENCIES

Child care is one of the most important choices parents make. Helping families better understand their choices and locate high-quality care is the mission of every Child Care Resource and Referral agency (CCR&R). CCR&Rs are located in every state and provide services to 99.3% of all populated zip codes in the United States. Local CCR&Rs serve parents with child care information and referrals based on the needs identified by parents, as well as provide information and linkages to other community resources. Some CCR&Rs administer subsidies to assist families earning low-incomes to pay for child care. CCR&Rs also support child care providers with training, licensing support, health consultation, and technical assistance. They support communities by helping them plan for affordable, high-quality child care. Each year, CCR&Rs help more than 7 million families by providing child care referrals, consumer education, and financial assistance. They work with their communities to identify child care needs and create solutions, recruiting and training nearly 500,000 child care providers and creating 450,000 new child care spaces annually.

In addition to local CCR&Rs, 46 states have State Networks, organizations within a state that convene local CCR&Rs and provide coordination and leadership for the state's CCR&R system. State Networks help ensure quality, accountable local CCR&R services; document child care needs, trends, and impact; improve access to quality child care; and partner with business, education, government and policy leaders to improve systems of care.

To help parents understand and find high-quality child care options, the American Academy of Pediatrics (AAP) has endorsed a checklist developed by the National Association of Child Care Resource & Referral Agencies (NACCRRRA), entitled, *38 Research-Based Indicators of High-Quality Child Care*. The checklist, which is a component of NACCRRRA's publication, *Is This the Right Place for My Child?*, helps parents looking for child care better determine the quality of these settings.

The 38 indicators, found in the checklist and explained in detail in the publication, are based on proven research about what is important to children's health, safety, and development. The 38 indicators were initially created by building upon the *Thirteen Indicators of Quality Child Care* developed by Dr. Richard Fiene of the Pennsylvania State University, a research psychologist, who has spent his career conducting research on child care quality. As a result of the endorsement, the indicators were modified and updated to incorporate additional components relevant to the AAP's child care health and safety criteria.

Key questions based on the revised indicators and included in the checklist are: Will my child be supervised? Have the adults been trained to care for children? Will my child be able to grow and learn? Is this a safe and healthy place for my child? Is the program set up to promote quality? Does the program work with parents? Within these broader questions are more specific questions parents can ask to better assess the quality of care in a particular program.

To obtain a copy of the *38 Research-Based Indicators of High-Quality Child Care* Checklist, visit [http://www.naccrra.org/for\\_parents/quality\\_indicators.php](http://www.naccrra.org/for_parents/quality_indicators.php). To find more information about high-quality child care or to find your local CCR&R or State Network, visit [www.childcareaware.org](http://www.childcareaware.org) or call toll-free, 1-800-424-2246.

Article submitted by: Paula Bendl Smith, Regional Support Manager, NACCRRRA

## PEER TO PEER LEARNING — COMING SOON!

**We want to hear from you! In each newsletter we would like to highlight your work so that your CCCC colleagues can learn from and benefit from your ideas and efforts. Send us a description of something that you have accomplished this year. Please contact Stephanie Nelson at [snelson@aap.org](mailto:snelson@aap.org).**

## WHAT'S NEW

### Needs Assessment

AAP staff is currently working on a needs assessment that will be distributed to all CCCC's by June 2008. We hope to get feedback on how we can better assist you.

### Resource Kits

In order to help you in your role as CCCC, we are offering you some publications that you can use:

- For your own personal reference
- To share a publication with a colleague
- To share a publication with a child care health consultant
- Provide your local child care program with a publication they may not have.

An email was sent out in May After we receive your email response with the resources you need, you can expect to receive them early to mid June. If you have any questions, please contact Stephanie at [snelson@aap.org](mailto:snelson@aap.org).

### NCE 2008 — CCCC Networking Dinner

Mark your calendars to attend the NCE in Boston, MA October 11-14, 2008. The Section on Early Education and Child Care Program will be Sunday, October 12th from 1:00pm-5:00pm. In addition, immediately following the program the Section will be hosting a CCCC networking dinner. We would like to invite you as a CCCC as our special guests. Look for more information to follow. If you would like to see more information about registering for the NCE, click [here](#).

## BACK TO THE BASICS

CCCC's have been identified in all states (Chapters) to provide a network of pediatric child care experts who can improve the health and safety of children in child care and engage parents in discussions about quality care and their options. Each AAP Chapter Contact is a member of the AAP Section on Early Education and Child Care and serves as a liaison between the chapter and the AAP regarding early education/child care topics and initiatives. CCCC's may work informally in partnership with others or may serve as chairperson for a formal Chapter Committee. Each CCCC is assigned to a mentor.

**Creative Idea or Suggestion:** Each issue, we will ask you to do “just one thing” in your role as CCCC and we will include an example or two that you may find useful. This quarter we are asking you do one of the following:

- **Suggestion 1:** Contact your state ECCS project coordinator (see spotlight article)
- **Suggestion 2:** Collaborate with pediatric residents. Identify ways they can do their community rotation in a child care center and discuss with them what roles physicians can play in improving the health of children by working with early childhood professionals.

## GLOSSARY OF ACRONYMS & TERMS

### *Common in Early Education and Child Care*

In each newsletter, we will try to feature common acronyms and terms in the area of early education and child care.

**ACIP** — the US Public Health Service **Advisory Committee on Immunization Practices**, which provides general recommendations on immunizations against certain communicable diseases.

**CCFP** — the US Department of Agriculture's **Child Care Food Program**, a federally sponsored program whose child care component provides nutritious meals to children enrolled in centers and family child care homes throughout the country

**CDA** — **Child Development Associate**, a national program administered by the Council for Early Childhood Professional Recognition to credential qualified child care professionals who document their ability to meet national standards of care and education for young children and their families. Candidates pursuing the CDA credential document their child care experience and skills through a professional resource file, parent questionnaires and completing 120 training hours in eight different content areas. Candidates advance through the credentialing process at their own pace. The credential may be earned in Family Child Care, Center-based Preschool, Center-based Infant/Toddler or Home Visitor.

**IEP** — **Individualized Education Program** is a written document derived from Part B of the Individuals with Disabilities Education Act (IDEA) that is designed to meet a child's individual educational program needs. The main purpose for an IEP is to set reasonable learning goals and to state the services that the school district will provide for a child with special educational needs. Every child who is qualified for special educational services provided by the school is required to have an IEP.

**IFSP** — **Individualized Family Service Plan** is a written document, derived from Part C of the IDEA that is formulated in collaboration with the family to meet the needs of a child with a developmental disability or delay, to assist the family in its care for a child's educational, therapeutic, and health needs, and to deal with the family's needs to the extent to which the family wishes assistance.

**NAEYC** — The **National Association for the Education of Young Children** is a membership organization of people who share a desire to serve and act on the needs and rights of children from birth through age 8.

**WIC** — The US Department of Agriculture's Special Supplement Food Program for **Women, Infants, and Children**, which provides food supplements and nutrition education to pregnant and breastfeeding women, infants, and young children who are considered to be at a nutritional risk due to their level of income and evidence of inadequate diet.

Thank you again for all that you do for children!  
Danette Glassy, MD, FAAP  
Chairperson, Outreach and Membership  
AAP Section on Early Education and Child Care

Permission is given to forward the CCCC E-News to individual colleagues. The editors welcome your submissions, suggestions, and questions. Please contact us at the address below.

Stephanie Nelson, MS, CHES  
Program Manager, Early Education & Child Care Initiatives  
American Academy of Pediatrics  
141 Northwest Point Blvd  
Elk Grove Village, IL 60007  
Phone: 847/434-4776 - Fax: 847/228-7320

E-mail: [snelson@aap.org](mailto:snelson@aap.org) Web site: [www.healthychildcare.org](http://www.healthychildcare.org)

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