



Resource Article

Inside this edition
"Partnering With Child Care To
Support Children & Families In
Early Intervention"

As we wrap up our series on *Partnering with Child Care To Support Children and Families in Early Intervention*, it may be helpful to turn to the work of Phillips and Adams (2001) to get an all-encompassing view on the status of child care in the United States as we head into the new millennium. The data, illuminated from their large-scale study, brings to light issues regarding child care that continue to be current today.

These researchers highlight the basic issue facing the majority of parents with young children living in the United States today, "...Should they forego income so one parent can stay at home full time with a young child?" (Phillips & Adams, 2001, p. 36). Beyond this complex question, the researchers tackle additional topics (e.g., what type of care and how to coordinate work hours with child care hours, especially compound for parents working shifts and/or odd hours). From 1975 to 2000, there has been a steady trend for mothers with young children to work. In 1976, 34% of mothers with

children younger than 3 years were employed. In 2000 that number increased to 61% (p. 36). While opportunities for women in the workforce have increased, so has the predicament of child care. Children are entering child care arrangements earlier as well. The National Institute of Child Health and Human Development's (NICHD) Study of Early Child Care found that 72% of infants make their entrance into child care before their first birthday. The NICHD study went on to note that infants averaged 28 hours per week of non-parental care.

The question of child care also requires consideration of the different types of child care. While there are a number of options, ranging from informal (e.g., neighbor care) to more formal (e.g., child care center), the quality of care is most important when linking child care to child outcomes (i.e., well-being, developing skills, and subsequent adjustment). As a result of much research, we can now quantify quality child care. Warmth, empathy, and clear sensitivity to

Resource Article	1
What do the data say?	3
Consultation Corner	4
On the WWW	6
Continuing Education	6

Resource Article (continued)

children are key. These affective characteristics underscores a child's ability to relate to and trust others. Using language to appropriately talk about the goings on within the child care setting is also important for building a cognitive base from which children make associations and understand their environment.

The ratio of children to care providers is another quality factor. Having lower child to provider ratios allows care providers to attend more easily and more quickly to children's needs. Screen time is yet another factor, and even more so today, with the increasing marketing, use, and availability of electronic devices. Having little or no television impacts the amount of time children play with toys and each other. The period of time children spend at child care in which the TV is off may be the only time in which some of these children exist in a screen free environment.

Caregiver qualifications marks another quality factor that can make a big difference. When home child care providers are given specialized training, they can provide more stimulating and responsive attention to children. Phillips and

Adams (2001) found that experience alone rarely corresponds with higher-quality child care or better outcomes; rather specialized training is necessary.

In our work with families, we help them navigate the child care choices by bringing up qualitative features to look for: warm responsive providers, supportive language use and modeling, effective ratio of children to providers, clear philosophy of no or limited screen time, and adequate training opportunities and requirements for providers. By engaging with parents about these and related topics we are supporting them in what can be a difficult situation. Additionally, by partnering with child care programs and providers we can facilitate the critical collaborative relationships necessary to effectively support families and their very young children.

Phillips, D. & Adams, G. (2001). Child Care and Our Youngest Children. *FutureOfChildren.princeton.edu* 11(1), pp. 35-51.



What do the data say?



What is the gap between parent perception and child care reality?

To answer this question we look to a report from the National Association of Child Care Resources and Referral Agencies (NACCRRA). According to their nationwide telephone survey of 1000 parents of children under 12, the top concerns regarding child care were quality followed by cost. Interestingly, the emphasis on quality did not differ by families when income, education, gender and marital status was factored.

Regarding quality, there are unfortunate gaps between what parents think about child care and what is actually in place. In fact, the NACCRRA reported the following parent perception and reality gaps regarding child care background checks, inspections, licensing, and training requirements (NACCRRA, 2010, p. 11-12).

Parent Perceptions	Reality
85% of respondents believe child care providers receive background checks.	Only 10 states require provider background checks including sex offender and child abuse registry checks.
67% believe child care programs receive regular government inspections.	25 states conduct annual or less than annual inspections. And 8 states do not inspect family child care homes before licensing.
78% believe programs must be licensed.	Only 12 states license most child care and family child care homes.
73% believe providers receive child development training before working with children.	In 11 states, family child care providers do not need any training before licensing.
74% believe providers receive ongoing training.	Annual training hours are generally low. 25 states require fewer than 15 hours of annual training.
89% believe providers promote children's learning opportunities.	Regulations related to licensing do not adequately ensure children are prepared to enter kindergarten "ready to learn". Less than 20 states restrict the use of TV and video in family child care homes.
64% believe there are federal government requirements for health and safety standards to receive federal dollars.	There are no federal requirements that ensure all health and safety standards are met.
53% believe there are federal requirements for providers to have health and safety training.	Federal requirements do not ensure such training to receive federal dollars.
61% believe there are federal requirements to help low-middle-income families pay for child care.	Middle class families do not qualify for subsidies.

National Association of Child Care Resources and Referral Agencies (NACCRRA), 2010. The Economy's Impact on Parents' Choices and Perceptions About Child Care. NACCRA.org. Accessed from, https://usa.childcareaware.org/wp-content/uploads/2015/10/final_2010_econimpact_poll_report_dec_2010.pdf



Consultation Corner

From August 2017 through January 2018 we are excited to have **Dr. Weglarz-Ward** as our Consultation Corner expert. During this series Jenna will address a variety of questions that will help us understand more about ***partnering with child care to support children and families in early intervention.***

Over the past few months, we discussed the inclusion of young children with disabilities in child care settings and what professionals can do to support inclusion and professional collaboration. In order to move forward, we also need to discuss how professionals are engaging in professional development and how we can better support our partners in achieving these goals.

Participants in our study with child care and early intervention (EI) providers, reported that many systemic changes would better support inclusion and collaboration. Program policies and procedures as well as state regulations may need to be reviewed and considered on whether they support or hinder inclusion and collaboration. Most notably, as most states do not include child care providers on Individualized Family Service Plans (IFSP), many child care providers are left out of the planning and implementation of services. Not surprising funding and budget management was also seen as a potential way to better support these efforts. Early childhood services include child care, home visiting, special education, general education, mental health, social work, public health, and others. Therefore, early childhood funding is complex and spread across different offices, program staff, sources, and regulations. In order to maximize the funding states and programs receive, people need to come together to understand each other's programs, funding, policies and procedures, legal aspects, and personnel. As professionals, you can advocate to your leadership and legislative representatives, volunteer for workgroups and committees, and attend meetings such as Interagency Coordinating Council meetings.

On a more personal level, it is vital to maintain up to date knowledge of the field to best contribute to professional, program, and state efforts. Most early childhood professionals across EI, special education, child care, and therapeutic services are required to engage in continuing education. In our survey of child care and EI providers, participants reported that they attend some form of training on a monthly or quarterly basis. Attending workshops offered by their state's professional training entity was the most common method of engaging in continuing education, but participants also attended conference and attended online trainings. However, as one participant said, "there is no ideal time for training" and many participants indicated that one-time workshops may not be the most effective method for changes in practice. Ongoing education is preferred. Particularly for those who work in remote areas such as in the rural United States or abroad, finding ways to maintain knowledge is challenging. High quality online resources may be a solution. Below are some quality online training platforms.

Military Families Learning Network <https://militaryfamilies.extension.org/military-families/learn-with-us/>

This is a virtual professional development project designed specifically to help professionals who serve military families. Their Family Development/Early Intervention team regularly develops webinars and blogs with leaders in the field as well as posts articles and resources. Topics include family-centered practices, family advocacy, routines-based intervention, social emotional development, and play.

Division for Early Childhood Learning Decks <http://www.dec-sped.org/learning-decks>

These webinars are developed to support professionals working with young children with disabilities. Recent topics include strategies to involve grandparents, collaborating with interpreters, storybook reading, and effective strategies in home visiting.

Consultation Corner (continued)

Other organizations that offer topical webinars:

Zero to Three www.zerotothree.org
Ascend at the Aspen Institute https://www.aspeninstitute.org/programs/ascend/
Georgetown University Early Childhood Intervention Professional Development Center https://www.learningei.org/

Furthermore, some organizations are beginning to live stream their conferences and meetings such as the National Council on Family Relations (<https://www.ncfr.org/>).

Participants also reported that they enjoyed reading about current research, trends, and issues. Journals are often available via professional organizations but may also be available through local libraries. Many journals have a selection of articles available for viewing without a subscription. Some professionals mentioned they often refer back to textbooks and readings from their personnel preparation programs as well. Because professionals did not have a lot of time to devote to finding current articles, many professionals said they preferred being on email lists or following organizations on social media that regularly highlight current readings. Social media is becoming an information source for many things. Many professional organizations, researchers, and government offices now use Facebook, Twitter, and Instagram to disseminate information and resources. *Be cautious to only follow credible accounts and read full articles and resources before using in practice.*

Favorite resources include:

Journals	Infants and Young Children	Journal of Early Intervention
	Young Children	Young Exceptional Children
Resource Listings	Baby Talk http://fpg.unc.edu/resources/baby-talk-archive	
	DEC's Resources within Reason http://www.dec-sped.org/resources-within-reason	
Social Media	American Speech-Language-Hearing Association (ASHA) @ASHAWeb	
	Too Small to Fail @2SmallToFail	
	Brookes Publishing @BrookesPubCo	

In addition to developing integrative program, state, and federal policies and continuing one's own education, it is important to build relationships with other professionals across different disciplines. By building these relationships, you can learn from each other. For example, participants in our study highly encouraged professionals to meet regularly (i.e., monthly) to discuss current issues in communities. Some professionals describe how they get together for at a local coffee shop or library. Others say they have created virtual meet ups on Facebook or through videoconference. These informal communities of practice can help support each other's understanding of inclusion and collaboration.

In conclusion, professional training and education is vital to supporting young children with disabilities and their families. Furthermore, professionals can better support each other by maintaining current knowledge of research and issues in EI and advocate for professionals, children, and families. As professionals only seem to get busier, thankfully technology has allowed for creative ways to engage with each other and access information to help pursue professionals' growth.



On the WWW

Have you ever wondered about the how states measure up on the accessibility, quality, and cost of child care? To help you understand variations across states Child Care Aware of America has published fact sheets on each state. The fact sheets are included in the 2017 report "Checking In: A Snapshot of the Child Care Landscape.

The publication is available at the following URL:

https://usa.childcareaware.org/wp-content/uploads/2017/07/FINAL_SFS_REPORT.pdf

Included in each state fact sheet is information about the population, children needing child care, number of working mothers, availability and types of child care, child care income, cost for child care by age groups, and more. This resource may be especially helpful to share with families seeking child care.



Continuing Education for KIT Readers

The Comprehensive System of Personnel Development (CSPD) is offering a continuing education opportunity for KIT readers.

In line with the focus on Partnering With Child Care To Support Children and Families in Early Intervention, readers are invited to receive continuing education contact hours for reading the monthly KIT publications (August—December 2017 and completing a multiple-choice exam about the content covered in these KITs.

KIT readers will receive the exam for this series in January 2018. There is no need to register for the CEUs.

Rather, if you are interested, complete the exam online at www.edis.army.mil

Upon successful completion of the exam, you will receive a certificate of non-discipline specific continuing education contact hours.

KIT Newsletters
are available
online at
www.edis.army.mil

Thank you for your continued interest in the KIT.

