



ADMINISTRATION FOR
CHILDREN & FAMILIES



Professional Development Opportunities on the Horizon

OCC Cross-Regional Meeting
Spring 2015





ADMINISTRATION FOR
CHILDREN & FAMILIES



Setting the Context

OCC Vision

Key Messages

Together We Can



Objectives

To introduce professional development (PD) technical assistance (TA) tools and resources.

To become familiar with State and Territory PD approaches and strategies through case studies, group discussion, and consideration for future TA.

Results

Increase knowledge of TA that the Child Care Technical Assistance Network (CCTAN) is providing and increased knowledge of how States and Territories currently use TA and can use TA in the future.



Reflections

- What are the big picture deliberations?
- As you think about your State or Territory PD System how do these tools and resources address the following system elements: stakeholders' engagement, governance, accountability, and finance?
- What are the technical assistance and resources needed?



Approach





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**HEALTHY CHILD CARE AMERICA (HCCA)/
AMERICAN ACADEMY OF PEDIATRICS (AAP)
EARLY EDUCATION AND CHILD CARE
ONLINE LEARNING MODULES**

Online Learning Modules

- Current Topics:

- Prevention and control of infectious diseases*
- Sudden Infant Death Syndrome (SIDS) and safe sleep practices*
- Administration of medication*
- Influenza prevention and control

*Health & Safety topics in CCDBG Reauthorization

- New Topics:

- Prevention and response to food allergies*
- Safety and injury prevention*
- Shaken baby syndrome*
- Emergency preparedness and response planning*
- Transportation and passenger safety*

Key Points

- The four topics currently available. The new topics will go live Summer 2016;
- Free to providers;
- Certificates of Participation will be provided – participant must achieve at least 60 percent on final assessment of the course to receive certificate; and
- Each module will be 1 – 3 hours in length.



Reducing the Risk of SIDS in Early Education and Child Care

Welcome to Reducing the Risk of SIDS in Early Education and Child Care

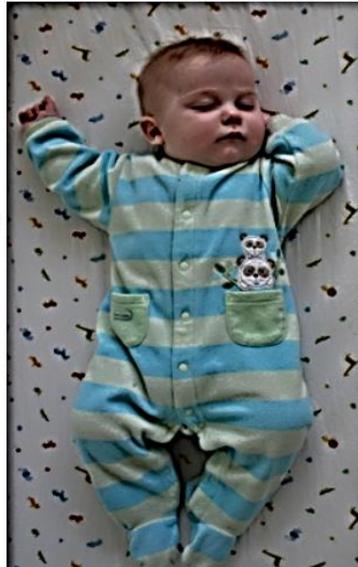
This course is designed to educate everyone who cares for babies, including health care professionals, child care providers, parents, grandparents, babysitters, and relatives to:

- Protect the children for whom you care by creating a safe sleep environment to reduce the risk of Sudden Infant Death Syndrome (SIDS) and other sleep-related deaths
- Promote the Safe to Sleep message in child care programs
- Raise awareness and change practices in family child care homes and center-based child care programs
- Educate child care providers and others who care for babies on what SIDS is and how to reduce the risk of SIDS and other sleep-related deaths
- Encourage states to include safe sleep practices within state child care regulations

Note to child care providers:

*This course is approved for 1.0 contact hour. Once you have completed the course, click **Claim Credit or Contact Hours** link on the side navigation bar to print your certificate of completion.*

This online module is for educational purposes only.



- Undergoing revision to change to “Reducing the Risk of SIDS in Early Education and Child Care”
- Revisions will be complete by Summer 2015
- Available in English and Spanish
- 1 hour of training credit

Sample of Safe Sleep Content

Bedding Materials and Objects

Roll your cursor over each number to find out more



Baby Wedges and Sleep Positioners

- Have been associated with suffocation deaths in babies.
- Restricts movement within the child's bed.
- Do not use unless a doctor specifies the need for it.



Preventing and Managing Infectious Diseases in Early Education and Child Care

Preventing and Managing Infectious Diseases
in Early Education and Child Care

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Demographic Questions
Pre-Assessment
Understanding Infectious Diseases
Preventing the Spread of Infectious Diseases
Managing Infectious Diseases
Post-Assessment
Course Summary
Thank You

Welcome to Preventing and Managing Infectious Diseases in Early Education and Child Care

This course is designed for everyone who cares for babies, including health care professionals and child care providers.

Upon its completion, you will be able to:

- Recognize how infectious diseases (ID) are spread
- Identify the role of caregivers in preventing or controlling the spread of ID by hygiene, immunization, environmental controls and healthy lifestyle
- Recognize the actions involved in conducting a daily health check
- Identify the criteria for excluding an ill child from attending child care and recognize when it is not helpful

This course provides you with reliable national resources for guidance on preventing and managing infectious diseases.



PediaLink Add to my Learning Plan

My Learning Plan
Evaluation

- Available in English and Spanish
- 3 hours of training credit

Sample Content on Exclusion

Home > Managing Infectious Diseases > Exclusion

Reasons to exclude children from out-of-home child care

 [Print this Page](#)  [Add to my Bookmarks](#)

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It is helpful to break this down into three primary reasons for exclusion.

Primary Reasons for Exclusion

The illness...

1. Prevents the child from participating comfortably in activities
2. Results in a need for care greater than the staff can provide without compromising the health and safety of the other children
OR
3. The child has a specific disease, condition, or symptom requiring exclusion. (These conditions are covered later.)



These first two primary reasons for exclusion:

- Are at the discretion of the program staff
- Do not require a diagnosis from a health care professional

When children meet the first 2 criteria for exclusion, designated program staff members can decide that ill children may not stay.

Medication Administration in Early Education and Child Care

Medication Administration in Early Education and Child Care

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[What is Medication](#)
[Why This Is Important](#)
[Medication Policy](#)
[Meet Nick](#)
[Receiving Medication](#)
[Medication Administration](#)
[Administration Techniques](#)
[Problem Solving](#)
[Practice Scenario: Maria](#)
[Course Summary](#)
[Assessment](#)
[Thank You](#)

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Welcome to Medication Administration in Early Education and Child Care

Medication is usually given at home by parents/guardian. When a child attends a child care facility, the medication can be administered by child care providers to maintain the health of the child, prevent illness, or relieve symptoms. Doing this allows a child who is not acutely ill to attend a child care program outside of the home.

To administer medication, child care providers have to comply with laws, regulations, and best practice.

Disclaimer

This curriculum was designed to educate child care providers who give children medication, but are not licensed health care professionals.

- It is not a substitute for written policy or professional medical guidance.
- It is not a certification of competency.
- All decisions involving medication administration must be based on a child's condition, health care professionals' orders, parental guidance, personnel experience and training, and facility policy.
- Personnel responsible for giving medication should first be observed by a licensed health



- Available in English and Spanish
- 2 hours of training credit

Sample Self-Assessment Throughout Module

What questions do you ask his mother as part of receiving the medication? *Select all that apply and then click Submit.*

- A. What time should he receive his next dose?
- B. Have you completed the authorization form so we can give him the medicine?
- C. Should I mix the medicine with his milk?
- D. Has Nick had any reactions to the medicine?

✔ **Correct**

PediaLink 

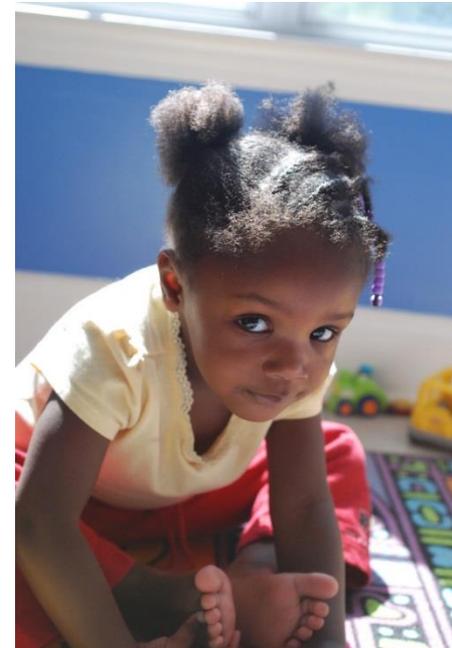
Feedback

- a) Yes. Medicines to be taken a specified number of times a day should be given within a half an hour of the time the dose is due.
- b) Yes. You need the completed Authorization to Give Medicine form, with the parent's signature.
- c) No. Check with a pharmacist or health care provider before mixing medicine with food or water, not just a parent/guardian. Mixing medication with food or drink might interfere with the medication's effectiveness or dilute the dose.
- d) Yes. This way, you can review the plan to manage any side effects with the parent.

[Comment On This Question](#)

Additional Modules Under Development

- Topics Include:
 - Age-appropriate nutrition, feeding, support for breastfeeding, and physical activity;
 - Recognition and reporting of suspected child abuse and neglect;
 - Caring for children with special health care needs; and
 - Child development.



Connections

- Has any State or Territory used the HCCA modules? Or considered using it in your career pathway? Or added these modules to their registry?
- Is any State or Territory using other online courses?
- Has any State or Territory developed online courses?





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Early Educator Central: The Pathway to Credentials and Degrees for Infant-Toddler Educators



Today's Presentation



National Landscape for Professional Development



Resources through Early Educator Central

- Core Component: Coursework
- Core Component: Tools and Resources
- Core Component: PD System Cost Analysis Tool



Timeline



National Landscape: *CCDBG Act of 2014*

- **New health and safety requirements:**
 - Providers serving children through CCDF must receive pre-service and ongoing training on specified topics.
- **Quality funds investment choices include:**
 - Workforce training and professional development; and
 - Improving supply and quality for infants and toddlers.





National Landscape: *CCDBG Act of 2014*

- **Professional development and training:**
 - Ongoing annual training and progression to improve knowledge and skills of CCDF providers.
 - Promote the social, emotional, physical, and cognitive development of children.



National Landscape: *CCDBG Act of 2014*



- **Implement strategies for increasing supply and quality for:**
 - Children in underserved areas,
 - Infants and toddlers; and
 - Children with disabilities, and children in nontraditional care.





National Landscape: *CCDBG Act of 2014*

- **ACF strongly encourages States to:**

- Look at all training, including ongoing annual training, as part of a career pathway;
- Include credentials and higher education as part of professional development work; and
- Link CCDF health and safety trainings to a broader professional development framework as the foundation for building a knowledgeable early childhood education workforce.



A photograph of a black computer mouse on a reflective surface, with a blurred bookshelf in the background.

Early Educator Central

An exciting new Web site, Early Educator Central, for release in Summer 2015, prioritizing infant and toddler educators:

- Leverages existing federally funded coursework from ACF, Department of Defense, and the Centers for Disease Control and Prevention.
- Courses are part of a career pathway that lead toward a credential or degree.



Early Educator Central

Resources and tools to meet the needs of early childhood professionals including:

- Infant-Toddler teachers;
- Administrators of early childhood programs;
- Trainers and coaches;
- Higher education professionals and coursework developers; and
- Professional development system leaders.

Career Pathways

No matter what your infant toddler career pathway is, you'll find resources organized by your role to build competency and your impact. On track for a Child Development Associate (CDA™), Associate in Arts (AA) or Bachelor of Arts (BA) for yourself or your staff? Go to [Teachers](#) or [Administrators](#). Looking to strengthen your skills as a coach, trainer or consultant? Go to [Trainer/Coaches](#). Designing curriculum? Go to [Professional Development \(PD\) System Leaders](#).



Teachers

All Teachers - Child Care, Early Head Start, EHS-CC Partners, center or home-based



Administrators

Directors, Education Coordinators, Instructional Leaders



Trainers/Coaches

Trainers, Coaches, Consultants, Specialists, Technical Assistants who support teachers and programs to deliver quality infant-toddler services



PD System Leaders

Higher education, curriculum designers, policy makers



Early Educator Central

A valuable new asset that supports multiple priorities:

- Training and career pathways under CCDF;
- Essential state and territory PD planning and implementation to respond to reauthorization; and
- New Early Head Start-Child Care Partnerships.



Project Partners

- ACF Offices of Child Care and Head Start: Jointly funded and administered by OCC and OHS;
- Project Partnership: ICF International in collaboration with Zero to Three and NAEYC:
 - ICF Lead: Harriet Dichter;
 - ZERO TO THREE Lead: Allyson Dean; and
 - NAEYC Lead: Alison Lutton.
- Expert Panel: 35 individuals—state leaders, higher education representatives, infant-toddler teachers, early childhood program administrators, and policy analysts who provide input into content development and outreach plans.

Core Components: Coursework



Coursework	Course Developer	Intended Audience
Department of Defense Virtual Lab School Infant Toddler Track	The Ohio State University	Infant Toddler Educators Administrators
Better Kid Care	Penn State Extension Better Kid Care Program	All Early Learning Educators Administrators
Online Infant Toddler Associate of Arts (A.A.) curriculum	University of Cincinnati	Infant Toddler Educators Course Developers and Higher Education Professionals PD System Planners
Infant Toddler Consultant Curricula Relationships: The Heart of Development and Learning Infant Toddler Development, Screening, and Assessment Infant Toddler Curriculum and Individualization	ZERO TO THREE	Coaches and Trainers PD System Planners



Core Components: Coursework

Coursework	Course Developer	Intended Audience
<u>Family Connections: A Preventive and System-Wide Training Guide and Mental Health Consultation Model</u>	Boston Children's Hospital	Administrators Coaches and Trainers PD System Planners
<u>Center for Early Childhood Mental Health Consultation's Best Practice Tutorial Series</u>	Georgetown University	Administrators Coaches and Trainers PD System Planners
<u>Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Infant Toddler Training Modules</u>	Vanderbilt University	Infant Toddler Educators
<u>Watch Me! Celebrating Milestones and Sharing Concerns</u>	Centers for Disease Control and Prevention	Teachers

CCDF Training Topic Crosswalk



CCDF Health and Safety Training Topics	DoD Virtual Lab School Infant Toddler Track	Better Kid Care
Prevention and control of infectious diseases		✓ Your #1 Priority: Keeping Children Healthy and Safe
Prevention of sudden infant death syndrome and safe sleeping practices	✓ Course: Child Abuse Prevention	✓ Safe Sleep Practices for Caregivers: Reduce the risk
Administration of medication		
Prevention of and response to emergencies due to food and allergic reactions		✓ Food Allergies: Management and Prevention
Prevention of shaken baby syndrome and abusive head trauma	✓ Course: Child Abuse: Identification & Reporting	



CCDF Training Topics Crosswalk

CCDF Health and Safety Training Topics	DoD Virtual Lab School Infant Toddler Track	Better Kid Care
<p>Building & physical premises safety</p>	<p>✓ Course: Child Abuse Prevention</p>	<p>✓ Your #1 Priority: Keeping Children Healthy and Safe ✓ Supervising Children in Family Child Care ✓ Supervision: Playground Supervision</p>
<p>Emergency preparedness and response planning for emergencies</p>		<p>✓ Developing an Emergency Preparedness Plan</p>
<p>Handling, storage & disposal of hazardous materials</p>		<p>✓ Healthy Child Care Environments: Using Green Cleaners ✓ Healthy Child Care Environments: Pest Treatment Using IPM and Pest Prevention Using IPM ✓ Keep Children Healthy and Safe: Toxins</p>
<p>Precautions in transporting children</p>		<p>✓ Supervision: Moving Children</p>

A photograph of a computer mouse in the foreground, with a blurred bookshelf in the background. The books are of various colors and heights, creating a warm, educational atmosphere.

Core Components: Tools & Resources

Early Educator Tools	Overview
Observation Tool	An open-source, online digital observation tool that teachers can use to record themselves and share with others to help improve their practice.
Coursework Framework	A self-assessment tool for course developers to ensure their courses deliver on a “Know-See-Do-Improve” competency framework.
Articulation Agreement Templates and Samples	Templates and samples Articulation Agreements to support development of career pathways with portable degrees and credentials.
Articulation Guide for State Policymakers	Practical advice about articulation.



Core Components: Tools & Resources

Early Educator Tools	Overview
Guide to successfully including Family Child Care in higher education coursework.	Guide by experienced higher faculty about how to successfully include family child care providers
Supporting Infant Toddler Coursework in Early Childhood Higher Education Brief.	Strategies for ensuring infant-toddler issues are addressed in higher education coursework
Compensation for the Infant Toddler Workforce Brief.	Information about improving compensation for infant-toddler educators
Topical annotated bibliography on key topics for infant-toddler course developers: dual language learners, poverty, race and culture, and STEM.	Materials to help build higher education coursework focusing on infants and toddlers in priority content areas



Core Component: PD System Cost Analysis Tool

- An online professional development system cost calculator;
- Informs planning and development of state professional development with a focus on credit-bearing credentials and degrees; and
- Helps planners understand costs associated with helping early childhood professionals gain degrees and credentials.



How Can the PD System Cost Tool Help?



The tool helps planners answer questions such as the following:

- What qualifications does your workforce currently have?
- What qualifications do you need or want it to have?
- What do you need to target to help meet your goals of building and retaining a qualified workforce?



Cost Analysis Tool Specifics

- State and PD System planners can use the PD System Cost Analysis tool to identify, generate, and analyze data related to workforce qualifications and PD investments.
- States and Territories can enter baseline data about their workforce to create an auto-generated comparison to the national estimates from the National Survey of Early Care and Education.

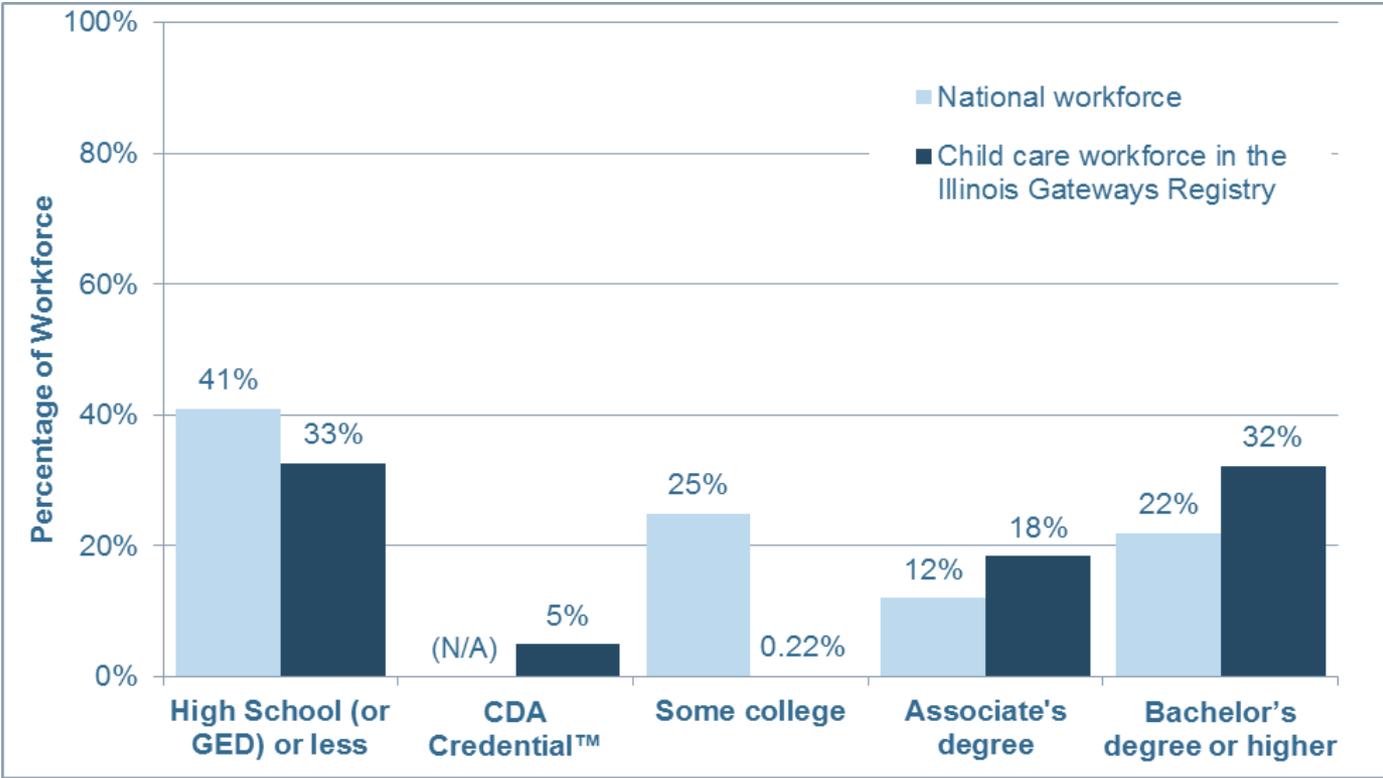
How Did Pilot States Use the Tool?



- To estimate the cost of their Race to the Top-Early Learning Challenge goals related to increased workforce qualifications;
- To compare their State's workforce qualifications with national estimates; and
- To estimate the costs of diverse PD delivery options to increase access to PD.



National Comparison: Illinois Example





Cost Analysis Tool Specifics

- States enter additional baseline data and goals for workforce qualifications to produce cost estimates. For example:
 - Health and safety training requirements; and
 - Associate, Bachelor's, Master's or Doctoral degrees.
- States enter currently funded PD initiatives to produce cost estimates. May occur at level of:
 - Individual practitioner;
 - Program/setting/employer; or
 - PD system infrastructure.



Cost Analysis Example: Michigan

Educational Milestone	% of Current Workforce that Meets Educational Milestone	Target Number of Individuals to Help Advance towards Educational Milestone During this Report Year	PDW Center Estimate for Target Individuals	Current Public Funding <i>i</i>	Current Private Funding <i>i</i>	Surplus/Gap <i>i</i>	Redistribute Public Funding <i>i</i>	Private Funding Needed <i>i</i>
CDA Credential or State/Territory Equivalent	5.98%	5	\$13,842 View Details	\$121,245	No Data	\$107,403 ●	\$ 121,245	\$0
Associate's	7.54%	40	\$354,325 View Details	\$193,992	No Data	\$-160,333 ●	\$ 193,992	\$160,333
Bachelor's	4.53%	10	\$134,129 View Details	\$169,743	No Data	\$35,614 ●	\$ 169,743	\$-35,614
Total		55	\$502,296	\$484,980	\$0	\$-17,316		
Remaining Public Funding Available to Redistribute <i>i</i>							\$	

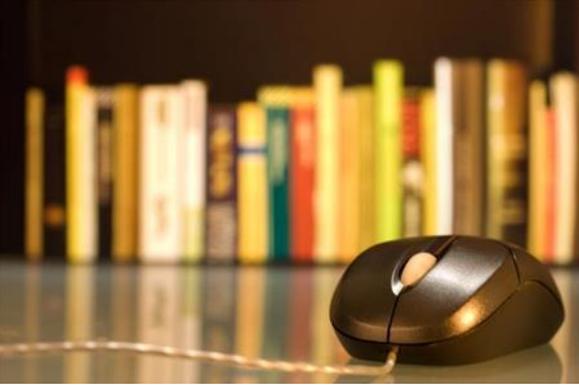


Cost Analysis Tool Specifics

Cost estimates at three levels:

1. Individual: costs for tuition and training participation; additional access and supports to complete the next level of qualification;
2. Employer: costs for compensation increases and workplace conditions designed to attract and retain a highly qualified workforce; and
3. PD system: costs for state-level PD system services infrastructure, workforce data systems, and additional PD system administrative functions.

Cost Analysis Example: Michigan



CDA Credential or State/Territory Equivalent	5.98%	5	\$13,842 Hide Details	\$121,245	No Data	\$107,403	\$ 13,842	\$0
			\$7,652	Individual-level Costs				
			\$7,430	Tuition and/or Training Participation				
			\$221	Access				
			\$0	Supports				
			\$5,998	Employer-level Costs				
			\$4,455	Compensation				
			\$1,542	Workplace Conditions				
			\$193	PD System-level Costs				
			\$175	State-level PD System Leadership Staffing				
			\$0	Workforce Data System				
			\$18	Additional PD System Administrative Functions				
			\$13,842	Total PDW Center Estimate to Advance 5 Target Workforce towards CDA Credential or State/Territory Equivalent				



Timeline and Support

- PD System Cost Analysis Tool
 - State Systems Specialists are trained to provide tailored orientation and assistance in using the tool.
 - State demos are available now – use the sign-up sheet!
- Early Educator Central
 - Release date goal is Summer 2015.
 - Fact Sheet with live links to courses is currently available at https://childcareta.acf.hhs.gov/sites/default/downloads/150126_EarlyEducatorCentralFAQFinal_embedded_links_external.pdf.

Connections

- What uses do you see for Early Educator Central in your professional development systems work?
- How does Early Educator Central fit in your strategy to support Infant-Toddler teachers?
- How do you perceive using the PD Systems Cost tool?
- For the PD Systems Cost Tool, from where might you pull data to use the tool?





OCC Vision
Key Messages
Together We Can

Reflections

- What are the big picture deliberations?
- As you think about your State or Territory PD System how do these tools and resources address the following system elements: stakeholders' engagement, governance, accountability, and finance?
- What are the technical assistance and resources needed?





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Thank You

Child Care State Systems Specialist Network

CCSSSN is a service provided by the Office of Child Care.

CCSSSN does not endorse any non-Federal organization, publication, or resource.

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