



ADMINISTRATION FOR
CHILDREN & FAMILIES



Sharing Cross-Sector Approaches to Consumer Education

STAM

July 14, 2015



Objectives

- Participants will:
 - Gain an understanding of the empirical context for consumer education and how parents make decisions;
 - Learn about current cross-sector approaches to consumer education;
 - Identify peer support networks around consumer education;
 - Learn how audiences including low-income families, immigrants, and other special populations can access meaningful information; and
 - Generate questions and examples of consumer education efforts that are shared and discussed.

What are you hoping to learn or clarify during this session?

- Using the cards on the tables, write down anything you're hoping to take away from the session.

Overview

- Setting the context with research
- State progress and innovations
 - Indiana
 - Maryland
 - North Carolina
- Small group table discussions and report out

Speakers

- Nicole Forry, nforry@childtrends.org
 - Senior Research Scientist, Child Trends
- Melanie Brizzi, Melanie.Brizzi@fssa.IN.gov
 - Director, Indiana Office of Early Childhood and Out of School Learning
- Liz Kelley, elizabeth.kelley@maryland.gov
 - Director, Office of Child Care, Maryland State Department of Education
- Jennifer Johnson, jennifer.m.johnson@dhhs.nc.gov
 - Assistant Director of Programs and Educational Services, North Carolina Division of Child Development and Early Education



CHILD CARE AND EARLY
EDUCATION POLICY AND
RESEARCH ANALYSIS

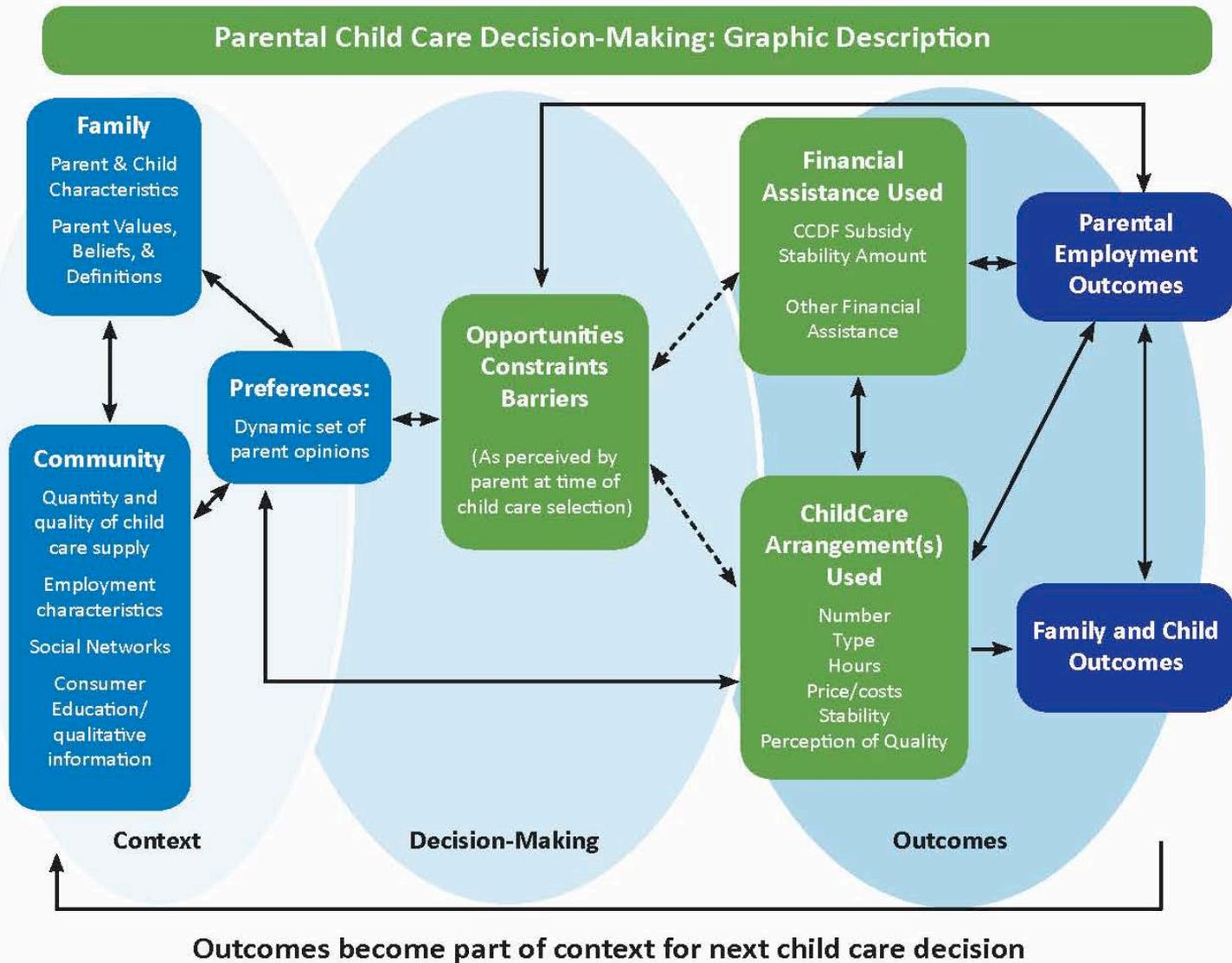
Child Care Decision-Making and Consumer Education: Research Context

Nicole D. Forry

July 14, 2015

What Factors Influence Families' Child Care Decisions

Weber (2011)





Preferences and Priorities for Child Care



ECE ACCESS
AND CHOICES

Low-Income Families' Preferences and Priorities

Forry et al. (2013)

Child Care Preferences

High value on the quality of arrangements

Definitions of quality vary across studies, but tend to include both structural and process-oriented features

Strong emphasis on children's health and safety and trust of the provider

Child Care Priorities

True priorities are difficult to identify through research

Parents tend to report quality as being their top priority, but the literature suggests cost, location, and hours to be influential in parents' child care decisions

Perceptions of Care Arrangements

National Survey of Early Care and Education (2014)

Regardless of child age, income, or race/ethnicity, the greatest proportion of parents perceive:

Center-based care to be good or excellent for educational preparation and socialization

Relative/friend care to be good or excellent for safety, affordability, and flexibility

Immigrant Families' Preferences and Priorities

Forry et al. (2013)

1 in 4 children have at least one foreign-born parent

Experiences with child care from country of origin

Cultural values

Community vs. individual responsibility for children

Importance of social networks

Unique preferences (i.e., care that incorporates families' culture, ability to communicate with provider)

Families of Children with Special Needs- Preferences and Priorities

Forry et al. (2013)

1 in 10 children under age 6 has a special health care need

Limited options, particularly for children with multiple and severe needs

Need for intervention services, specialized equipment, inclusion activities, provider training, providers trained to administer medication

High cost of inclusive care

Importance of developing partnerships with providers to support child's needs



How Families Make Child Care Decisions



ECE ACCESS
AND CHOICES

Theoretically, How Families Choose Child Care

Chaudry et al. (2010)

Optimize positive outcomes for the child, parents, and other family members, while accommodating individual, family, and community level constraints

Information is both incomplete and biased by the socially-constructed meaning ascribed to features/types of care

Contextual factors (e.g., availability of care, availability of quality information) inform parents' choices

The child care decision-making process and parents' preferences are dynamic and sensitive to changes in families' circumstances

Timing, Options Considered , and Sources of Information for Child Care Search

National Survey of Early Care and Education (2014)

Highest proportion of child care searches reported in January

Over 1/3 of households considered only one provider

71% of these households knew the provider

The majority of households (63%) considered more than one provider

63% relied on information from family and friends

39% used “other sources of information”, primarily websites

Information Gathered in Child Care Search

National Survey of Early Care and Education (2014)

Among families with children under 5 that considered more than one child care option, most frequently cited information gathered:

- fees charged (39%)
- type of care (36%)
- hours of care (35%)
- content of the program (26%)
- curriculum or philosophy of the program (18%)

Differences in information gathered were found by child age, household poverty status, and community poverty density

Why Families Search for Care

National Survey of Early Care and Education (2014)

Parental work is the main reason for child care search regardless of household income

49% of households below 100% FPL

Children's educational and social enrichment as the second reason across all household income levels

Reasons for child care search vary by child's age:

Infants/toddlers: 51% work-related (vs. 19% for educational/social needs)

Preschool-age children: 41% for children's educational/social needs (vs. 28% work-related)

Do Searches Result in New Arrangements

National Survey of Early Care and Education (2014)

Almost half the time, searches do not lead to a new arrangement

Households that considered only one provider are more likely to change providers than households considering multiple providers (66% vs. 54%)

Households searching for a preschool-aged child's care are more likely to change providers than those searching for a toddler's care (65% vs. 54%)

Implications of Research Findings to Policy and Practice

States have multiple intervention points for influencing child care decision-making

Improving the quality of available providers and the supply of high quality providers in addition to providing information

Consumer education needs to incorporate information provided to trusted advisors

Information that parents trust must be available at the moment (or before) families make a child care decision

Tying information that parents are looking for with information we want them to have

Next Steps...Building Cross-Sector Approaches for Consumer Education

Why Should We Build Cross-Sector Approaches:

Potential to facilitate children being cared for in high quality arrangements

Potential to set the stage for true family engagement in ECE arrangements

Potential Key Players:

Neighborhood networks

Social networks

Professionals the family is engaged with (pediatricians, home visitors)

Possible Structures:

Empowering providers and neighborhood groups

Social media campaigns

Coordination of services



THANK YOU

Nicole D. Forry
nforry@childtrends.org

Panel Discussion

Indiana

Maryland

North Carolina

THE BIAS PROJECT & BEHAVIORAL DIAGNOSIS AND DESIGN

What Makes BIAS Unique?

Sponsored by the Office of Planning, Research and Evaluation in
the Administration for Children and Families

Applying behavioral principles to large-
scale, human services programs

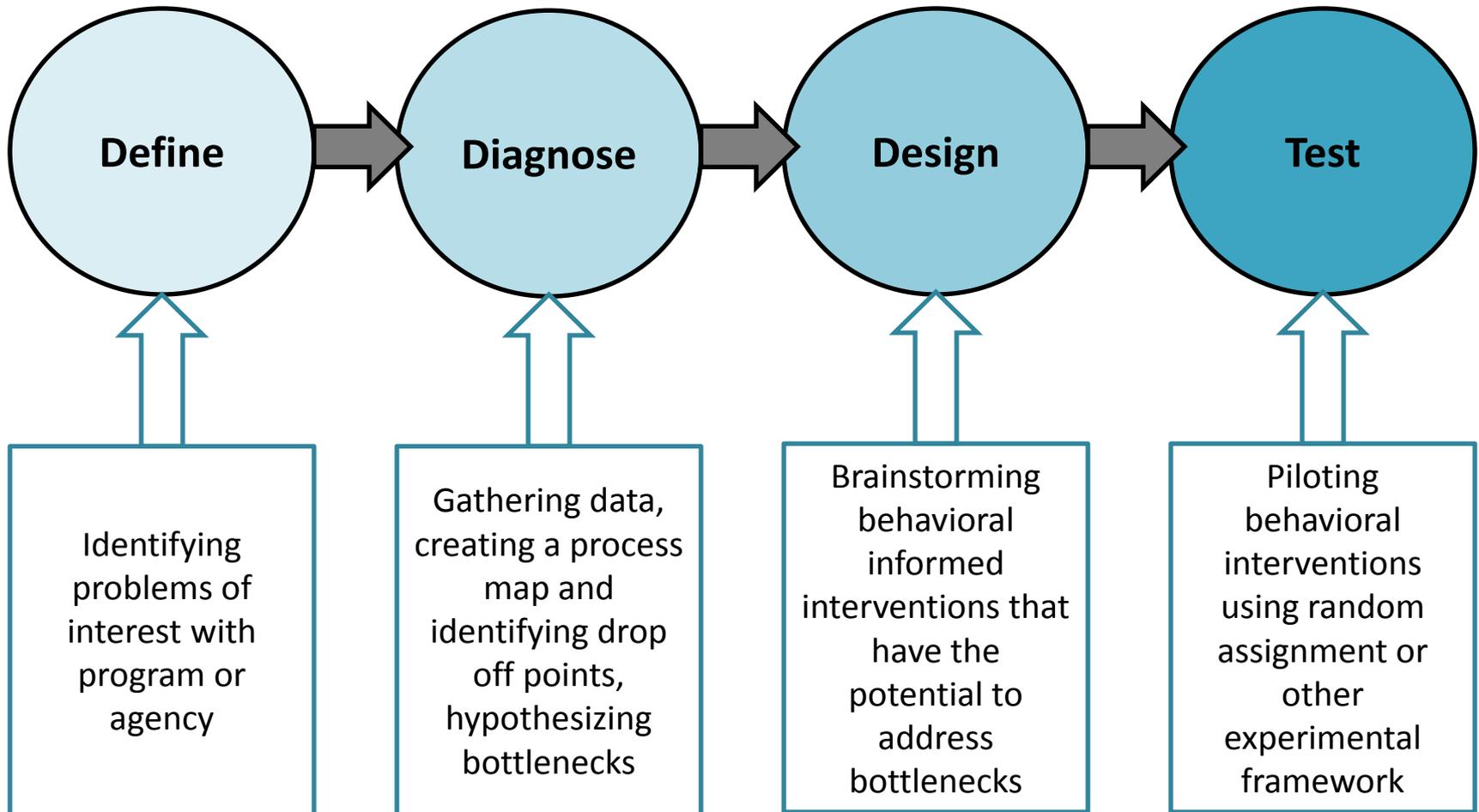
Investigating problems using a method of
Behavioral Diagnosis and Design

Developing quick, sustainable, inexpensive
changes focused on immediate outcomes

Project Goals

- ✓ **Improve** ACF programs through application of behavioral economic principles
- ✓ **Evaluate** behaviorally-informed interventions using rigorous research methods
- ✓ **Facilitate** a learning agenda among practitioners, behavioral experts, and other researchers

Behavioral Diagnosis and Design



Source: This figure was adapted from a figure created by ideas42. Ideas42, an early partner in the BIAS project, developed a methodology called behavioral diagnosis and design for applying insights from behavioral economics to improve programs and achieve impact at scale. The process presented in this presentation is a version of that same process that has been adapted for the project.

BIAS PILOT MATERIALS FROM THE CHILD CARE DOMAIN

Indiana Child Care - PTQ

Can Indiana increase the number of CCDF parents who choose quality rated care?



"People helping people help themselves"

MICHAEL R. PENCE, GOVERNOR
STATE OF INDIANA

*Division of Family Resources
Bureau of Child Care*

MS02, 402 W. WASHINGTON STREET, ROOM W361
INDIANAPOLIS, IN 46204-2773

Standard Letter

Dear Parent/Guardian,

You recently completed a waiting list application for the Child Care Development Fund (CCDF) voucher program. Now is a great time to think about the type of child care that is best for your child. Research has shown that the type of child care children receive has a lasting impact on their development, including their ability to do well in school. So, as you know, who you choose to care for your child is very important decision.

Unfortunately this decision can be difficult. In Indiana, not all child care providers are required to meet important child safety standards. For example, registered ministries and some providers who care for children in their homes are not required to be licensed. Licensed providers must meet health and safety standards and must have enough trained caregivers present to care for the number of children in care. Licensed providers must also supervise children carefully to prevent accidents and injuries. Unfortunately, not all unlicensed providers are trained to care for groups of children nor do they always meet the important safety standards. It is also important to know that not all child care providers are eligible to take CCDF vouchers.

Because of these confusing differences, I encourage you to choose a provider who has joined Paths to QUALITY™ (PTQ). PTQ is a quality improvement system that rates the quality of child care programs. All Paths to QUALITY providers are eligible to accept CCDF vouchers. Providers who are on Level 1 of are meeting the important health and safety standards. Level 2 providers make sure that children have daily activities that help with learning. Level 3 providers have planned lessons that help children get ready to succeed in school. At the highest level, level 4, programs have attained National Accreditation. All Paths to QUALITY teachers and caregivers receive additional education and training. Paths to QUALITY providers have decals, certificates and signs to show their level of participation.

Free assistance and information about child care providers in your area, including a list of Paths to QUALITY providers is available online at www.childcareindiana.org or by calling 1-800-299-1627. The child care experts at this number can also share a list of providers who offer sliding fee scales or other types of tuition assistance that may help while you are waiting for CCDF vouchers.

Also plan to visit www.childcarefinder.in.gov to view provider inspection and complaint reports to learn more about providers you are considering.

Once funding becomes available, you will be contacted by your Intake Agent to complete your application and enroll your child in the CCDF voucher program. At this time you must have a CCDF eligible childcare provider selected. We hope that you will use the free tools available to help you choose a provider who best meets your family's needs and provides the caring learning environment that every child deserves.

Sincerely,

Melanie Brizzi,

State Child Care Administrator

Block letter with extensive text is less inviting to the reader

Less active framing of child care search

KEEP THIS LETTER!



Dear

The Child Care Development Fund (CCDF) helps parents like you who are supporting their families by working or going to school. Now is a great time to start looking for child care because you'll need to have a provider selected when your name is called off the waitlist. Paths to QUALITY™ was created to help Indiana parents select child care. Most parents use their valuable CCDF vouchers to pay for the high quality care you can get from a Paths to QUALITY provider.

WHY CHOOSE A PATHS TO QUALITY PROVIDER?

You want the very BEST for your child and so do Paths to QUALITY programs!

- Meets highest level of health and safety standards
- Always eligible to accept CCDF vouchers
- Demonstrates a commitment to quality

WHAT TO DO NOW

1. Turn the page, and discover the benefits of Paths to QUALITY. Paths to QUALITY providers meet health and safety standards, and show a commitment to quality.
2. Check out the list of providers located near your home. We have included a list of providers that serve your child's age group to help you start your search. Learn more on Page 3!
3. Visit 3 child care providers. We have included a checklist on the last page to help you ask the right questions. Need more information about providers in your area? Call us at 1-800-299-1627 or go online to www.childcareindiana.org for more referrals.
4. Choose your provider and look out for CCDF appointment information from the Intake Agent. When your name is called off the waitlist, you will only have a couple of days to prepare for your CCDF appointment. Write the name of your preferred provider below! That way you can just drop by this provider to have a form filled out before your CCDF appointment.

Name	Phone Number
Address	

Sincerely,

Behavioral Materials

Use a box to highlight benefits of PTQ

Create a list of action steps to finding quality care

WHY CHOOSE A PATHS TO QUALITY PROVIDER?

These And Many More Are Benefits Of Paths To QUALITY

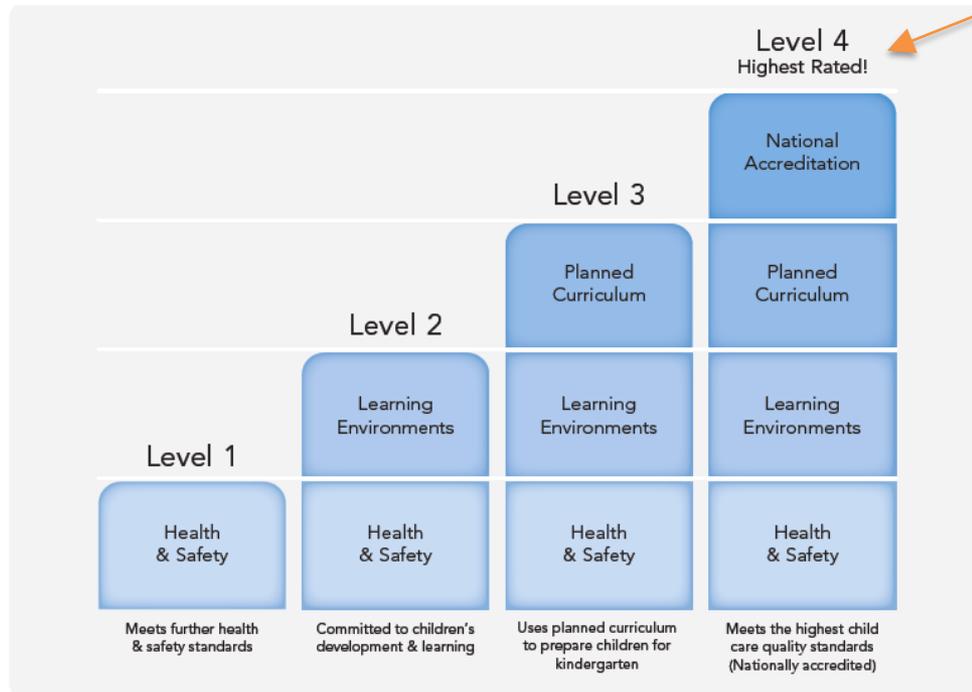


Required Standards

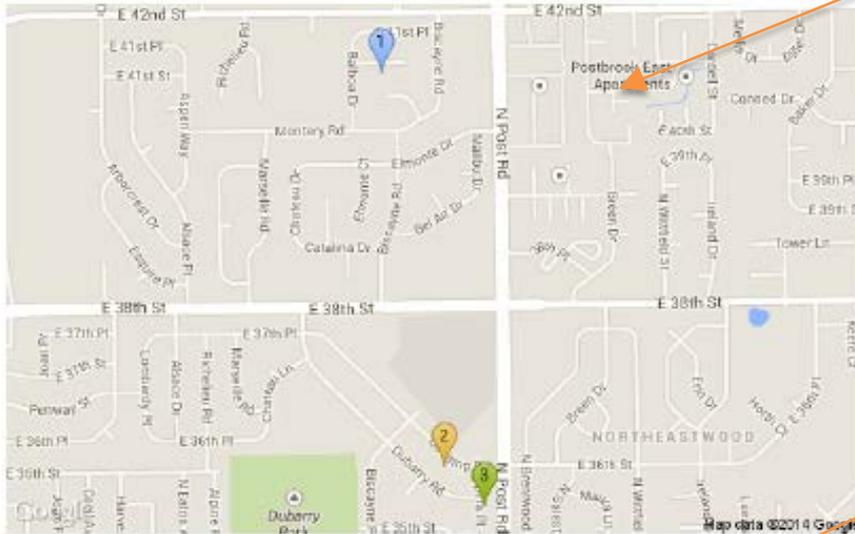
- Your child will be supervised by a qualified adult at all times ✓
- Your child will be in a small group with enough caregivers to receive one on one attention ✓
- Your child will receive healthy and nutritious meals and snacks ✓
- Program staff will be committed to continuous quality improvement ✓
- Teachers and caregivers will have specialized education and/or certification ✓
- Daily activities will be planned to promote learning for your child ✓
- Teachers and caregivers will know how to develop kindergarten readiness and promote ways to help prepare your child for success in school ✓
- People caring for your child will receive ongoing training to keep your child safe, healthy, and learning ✓
- Paths to QUALITY programs have met, or are working to meet, hundreds of rigorous national standards through national accreditation ✓

Clearly lists the benefits of choosing a PTQ provider

Intuitive graphic explaining the levels of PTQ



HERE ARE A FEW PROVIDERS YOU MAY LIKE...



Visualizes top three choices with a map

Lists 3 providers in order of PTQ rating

	1	2	3
Name:	Advancing Beyond Childcare	Lolli Tots	Londa's Loving Care
Phone:	(317) 603-1717	(317) 213-7247	(317) 897-1847
Quality Rating:	Paths to QUALITY Level 1	Paths to QUALITY Level 1	Paths to QUALITY Level 1

Remember, Paths to QUALITY has 4 levels.
 All Paths to QUALITY providers show a commitment to quality.
 The higher the level, the more standards the provider must achieve.



Branding of PTQ

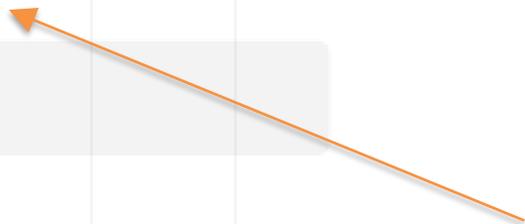
Keep parents engaged in materials

...see the following pages for more information on these providers

WHICH PROVIDER IS RIGHT FOR YOUR CHILD?

Finding the best child care is important for your child's future. We recommend that you visit at least 3 providers before you choose one.

Signs of Quality	What to Look For	Provider:	Provider:	Provider:
What level is this provider in Paths to Quality?	Look for the program's Path to QUALITY decal / sign with this year's date.			
Will the provider accept your CCDF voucher?	Explain that you are on the CCDF wait list			
My child will always be with an adult who knows first aid and someone who can administer CPR is always onsite.	Ask staff to see current CPR and first aid certificates.			
Everyone who has access to my child has had a national criminal background check.	Ask staff about the provider's background check procedures. (Unlicensed providers may not meet this standard.)			
My child will be properly supervised.	Observe whether staff can always see and hear the children in care, even when they are sleeping or outside.			
My child will be in a small group and will receive a lot of one-on-one attention.	Ask staff how the child-to-staff ratios are maintained during the day. Staff should know each child by name and engage children who are not participating.			
My child will be disciplined in a way I agree with.	Watch staff interact with several children. Read the provider's discipline policy.			
My child will be served healthy meals and snacks.	Ask staff to see menus of meals and snacks provided. Will your child have plenty to eat and healthy beverages throughout the day?			
My child will have a safe and comfortable place to nap.	Ask to see where your child will sleep and how caregivers will help your child nap.			



Gives parents a tool to facilitate desired actions

Reformat documents to display only necessary information in an eye-catching, logical manner

Client Name : **New** Date Made On : April 05, 2014
 Primary Phone : 317-637-7214 Time : 09:49:27
 ID: 10106 NAME: Nikki Ministry
 Address: 2697 W 10th St
 City: Indianapolis State: IN

Primary Phone	Email	Website
317-637-7214	charitychildcare@aol.com	charitychildcare.com

Type Of Care	License Number	Regulation Status
(CCC) Ministry		Registered

Ages Served	Total Desired Capacity
1 month 2 weeks ~ 12 years	300

License Type Not Licensed, Registered, Meets Voluntary Certification Program Standards

Session 1 Shift					
Days	Monday	Tuesday	Wednesday	Thursday	Friday
Days Open:	Monday	Tuesday	Wednesday	Thursday	Friday
Time Open:	5:00 AM	5:00 AM	5:00 AM	5:00 AM	5:00 AM
Time Closed:	10:00 PM	10:00 PM	10:00 PM	10:00 PM	10:00 PM

Quality Rating	Paths to QUALITY Level 4 - Highest Level
Accreditation	NECPA (www.necpa.net) , Accredited
Languages	English , Spanish
Environment	Enclosed Outdoor Play Area , No Pool or Waterfront , No Pets , Smoke Free Facility , Wheelchair Accessible , Separate Care Area
Meals	Breakfast Provided - No Cost , Lunch Provided - No Cost , Snacks Provided - No Cost
Food Program - CACFP	Participating
Fee Assistance	Approved for CCDF Vouchers , Multi Child Discount
Training	Ask Program for Details

Referral provider for: Kimberly Terry Reference Number: 13271

help you find child care that meets your family's needs. This referral is a do not recommend or license specific programs.

0-239-1627 or come to our website: www.childcareindiana.org.



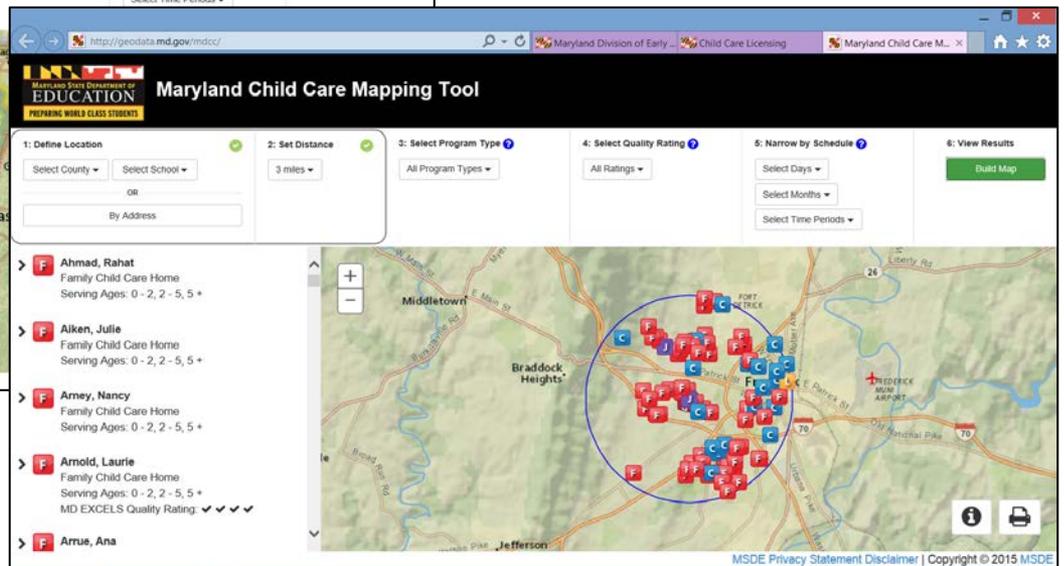
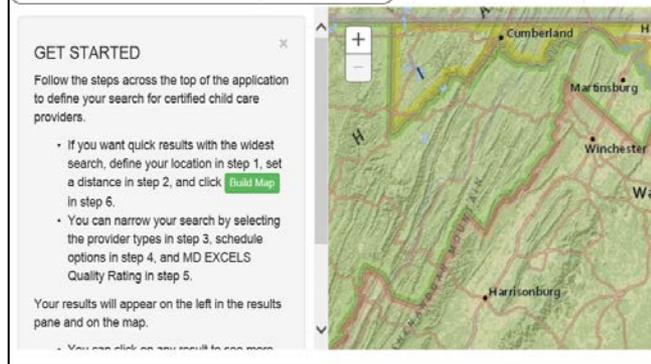
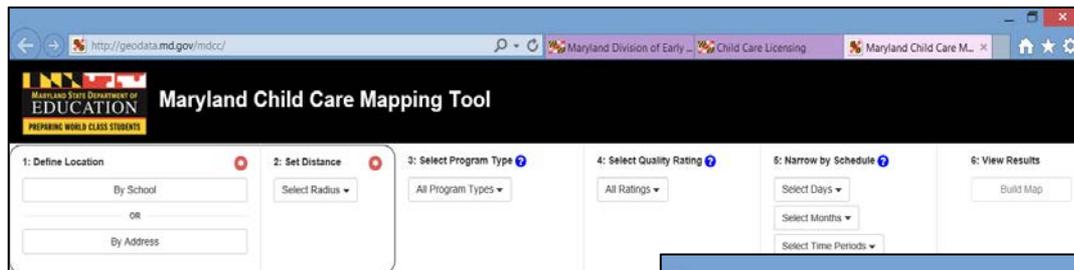
It is the parents' responsibility to interview and visit all providers they are considering before they enroll their children. Referrals are a starting point for the child care search, and we hope that you will be able to use all of the information from CCR&R to find safe and happy child care arrangements. CCR&Rs do not recommend or license any child care programs. We support parental choice in all child care decisions. We believe that when given details about the types of child care, regulations, and tools such as Paths to QUALITY, parents will be better equipped to make important child care decisions that meet their family needs. For information on licensing and compliance, visit <https://secure.in.gov/apps/fssa/carefinder/index.html>

A stylized map of Maryland is the central focus. The map is filled with the state's symbols: the black and gold checkered pattern of the state flag, the red and white cross of the state flag, and the white silhouette of the state's coastline. The text "Maryland" is centered over the map.

Maryland

Public Awareness

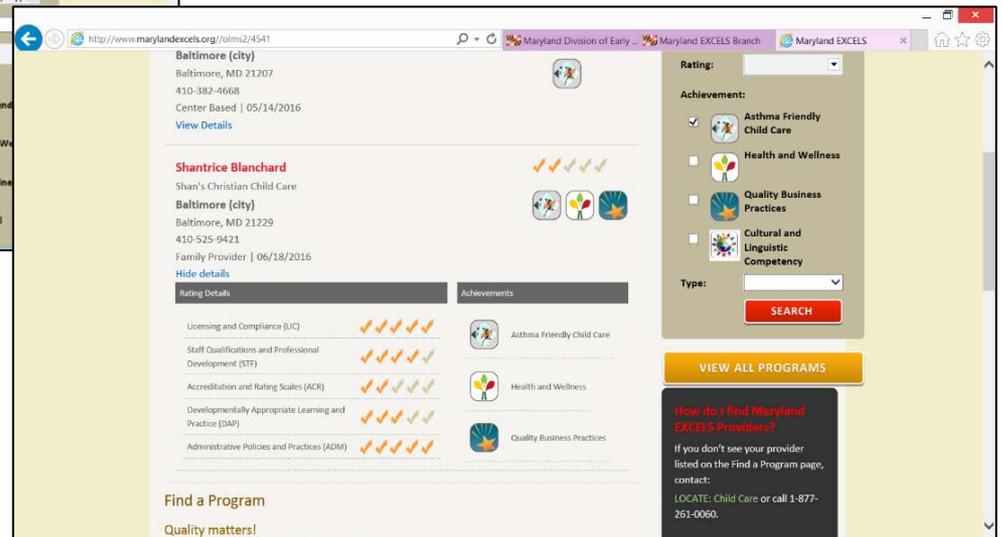
Child Care Mapping Tool – <http://geodata.md.gov/mdcc/>



EXCELS Quality Finder App - <http://www.marylandexcels.org/>



EXCELS Quality Finder App - <http://www.marylandexcels.org/>



Small Group Table Discussion

- Sit with participants from other States (move to another table, if necessary);
- Share the work you are doing in your State or Territory, or ideas you have after listening to the panel;
- Use the flip chart to create a list of new ideas, innovations, successes, and lessons learned that you can take back to your State or Territory; and
- Exchange contact information with others.

Report Out

- Briefly summarize your table discussion
 - New ideas; innovations
 - Successes
 - Lessons learned

Questions and Wrap-up

Resources

- “‘You Know How it Makes You Feel’: Low-Income Parents' Childcare Priorities and Definitions of Ideal High-Quality Childcare” in *Journal of Children and Poverty*, Number 19, Issue 2, 2013, pp. 107-126, by Forry, N. D., Simkin, S., Wheeler, E. J. & Bock, A. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/10796126.2013.843508>.
- *Communications Toolkit: A Guide to Navigating Communications for the Nonprofit World* (2013), by Cause Communications. Retrieved from <http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/smId/412/ArticleID/322/Default.aspx>.
- *A Practical Outreach Guide for a Quality Rating and Improvement System (QRIS)* (2013), by the BUILD Initiative. Retrieved from [http://grisnetwork.org/sites/all/files/materials/A%20Practical%20Outreach%20Guide%20for%20a%20QRIS%20\(Clickable\).pdf](http://grisnetwork.org/sites/all/files/materials/A%20Practical%20Outreach%20Guide%20for%20a%20QRIS%20(Clickable).pdf).
- *Behavioral Interventions to Advance Self-Sufficiency (BIAS), 2010 – 2016*, (n.d.), by the Office of Planning, Research & Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from <http://www.acf.hhs.gov/programs/opre/research/project/behavioral-interventions-to-advance-self-sufficiency>.



ADMINISTRATION FOR
CHILDREN & FAMILIES



Thank You

Phone: 877-296-2250

Email: OCCQualityCenter@icfi.com



National Center on Child Care Quality Improvement

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