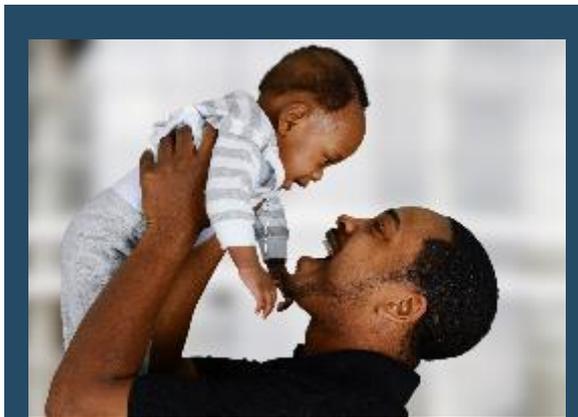


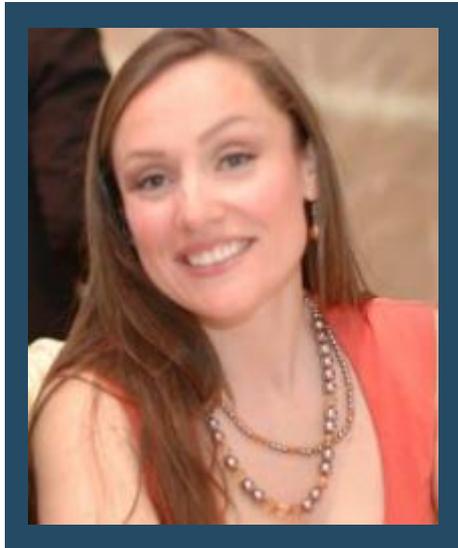
CHILD CARE

State Capacity Building Center

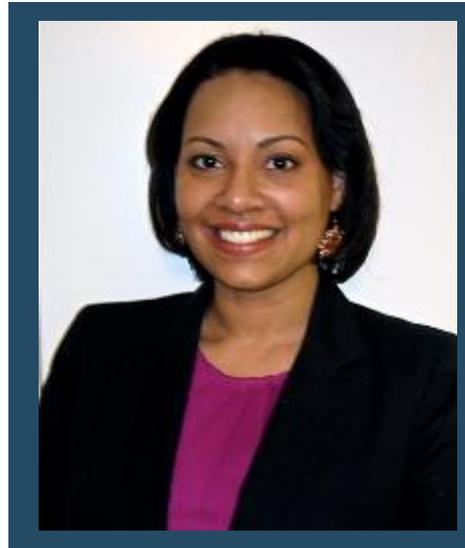
Developmental Screenings, Collaboration, and Coordination for Comprehensive Services



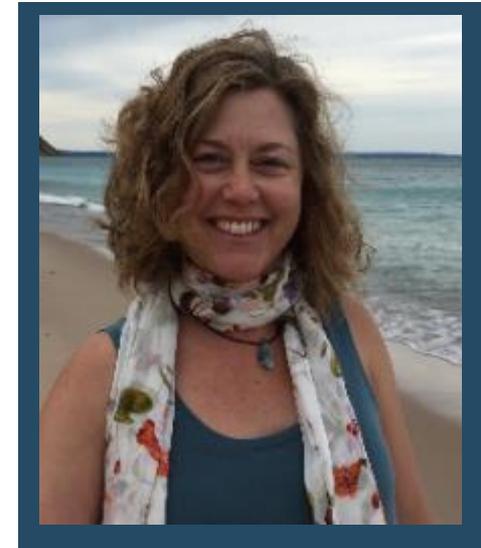
Welcome



Lisa Ojibway
SCBC Infant/Toddler
Specialist



Chandra Curtis
SCBC Infant/Toddler
Specialist



Julie Law
SCBC Infant/Toddler
Specialist

Session Objectives

- ◆ Strengthen knowledge of national developmental screening initiatives.
- ◆ Explore state and territory implementation strategies that support developmental screening.
- ◆ Identify collaborative partners to strengthen comprehensive services.
- ◆ Review resources that support developmental screenings.

Please select the role that fits you best





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National-Level Focus on Developmental Screenings

CCDF Regulations

- ◆ **45 CFR Part 98.33(c)** Provide information on developmental screenings to parents and to providers through training and education.
- ◆ **45 CFR Part 98.33(c)(1)** The state/territory is to make information available on existing resources and services in conducting developmental screenings and providing referrals when appropriate.
- ◆ **45 CFR Part 98.33(c)(2)** Provide a description of how a family or child care provider may utilize resources and services to obtain developmental screenings for children.

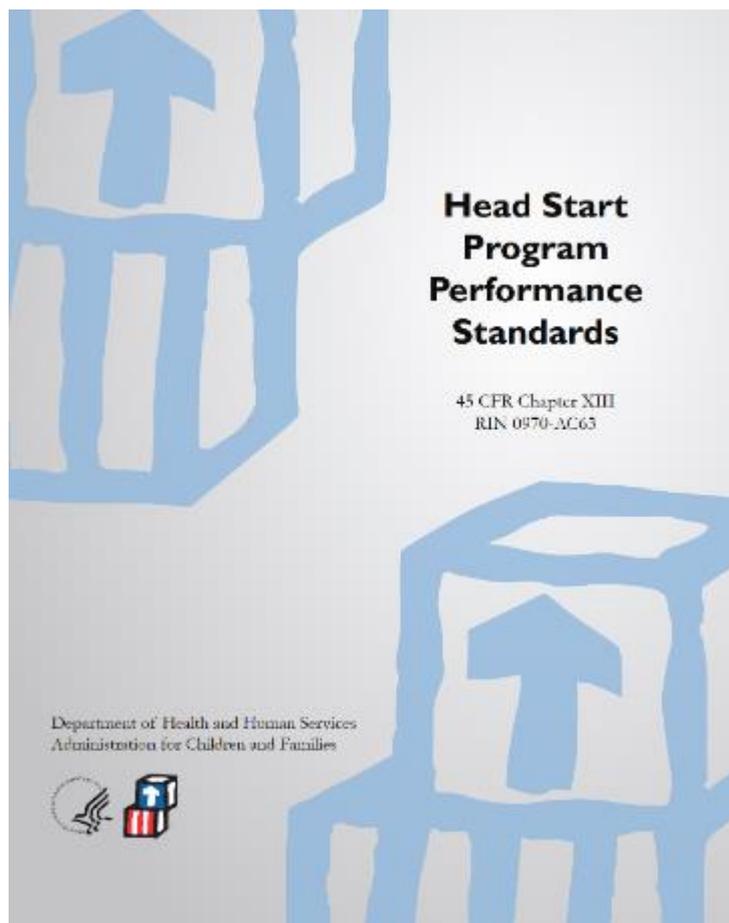


CCDF Regulations (continued)

- ◆ **45 CFR Part 98.33(b)(1)(iii)** Provide information on programs carried out under section 619 and part C of the Individuals with Disabilities Education Act (IDEA).
- ◆ **45 CFR Part 98.33(b)(1)(iv)** Research and best practices concerning children's development, meaningful parent and family engagement, and physical health and development.
- ◆ **45 CFR Part 98.33(b)(1)(v)** State/territory policies regarding the social emotional behavioral health of children, intervention and support models, and policies to prevent suspension and expulsion of children birth to age five in child care and other early childhood programs.



Head Start Program Performance Standards



1302.33 Child screenings and assessments.

(a) *Screening.*

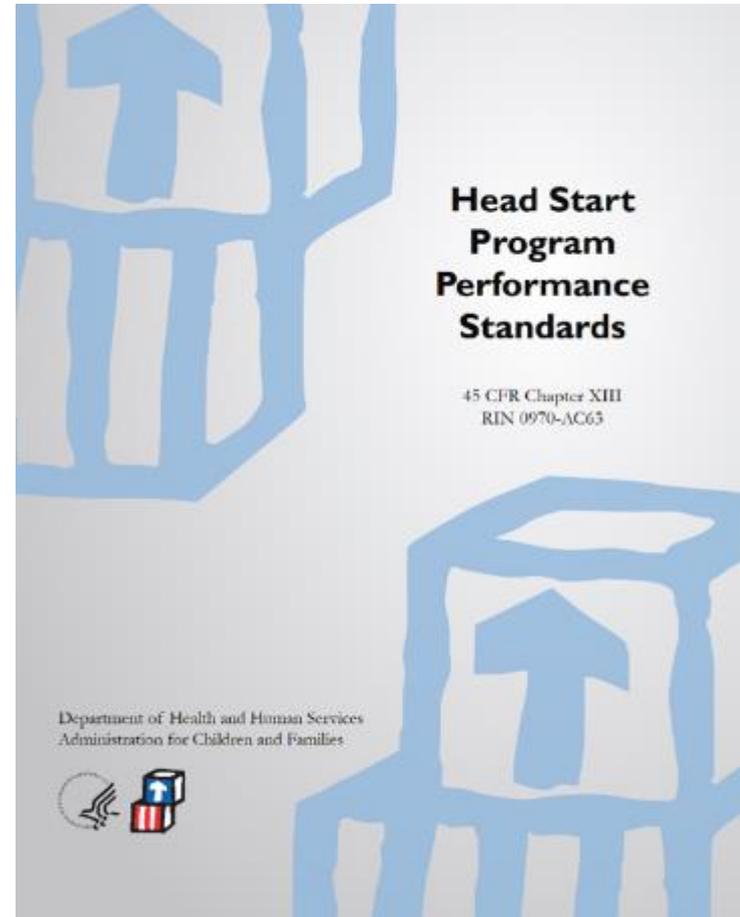
(1) [A] program must complete or obtain a current **developmental screening** to identify concerns...

(2) A program must use one or more **research-based** developmental standardized screening tools to complete the screening...

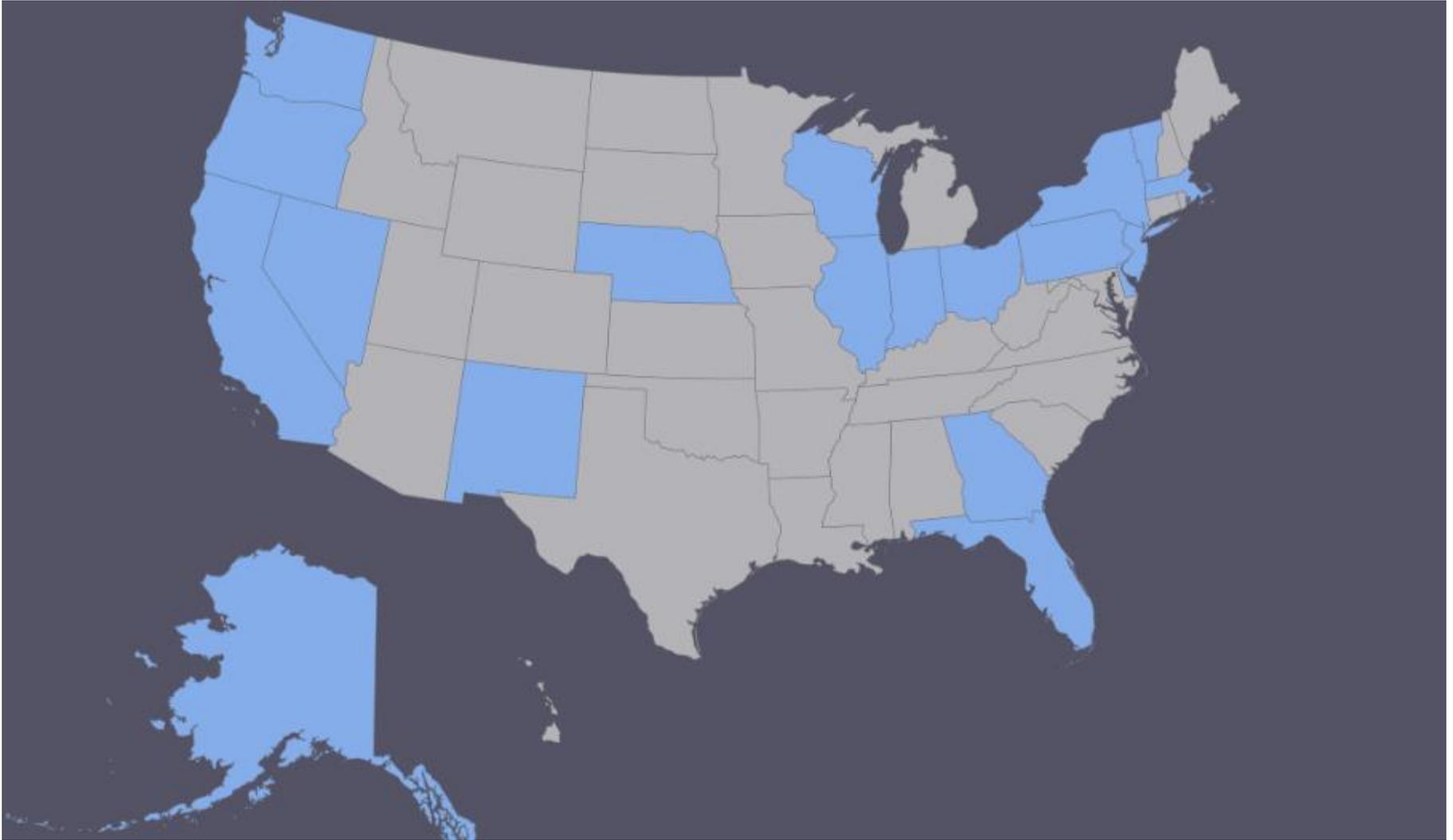
Head Start Program Performance Standards (continued)

1302.33 Child screenings and assessments.

(c)(1) Screenings and assessments must be **valid** and **reliable** for the population and purpose for which they will be used, including by being conducted by **qualified and trained personnel**, and by being age, developmentally, culturally and linguistically **appropriate**, and appropriate for children with disabilities, as needed.



QRIS Approaches



Source: QRIS profile report. Retrieved from <https://qualitycompendium.org/view-state-profiles>

Developmental Screenings Within QRIS

19 states have developmental screenings within their QRIS:

- ◆ Alaska
- ◆ California
- ◆ Delaware
- ◆ Florida
- ◆ Georgia
- ◆ Illinois
- ◆ Indiana
- ◆ Massachusetts
- ◆ Nebraska
- ◆ Nevada
- ◆ New Jersey
- ◆ New Mexico
- ◆ New York
- ◆ Ohio
- ◆ Oregon
- ◆ Pennsylvania
- ◆ Vermont
- ◆ Washington
- ◆ Wisconsin

The Importance of Developmental and Behavioral Screening

In the United States, about **1 in 6 children** have a developmental delay or disability.



Source: Boyle, Coleen A., et al. (2011, May). Trends in the prevalence of developmental disabilities in US children, 1997–2008. *Pediatrics* 127(6), 1034-1042. Retrieved from <http://pediatrics.aappublications.org/content/early/2011/05/19/peds.2010-2989>

Why use developmental screening tools?

“The tools used for developmental and behavioral screening are formal questionnaires or checklists based on research that ask questions about a child’s development, including language, movement, thinking, behavior, and emotions.”

Source: National Center for Birth Defects and Developmental Delays, Centers for Disease Control and Prevention. (2018). Developmental monitoring and screening [Web page].

Retrieved October 23, 2018, from

<https://www.cdc.gov/ncbddd/childdevelopment/screening.html>



When to conduct developmental screenings?

Head Start and Early Head Start best practice model:

- ◆ Children screened within 45 days after initial attendance
- ◆ Collaboration with parents
- ◆ Research-based, valid, and reliable tool to identify concerns



Birth to 5: Watch Me Thrive! A Compendium of Screening Measures for Young Children

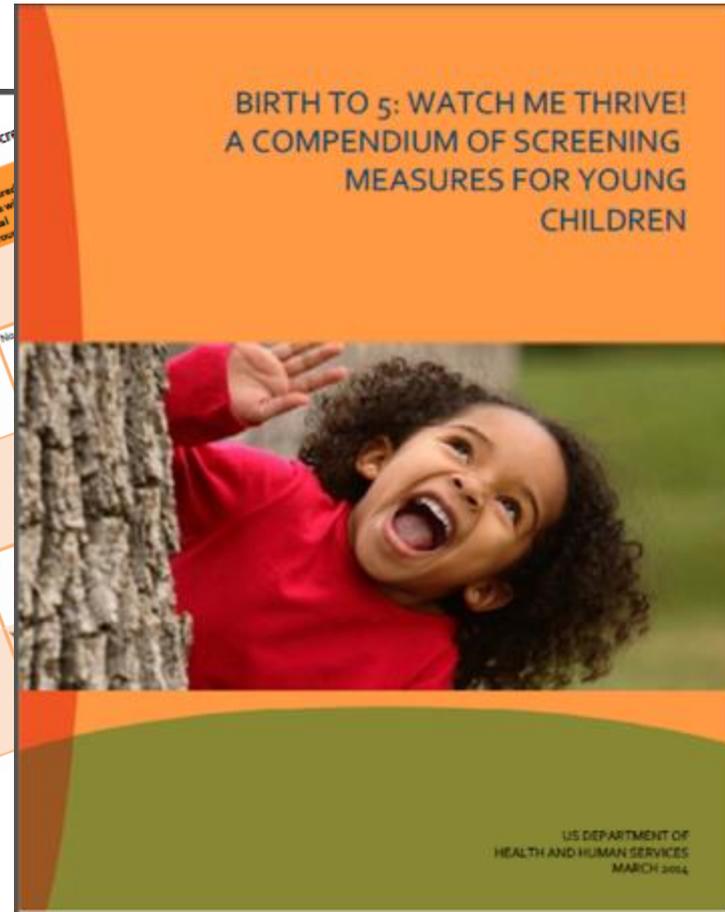
Table of Contents

SUMMARY TABLE 1 - General Information About Screeners

Screener Title	Developmental Domains Covered (As listed by publisher)	Age Range	Languages of Screener Materials	Training Available Through Publisher or Developer	Must Be Administered by Someone with Technical Background
Ages and Stages Questionnaire	Communication Gross Motor Fine Motor Problem Solving Personal-Social	1 - 66 months	English Spanish French	Yes	No
Ages and Stages Questionnaire: Social-Emotional	Self-regulation Communication Compliance Adaptive Functioning Autonomy Affect Interaction with people	6 - 60 months	English Spanish	Yes	No
Brigance Screens	Expressive language Receptive language Gross motor Fine motor Academic/pre-academics Self-help Social-emotional skills	Birth through end of 1 st grade	English	Yes	No
Developmental Assessment of Young Children, and Edition	Cognition Communication Social-emotional Physical Development Adaptive Behavior	2 years 0 months through 6 years 23 months	English	Yes	No
Early Screening Profiles	Cognitive Language Motor Self-help/Social Anticipation Home Health History Behavior	Birth through 5 years	English	Yes	No

Birth to 5: Watch Me Thrive! 104

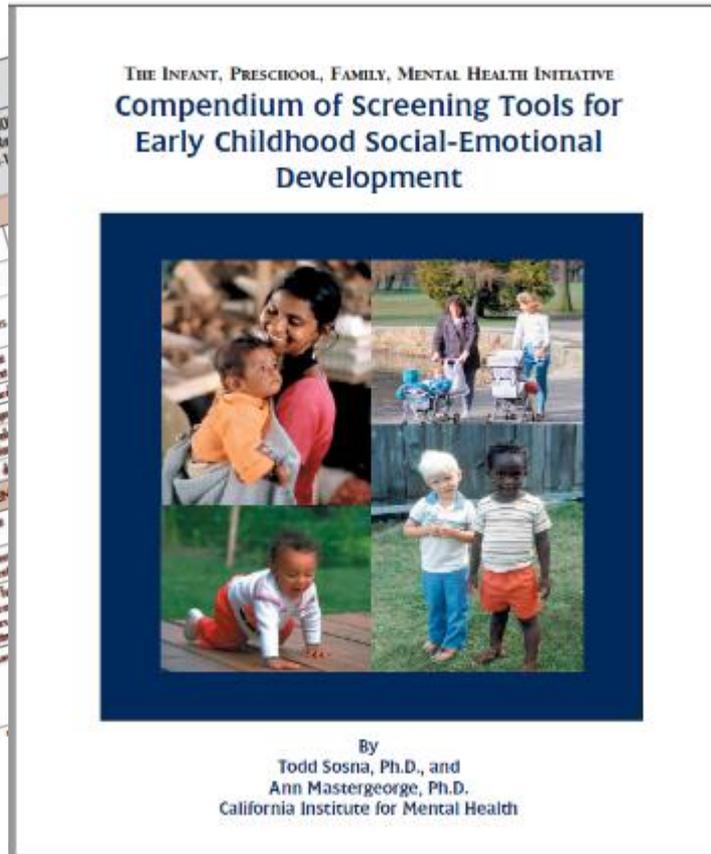
Appendix B: Psychometric Documentation and 109



Source: <https://www.acf.hhs.gov/ecd/child-health-development/watch-me-thrive>

What are social-emotional development screening tools?

SCREENING AND ASSESSMENT TOOLS DESCRIPTIONS SUMMARY TABLE				PSYCHOLOGICAL REVISION ID: 1
TOOLS	AGE RANGES	Content	USES	Applications
SOCIAL-EMOTIONAL SCREENING				
Agon and Stages Questionnaire: Social-Emotional (ASQ: SE)	3-66 Months	Social-emotional	Social-emotional	Screening for delays
Behavioral Assessment of Baby's Emotional and Social Style (BABES)	0-36 Months	Social-emotional	Social-emotional	Screening for concerns
Eyberg Child Behavior Inventory (ECBI) Sutter-Eyberg Behavior Inventory (SEBI-R)	2-16 Years	Conduct	Conduct	Screening for externalizing disorders
Mental Health Screening Tool (MHST)	0-5 years	Social-emotional	Social-emotional	Screening for urgent need for assessment
Pediatric Symptom Checklist	4-18 Years	Depression	Social-emotional	Screening for depression
The Preschool Family Checklist	24-60 Months	Social-emotional	Social-emotional	Screening for delinquency plus
Preschool and Kindergarten Behavioral Scales: Second Edition (PKBS-2)	24-60 Months	Social-emotional	Social-emotional	Screening for delinquency plus
Strengths and Difficulties Questionnaire	3-16 Years	Social-emotional	Social-emotional	Screening for delinquency plus
SOCIAL-EMOTIONAL ASSESSMENT				
Adolescent System of Empathy-Based Assessment	10-40 Months	Social-emotional	Social-emotional	Assessment/Treatment
Behavior Assessment System for Children, Second Edition (BASC-2)	2;0-21;11 Years	Social-emotional	Social-emotional	Assess for concerns, factors, trends
Devereux Early Childhood Assessment	2-5 Years	Social-emotional	Social-emotional	Assess for concerns, factors, trends
Early Screening Project	3-5 Years	Social-emotional	Social-emotional	Assess for concerns, factors, trends



Source: https://www.cibhs.org/sites/main/files/file-attachments/the_infant_preschool_family_mental_health_initiative_compendium_of_screening_tools_for_early_childhood_social-emotional_deve.pdf

Developmental Screenings and the Referral Process for Additional Services

Referral

- The results of the developmental screening may indicate that a referral is needed for further evaluation by a diagnostician, I-ECMH, or Early Intervention Specialist.
- The results may indicate that no referral is needed.

Coordination of Services

- Does your state, territory, tribe, or program have a plan or process for coordination between child care and Early Intervention?
- What work has been done to address gaps in services and barriers to access?
- What more needs to be done?

Resource: Overview of Early Intervention



Home About ▾ Resources ▾ CPIR Webinars Parent Ce

Overview of Early Intervention

Sep 1, 2017

Esta información en español | This information in Spanish

Current as of October 2017

If you're concerned about the development of an infant or toddler, or you suspect that a little one has a disability, **this page will summarize one terrific source of help—the early intervention system in your state.** Early intervention services can help infants and toddlers with disabilities or delays to learn many key skills and catch up in their development. There's a lot to know about early intervention. We present the "basics" here to get you started.



- What is early intervention?
- Who's eligible?
- The evaluation and assessment process

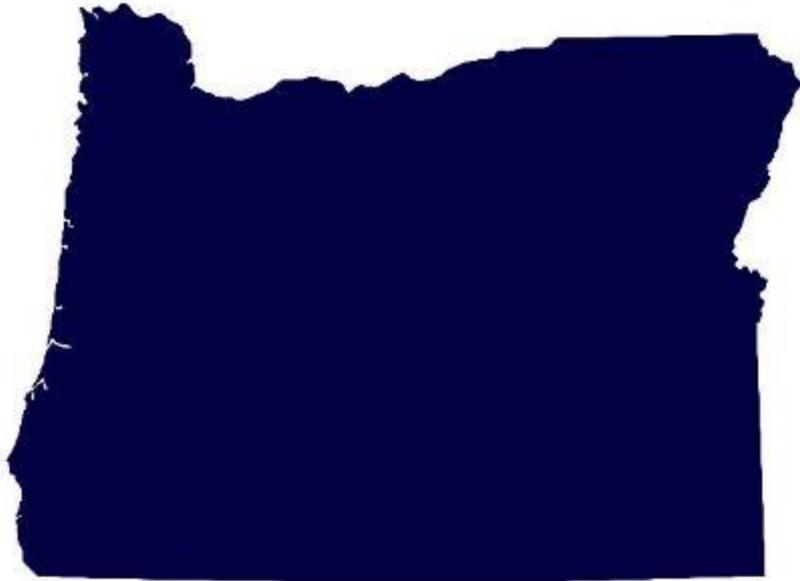
Source: <https://www.parentcenterhub.org/ei-overview>



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State-Level Approaches to Developmental Screening as Part of Comprehensive Services



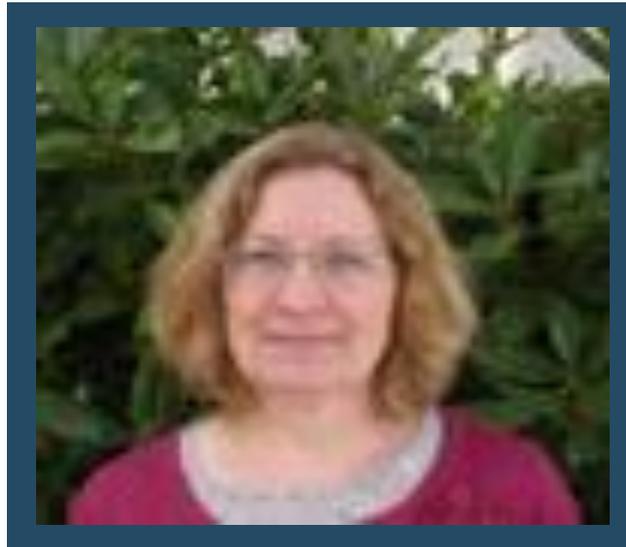
Oregon

Vermont

Oregon's Approach to Developmental Screenings



Oregon's Approach to Developmental Screenings



Pamela Deardorff, Director
Oregon Center for Career Development in Childhood Care
and Education

Oregon's Developmental Screening Efforts

Collaborating to create “bridges” to services and supports



Implementing Developmental Screening Using the Ages & Stages Questionnaires®, Third Edition (ASQ-3™) Training Curriculum

Funded in part by:

*Oregon Race to the Top—Early Learning Challenge Grant
Early Childhood Comprehensive Systems*

&

Child Care Development Fund



UNIVERSITY
OF OREGON

asqoregon.com



Partners

- Oregon Health Authority/Transformation Center
- Oregon Department of Education/Early Learning Division
- University of Oregon's Early Intervention Program
- Oregon Center for Career Development – Oregon Registry
- Oregon Public Health/MIECHV
- Western Oregon University/Statewide CCR&R Coordinator
- Multnomah County Project LAUNCH
- Oregon's Department of Education Early Intervention/Early Childhood Special Education

Develop Training Curriculum

- Examine national and state policies that promote developmental screening
- Compare and explore how developmental screening differs from other observation/assessments
- Develop competence in developmental screening using the asqoregon.com and paper ASQ-3
- Apply strategies to engage families in conversation about development
- Explore the array of available services and resources promoting early childhood development
- Explore appropriate responses to a child's screening results and parental concerns using community and web-based resources

Train the Trainers

- Childhood Care and Education Trainers across Oregon (91)
 - English
 - Spanish
 - Russian
 - Vietnamese
 - Chinese
- Home Visitors as Trainers
 - Part C
 - Healthy Families
 - Relief Nurseries
 - Head Start



Integrated Across Systems

- One of Oregon's key QRIS program standards
 - Children's Learning & Development Domain
 - The program uses information from screening and assessment to measure development and learning in order to make referrals and do program planning.



Integrated Across Systems

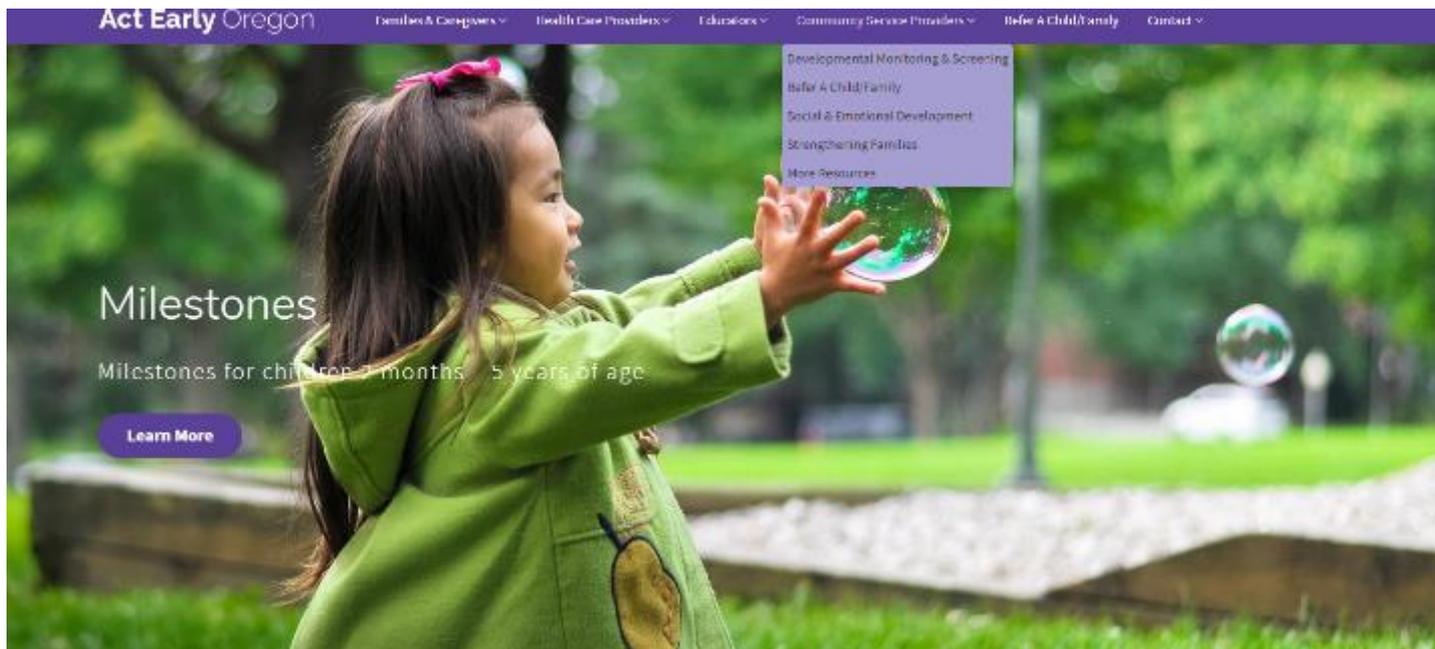
- Early Intervention
 - Pilot project to map out resources and develop tools for facilitating streamlined referral and follow-up to developmental screening.



Pathways from Developmental Screening to Early Services

Integrated Across Systems

- Connected with Act Early Initiative –
 - Materials translated and available in multiple languages
 - Part of other training curriculum - Supporting Children's Social and Emotional Development Birth-5.

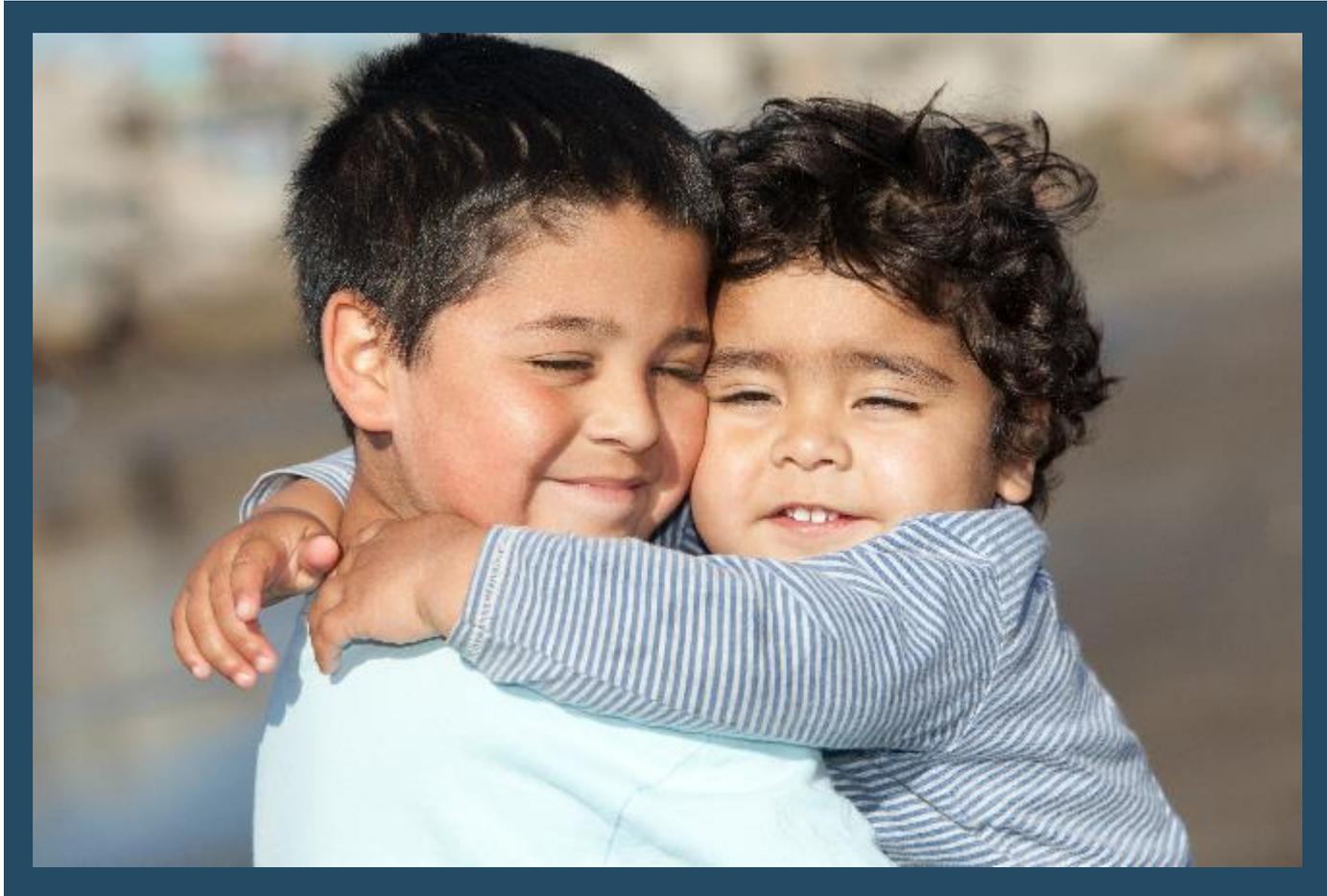


Integrated Across Systems

- Help me Grow State
 - Included in 211 resources
 - Outreach and support from Early Learning Hubs
 - Medical clinic reach
 - Quality Improvement trainings



Questions or reflections for Oregon



Vermont's Approach to Developmental Screenings





Help Me Grow Vermont

Systems Coordination Strategy for Optimal Child Development

Vermont Presenters

Janet Kilburn

Help Me Grow State Coordinator
Act Early Ambassador
Vermont Department of Health



Lauren Smith

UDS Registry Manager
Certified ASQ® Trainer
Vermont Department of Health



Promoting Optimal Child Development

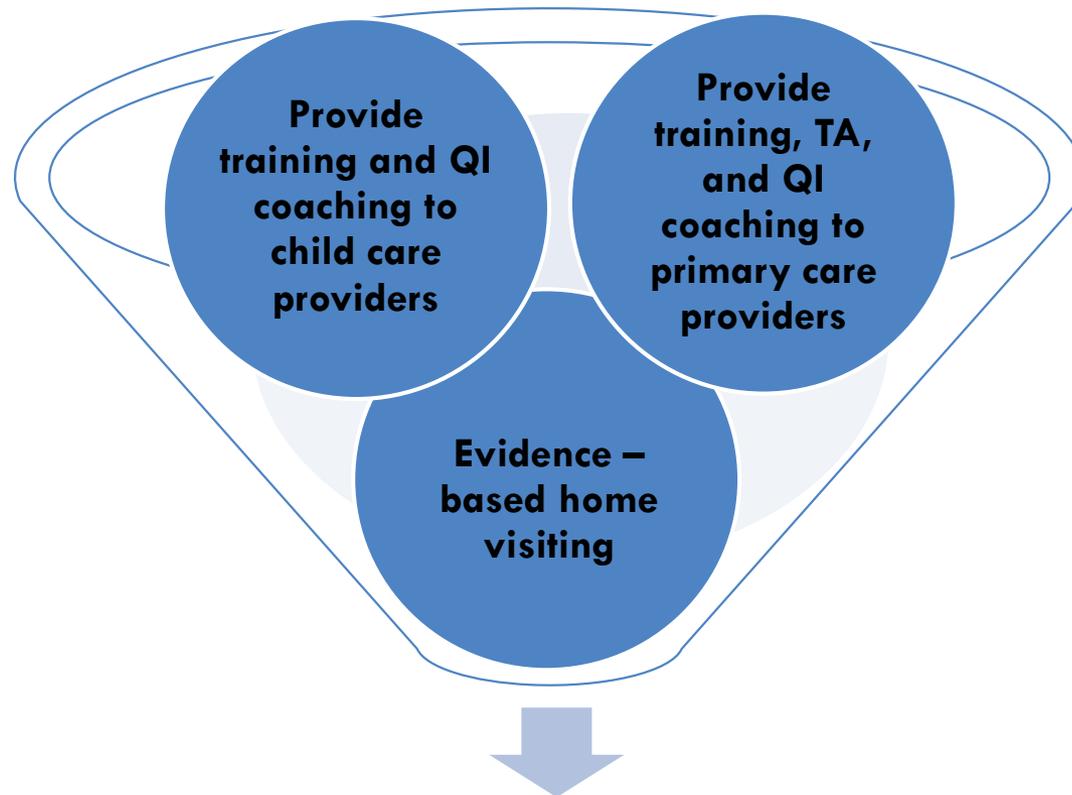
Developmental Screening is a Health Department Priority

- Healthy Vermonters 2020 performance measure:
% of children, ages 10 through 71 months, receiving a developmental screening using a parent-completed screening tool
- Key strategies
 - Screening in evidence-based home visiting
 - **Help Me Grow**



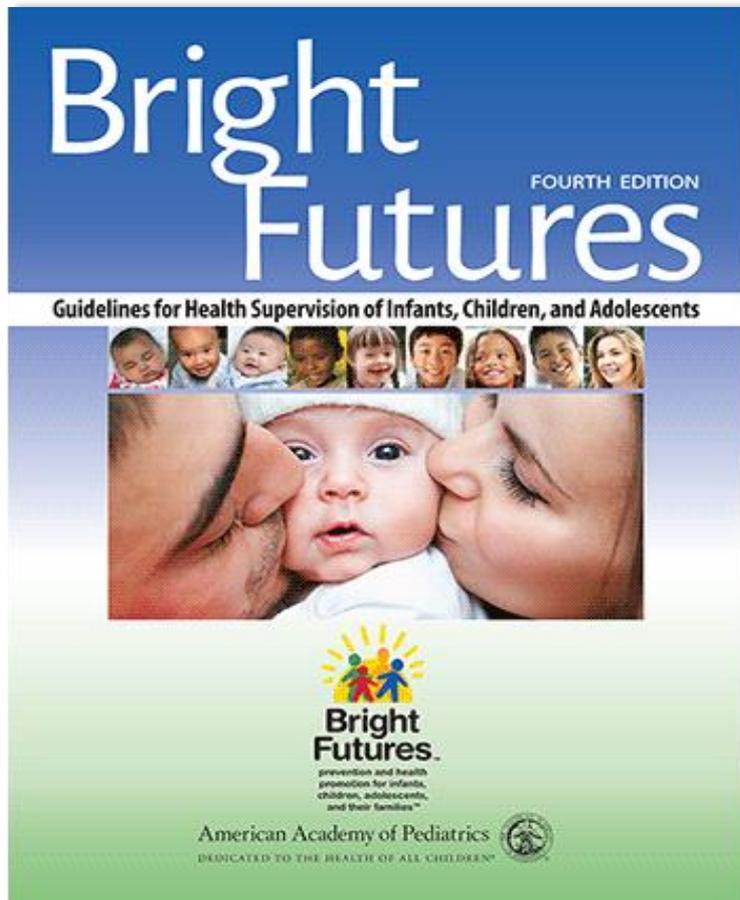
Link to the: [Vermont Developmental Screening Brief](#) and [Vermont's Developmental and Behavioral Screening Guidelines and Preferred Tool List](#)

Strategies to Improve Developmental Screening



HMG is a system strategy to increase monitoring and screening of children across various settings and link children and families to existing services and resources

Bright Futures Guidelines: What's New in the 4th Ed.?



- Focus on Social Determinants of Health
 - ▣ Greater focus on lifelong physical/mental health
 - ▣ Strength based approaches

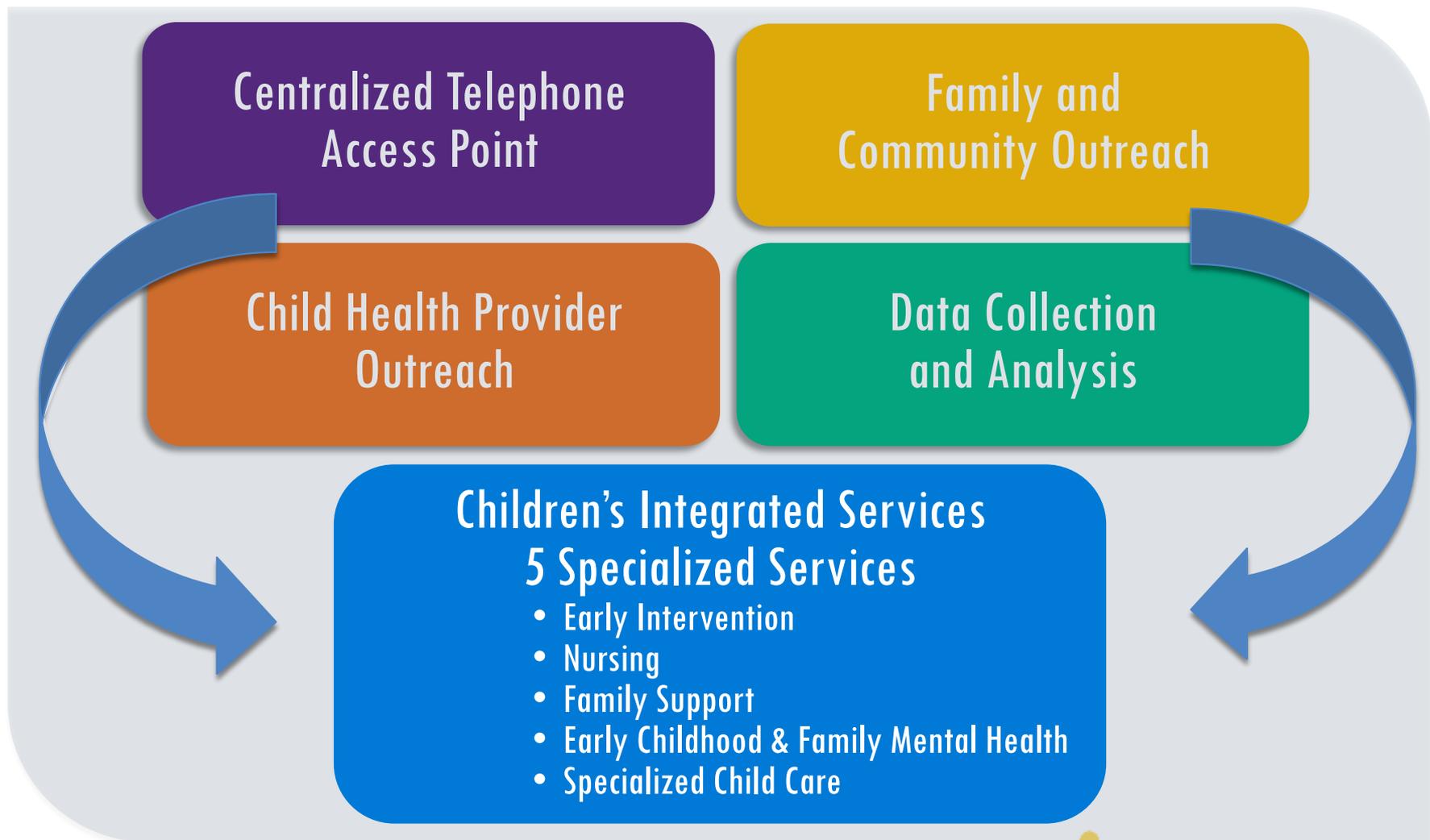
- Updated developmental milestones, surveillance questions and screening guidelines

Opportunities to Optimize Child Development



To Realize the Promise of Vermont's Children

Help Me Grow Links to Services



Help Me Grow System Components

Community and
Family Outreach



To bolster
healthy child
development
through
families

What would it take to ensure that all of Vermont's children receive ongoing monitoring of their developmental progression?



25% of Vermont children who received health services in 2014 received all three recommended developmental screens by age 3*

72% of VT parents with children under age 6 work outside the home relying on childcare up to 40 hours per week

*CHAMP Network Data Summary Report: 2015 Findings. Vermont Child Health Improvement Program (VCHIP), University of Vermont, College of Medicine. (Children's Health Advances Measured in Practice)

Vermont Innovation

- Implement developmental screening across early childhood settings using a QI training model
- Offer high-quality professional development opportunity to support evidence-based practices and scientifically endorsed tools

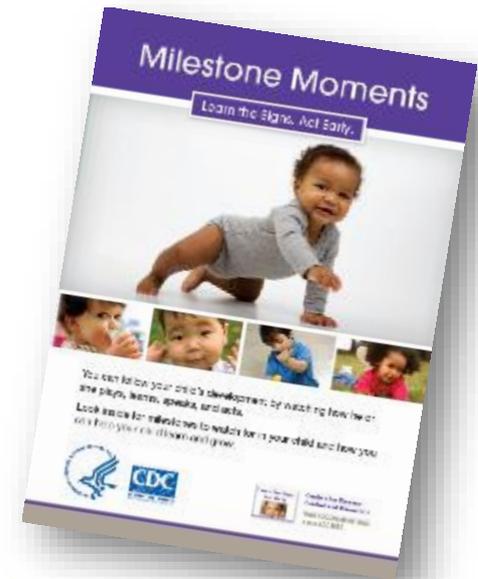


Core Components

- ❑ QI training protocol & trainer(s)
- ❑ Interdisciplinary collaboration
- ❑ Data collection and reporting method
- ❑ Partnership with parents and caregivers
- ❑ Tools and resources
- ❑ Professional development opportunities
- ❑ Linkage to services



Better Together: Developmental Screening & Monitoring



Link to new research:

[Better Together: Developmental Screening and Monitoring Best Identify Children who Need Early Intervention](#)

Health Equity & Reaching Vulnerable Populations

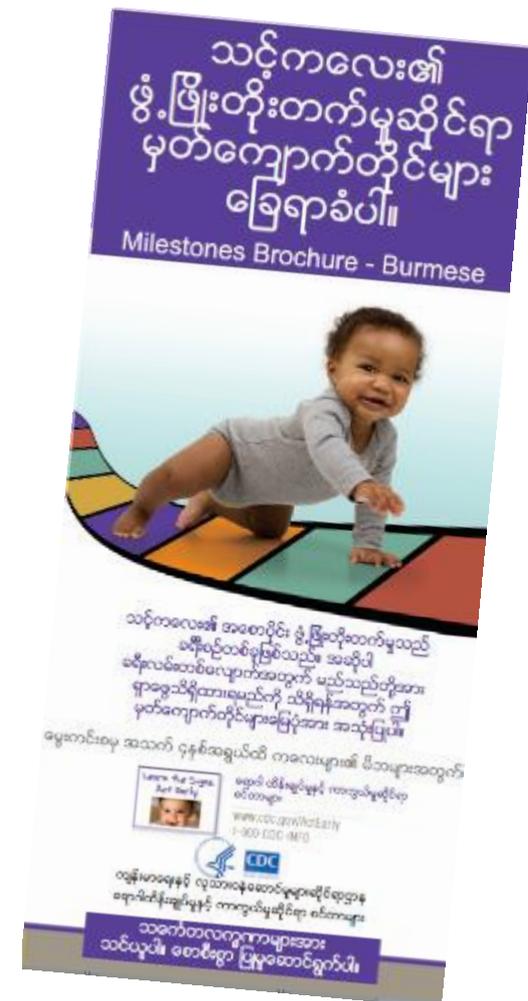
❑ Translated Act Early materials

- Find more translations at:

<http://www.vermontfamilynetwork.org/services/early-childhood/developmental-milestones/>

❑ Offered ASQ-3 trainings to interpreters and cultural liaisons

❑ Interpretation services offered by *HMG* contact center

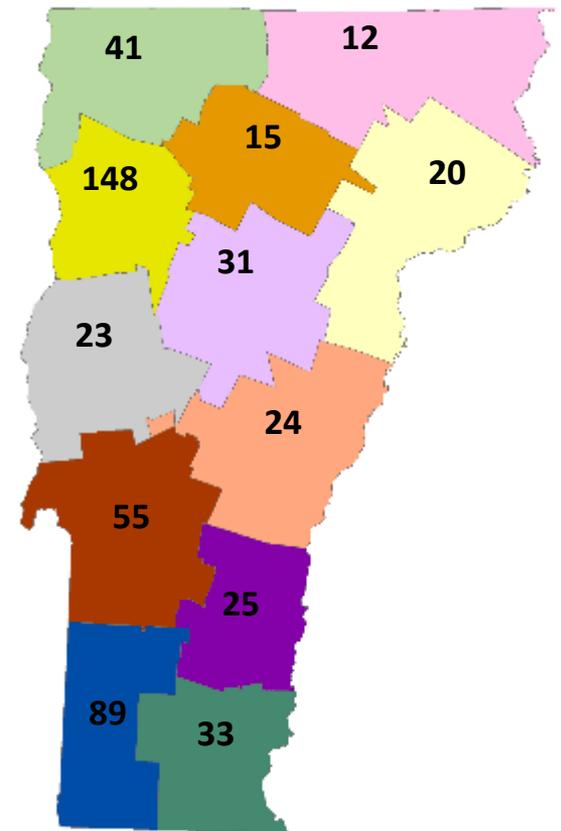


QI Training to Child Care Providers

- 516** Providers from home & center-based programs trained in ASQ-3
- 192** Trained to use ASQ:SE-2
- 12** Providers trained in all 12 regions
- 5,270** Children reached annually
- 12** Communities entering data into the Universal Developmental Screening Registry

Early identification has improved!

of providers trained



Demonstrated Outcomes



Strengthened partnerships and improved communication between ECE providers and medical homes - supports health care screening efforts

Increased frequency and quality of developmental support and guidance families are receiving from their child's ECE provider



Higher quality ECE programs for Vermont's children

Qualitative Feedback



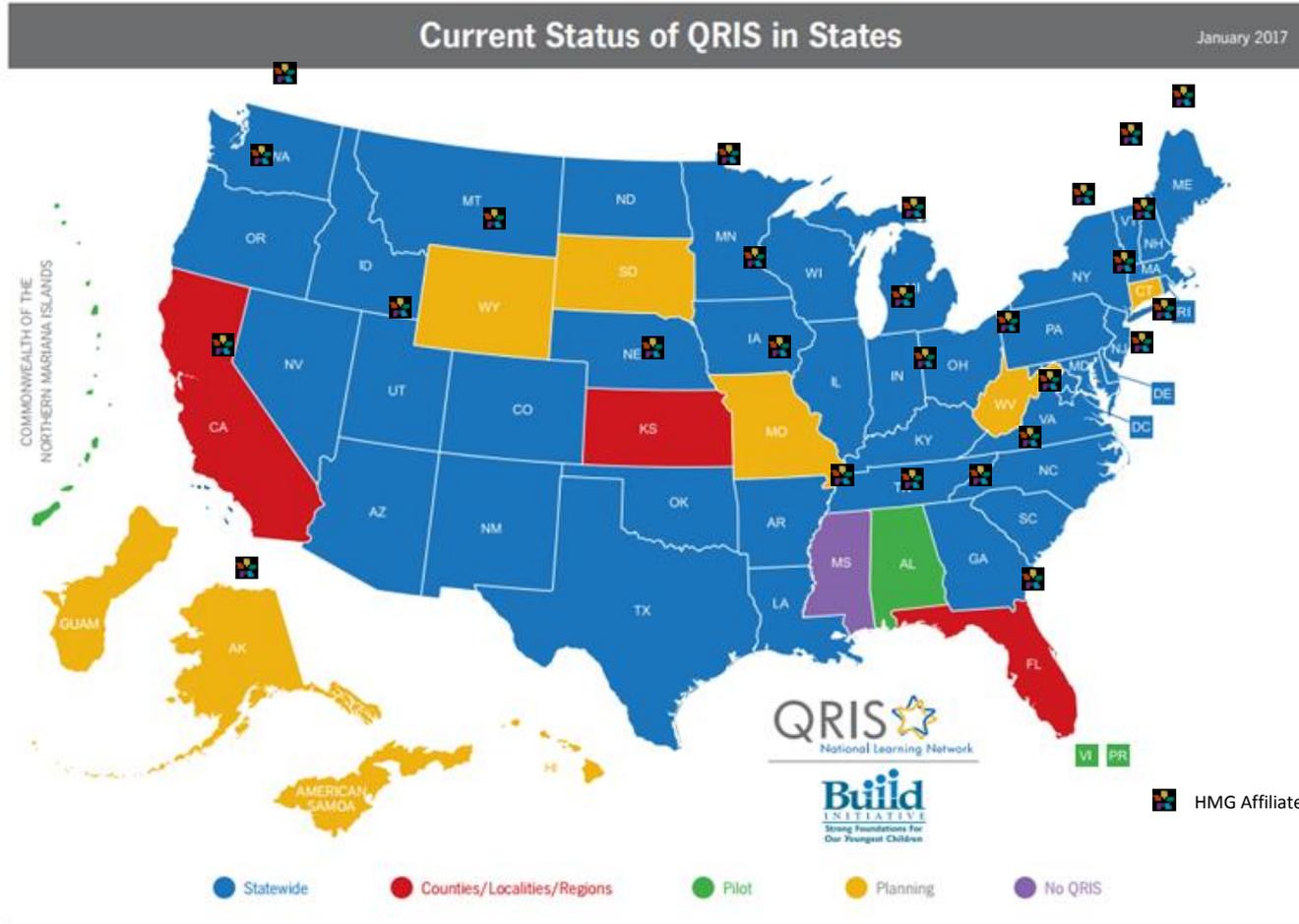
“Our families are all giving positive feedback about developmental screening and some are even relieved to finally receive guidance about what they should expect from their child and what doesn't need to be an unnecessary worry.”

“Finally, we have the tools and supports that we need to offer screening to our children and families.”

“I handed mom the cell phone and I continued to care for the children while she called *HMG*....”

“Now we feel like we are providing a safety net for our children.”

Help Me Grow National Community of Practice for Integration



www.qrisnetwork.org

Help Me Grow System Components

**Centralized Telephone
Access Point**



**To connect
children and
their families
to services
and care
coordination**



Help Me Grow Care Coordination



Protective Factors Pilot



1

Parental Resilience
(Be strong, not stressed)

2

Social Connections
(Get and give support)

3

**Knowledge of Parenting
and Child Development**
(Learn more so you can parent better)

4

**Concrete Support in
Times of Need**
(Get help when you need it)

5

**The Social-Emotional
Competence of Children**
(Help your child manage feelings
and relationships)

Help Me Grow System Components

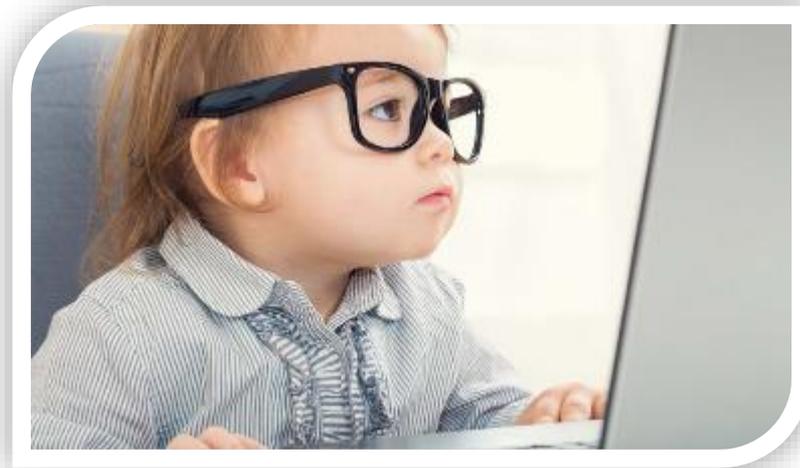
Data Collection
and Analysis



For
continuous
system
improvement

Universal Developmental Screening Registry

- Core Component of *Help Me Grow* Vermont
- System for UDS implemented across multiple settings
 - No wrong door for developmental screening!
- Registry is the venue for sharing information across settings



Please be in touch!



Janet Kilburn

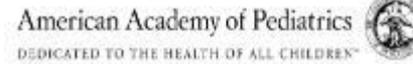
Janet.Kilburn@vermont.gov

Lauren Smith

Lauren.smith@Vermont.gov

helpmegrowvt.org

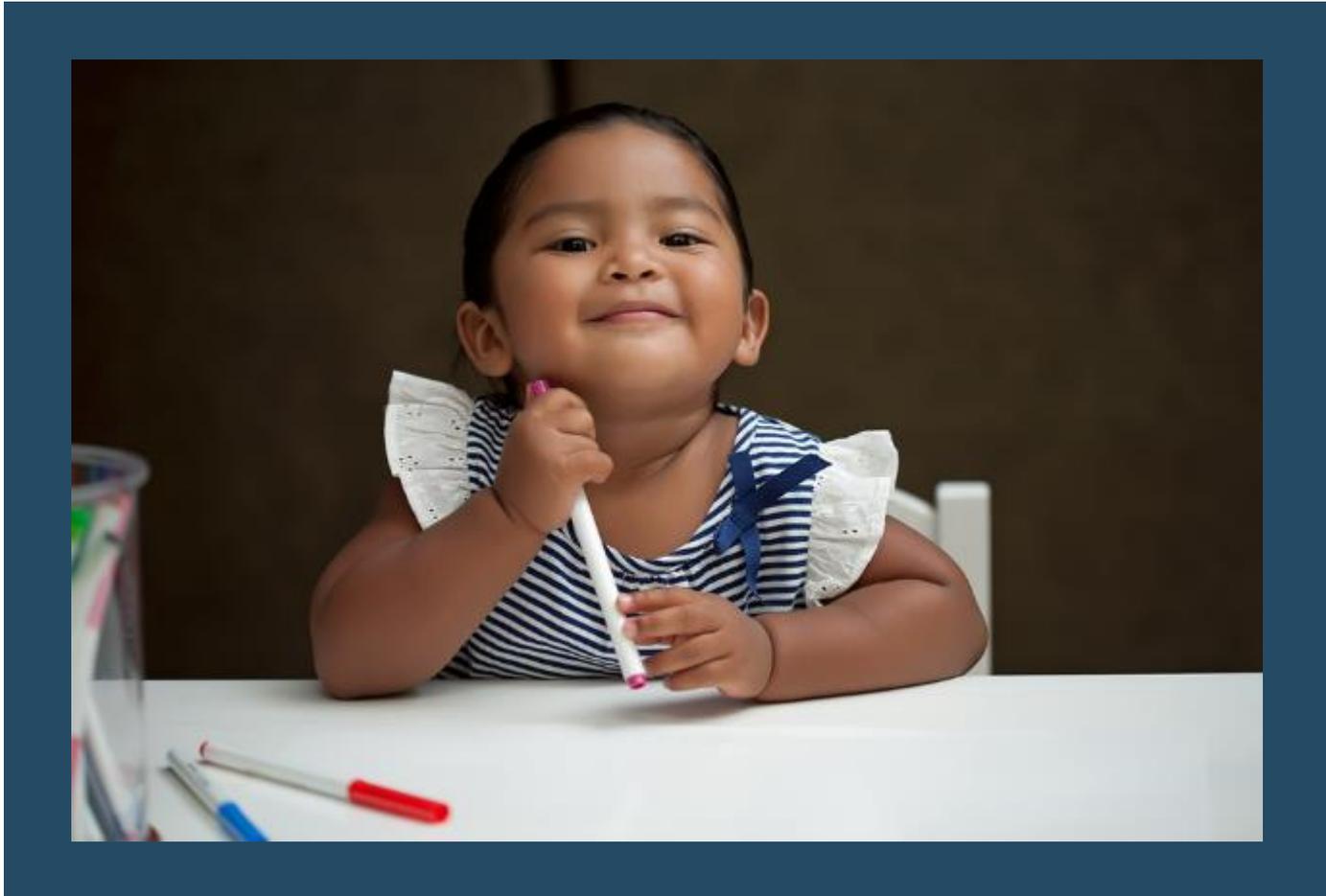
 facebook.com/helpmegrowvt



Vermont Chapter



Questions or reflections for Vermont?





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State Capacity Building Center

Collaboration and Coordination

2018 State and Territory Learn the Signs Act Early Ambassadors

Learn the Signs. Act Early.

Learn the Signs Home

Milestones +

Milestone Tracker App

Milestones in Action: Photos & Videos +

If You're Concerned +

Free Materials +

Families +

Healthcare Providers +

Early Childhood Educators +

WIC Programs

Home Visiting Programs

Promising Practices

Partners +

[Learn the Signs Home](#) > [About the Program](#) > [Act Early Initiative](#)

Act Early Ambassadors

[f](#) [t](#) [+](#)

Act Early Ambassadors expand the reach of the "Learn the Signs. Act Early." program and support their respective state's work toward improving early identification of developmental delays and disabilities, including autism.

Since 2011, professionals with medical, child development, developmental disability, special education, and early intervention expertise have been selected to

- Serve as a state or territorial point-of-contact for the national "Learn the Signs. Act Early." program;
- Support the work of Act Early Teams and other state/territorial or national initiatives to improve early identification of developmental delay and disability; and
- Promote the adoption and integration of "Learn the Signs. Act Early." resources into systems that serve young children and their families.

See how Ambassadors and others across the nation are [promoting early identification of delays and disabilities using I.TSAE](#).



Learn the Signs. Act Early.
Ambassadors

Source: <https://www.cdc.gov/ncbddd/actearly/ambassadors-list.html>

State and Territory Part C Coordinators (I.D.E.A.)

Part C | Section 619 | Contacts | Topics A-Z | Events | Research & Reference | eNotes | For Families/Para Familias

System Framework | DEC Recommended Practices | Implementation Process | Implement & Scale Up EBP | SSIP | Outcomes Measurement

State Part C Coordinators

Part C Contacts

- Section 619 Contacts
- ECTA State Contacts
- State ICC Chair Contacts
- State ICC Staff Contacts
- Map Finder

Contact Resources

- TA Center Contacts and State Liaisons
- Part C and Section 619 Contacts
- Organizations related to Part C and Section 619
- QSEP-Funded Projects
- The Institute of Education Sciences (IES)
- State Education Agencies
- Developmental Disabilities
- Child Abuse and Neglect Contacts

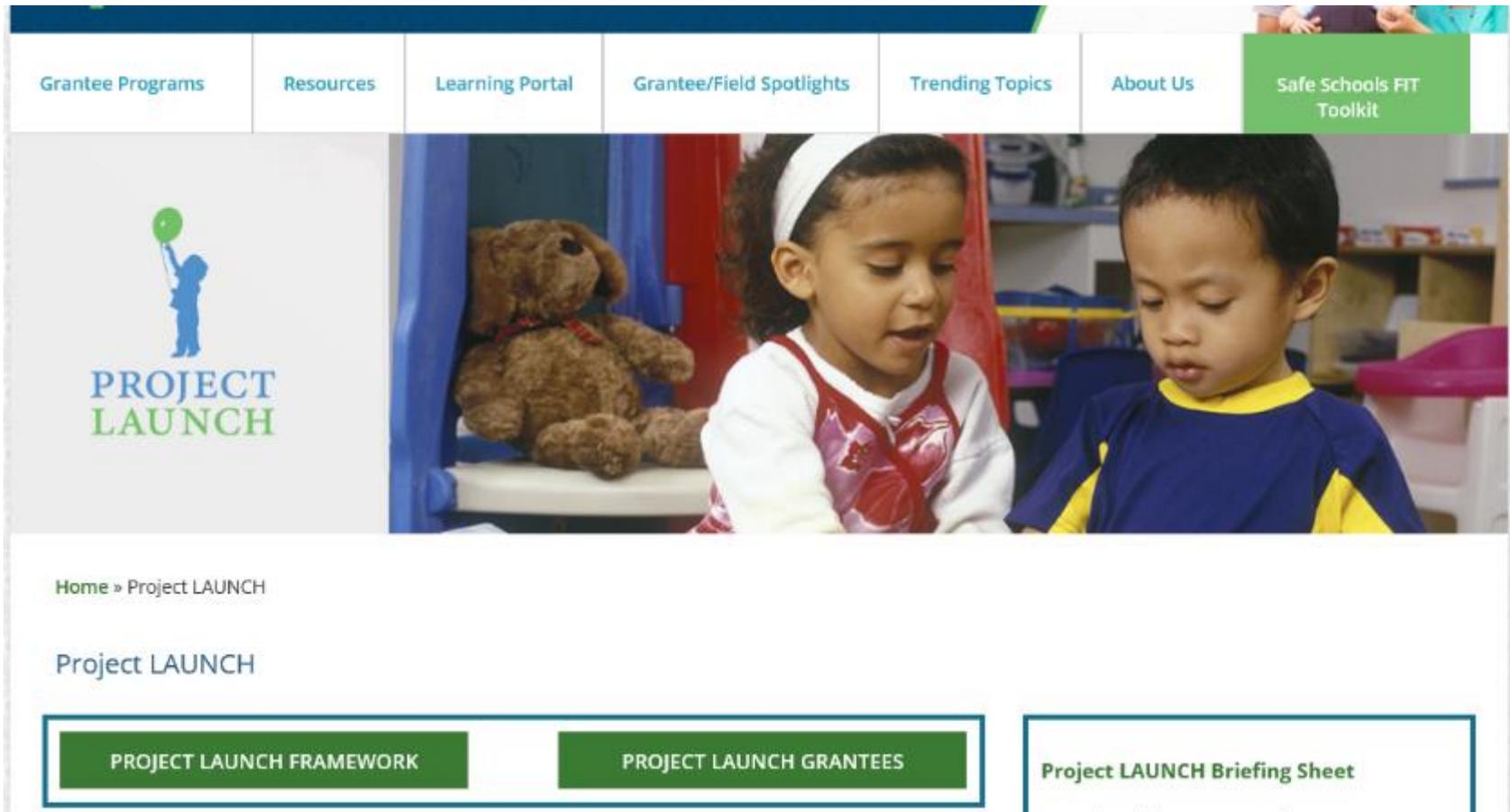
Data Current as of May 16, 2018

Note: Because the following information is highly subject to change, the ECTA Center cannot ensure the accuracy of this contact list. Please E-mail corrections to this list to ectacenter@unc.edu. The outlying jurisdictions Federated States of Micronesia, Marshall Islands and Palau are not eligible to receive Part C funds. While not grantees, contact information for BIE and DoD Early Intervention programs is listed below.

Alabama | Alaska | American Samoa | Arizona | Arkansas | Bureau of Indian Education | California | Colorado | Connecticut | Delaware | Department of Defense | District of Columbia | Florida | Georgia | Guam | Hawaii | Idaho | Illinois | Indiana | Iowa | Kansas | Kentucky | Louisiana | Maine | Maryland | Massachusetts | Michigan | Minnesota | Mississippi | Missouri | Montana | Nebraska | Nevada | New Hampshire | New Jersey | New Mexico | New York | North Carolina | North Dakota | Northern Mariana Islands | Ohio | Oklahoma | Oregon | Pennsylvania | Puerto Rico | Rhode Island | South Carolina | South Dakota | Tennessee | Texas | Utah | Vermont | Virgin Islands | Virginia | Washington | West Virginia | Wisconsin | Wyoming

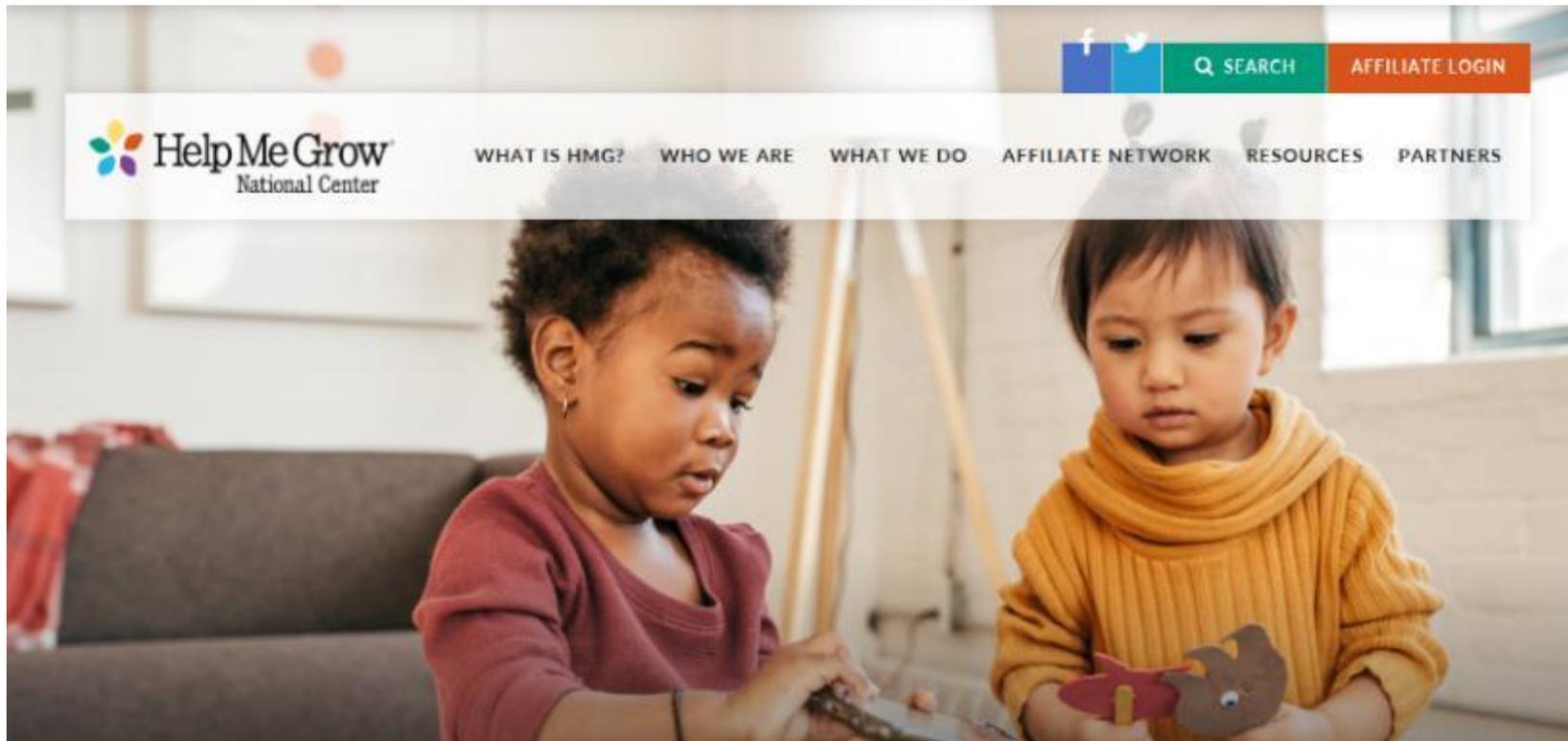
Source: <http://ectacenter.org/contact/ptccoord.asp>

Collaborative Resource: Project Launch



Source: <https://healthysafechildren.org/grantee/project-launch>

Collaborative Resource: Help Me Grow



Source: <https://helpmegrownational.org>

Collaborative Partners

List the various collaborative partners that you have found helpful to support comprehensive services?



Resource: Infant/Toddler Resource Guide



The Program for Infant/Toddler Care Six Essential Program Practices for Relationship-Based Care

These papers promote evidence-based program practices that support infant/toddler care.

About the Infant/Toddler Resource Guide

What is the purpose of this guide?

This Resource Guide offers a host of materials to support the development and implementation of policies and practices for high-quality care for infants and toddlers. Whether you are a Child Care and Development Fund (CCDF) Administrator developing policies, a child care provider seeking information and guidance, or a professional development provider seeking innovative training materials, this site is for you. Development of this guide is new and actively growing, so check in frequently to see what resources have been added to support your work with infants, toddlers, and their families.

Who are the intended users?

We are including resources for three primary audiences:

- CCDF Administrators, staff, and state policy professionals
- Child care resource and referral administrators, training organization directors and trainers, higher education institution administrators and early childhood/child development faculty, and technical assistance organization administrators and providers
- Infant and toddler teachers, center directors, and family child care providers

Child Care State Capacity Building Center, a service of the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (n.d.). Infant/Toddler resource guide [Web page]. Retrieved from <https://childcareta.acf.hhs.gov/infant-toddler-resource-guide>



CHILD CARE

State Capacity Building Center

Break to Evaluate

Poll Question #2

How likely are you to use one of the strategies, resources, or collaborative approaches that you heard about today?

Poll Question #3

How much has your understanding improved regarding national and state-level developmental screening initiatives?

Poll Question #4

What other webinar topics would be useful to you?

Thank you for all that you do!



Resources

- ◆ Birth to Five Watch Me Thrive!: A Compendium of Screening Measures for Young Children
https://www.acf.hhs.gov/sites/default/files/ecd/screening_compendium_march2014.pdf
- ◆ Birth to Five: Watch Me Thrive! Toolkit
<https://www.acf.hhs.gov/ecd/child-health-development/watch-me-thrive>
- ◆ CDC Developmental Milestones in Action video library
www.cdc.gov/MilestonesInAction
- ◆ CDC's Developmental Milestones Materials (English and Spanish) www.cdc.gov/ActEarly/Orders
- ◆ CDC Developmental Milestone Tracker Mobile App
www.cdc.gov/MilestoneTracker

Resources

- ◆ Compendium of Screening Tools for Early Childhood Social-Emotional Development
https://www.cibhs.org/sites/main/files/file-attachments/the_infant_preschool_family_mental_health_initiative_compendium_of_screening_tools_for_early_childhood_social-emotional_deve.pdf
- ◆ Early Childhood Developmental Screening: A Compendium of Measures for Children Ages Birth to Five,
<https://www.acf.hhs.gov/opre/resource/early-childhood-developmental-screening-a-compendium-of-measures-for-children-ages-birth-to-five>
- ◆ Early Intervention: What It Is and How It Works
<https://www.understood.org/en/learning-attention-issues/treatments-approaches/early-intervention/early-intervention-what-it-is-and-how-it-works>
- ◆ Help Me Grow <https://helpmegrownational.org>

Resources

- ◆ Learn the Signs. Act Early. Free Materials
<https://www.cdc.gov/ncbddd/actearly/resources.html>
- ◆ Promising Practices for “Learn the Signs. Act Early”
<https://blogs.cdc.gov/actearlypromisingpractices/>
- ◆ Project Launch
<https://healthysafechildren.org/grantee/project-launch>
- ◆ State and Territory Learn the Signs. Act Early Ambassadors
<https://www.cdc.gov/ncbddd/actearly/ambassadors-list.html>
- ◆ State and Territory Part C of I.D.E.A. Coordinators
<http://ectacenter.org/contact/ptccoord.asp>
- ◆ Strategies for Family Engagement: Attitudes and Practices
https://childcareta.acf.hhs.gov/sites/default/files/public/strategies_for_fe_attitudes_practices_final_508.pdf

Resources

4 Training Modules:

- ◆ Watch Me! Celebrating Milestones and Sharing Concerns (English and Spanish)

English

<https://www.cdc.gov/ncbddd/watchmetraining/course.html>

Spanish

<https://www.cdc.gov/ncbddd/watchmetraining/spanish/index.html>

5 NCPFCE Interactive Training Modules:

- ◆ Relationship-based Practices: Talking with Families about Developmental Concerns <https://eclkc.ohs.acf.hhs.gov/family-engagement/learning-module/relationship-based-practices-talking-families-about-developmental>

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