



National Early Care & Education Learning Collaboratives:

Taking Steps to Healthy Success

Learning Session 5, Family Child Care Edition

Participant Handbook

June 2016



Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a five-year Cooperative Agreement (1U58DP004102) to support states in launching ECE learning collaboratives focused on obesity prevention. Funding for these materials and learning sessions was made possible by the CDC. The views expressed in written materials or publications, or by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

Welcome to the Collaborative

Welcome to *Taking Steps to Healthy Success*

An Early Care and Education Learning Collaborative (ECELC) to Promote Healthy Practices

Your Name:

Program:

My Contact for Technical Assistance:

Nemours and its dedicated partners welcome you to the National Early Care and Education Learning Collaboratives (ECELC) Project! Nemours developed the model to support child care providers' efforts to help young children grow up healthy and tested it with large early care and education programs in Delaware. We are excited to see it in action in your state!

Thanks to the commitment and generous funding from the Centers for Disease Control and Prevention (CDC), we are able to work together to adapt this powerful model for healthy change to meet the unique needs of your state. We are excited to support your work to create a healthier environment in your early care and education program for your children, your families and your program staff.

A collaborative is a community of learners that will connect you with others engaged in making healthy change. It will offer learning opportunities, increase knowledge, create networks of support, and equip you to engage your staff in the process of making healthy changes. Over one year, the Collaborative will meet five times, with technical assistance visits scheduled between sessions to provide information, an opportunity to share experiences, and a forum for raising questions.

This toolkit is your guide to making change. It contains resources, tools and information to help you make the best practice and policy decisions for your program. Video training and materials will help staff and families understand the importance of making healthy changes and give them the tools to support your work. Small group work with a Trainer, and opportunities to share challenges and successes with others going through the process of change will give you a network to rely on for support, information and ideas.

This is a working toolkit that we will add to at each session. We hope you find the Learning Session materials useful. Thank you for joining us in this exciting work to help kids grow up healthy!



Helpful Contacts:

Project Coordinator: _____

Phone: _____

Email: _____

ECELC Trainer: _____

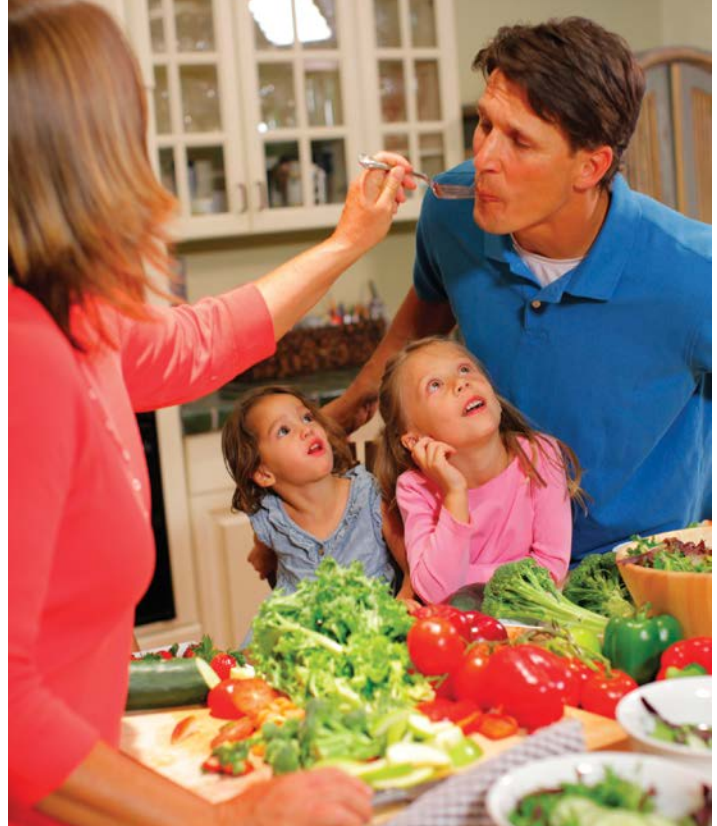
Phone: _____

Email: _____

ECELC Trainer: _____

Phone: _____

Email: _____



Acknowledgements

Nemours gratefully acknowledges the valuable contributions of a wide variety of stakeholders committed to supporting children's health and optimal development. We thank you all for helping to make our dream a reality.

Thanks to generous funding support from the **Centers for Disease Control and Prevention (CDC)**, we are able to work collaboratively with states to adapt the model to meet their unique needs. We welcome the opportunity to collaborate and learn with leaders and providers in participating states.

On behalf of the early care and education providers who will participate in the ECELC, and the children and families they serve, we thank our partners in this effort:

Child Care Aware® of America

National Initiative for Children's Healthcare Quality

Gretchen Swanson Center for Nutrition

American Academy of Pediatrics

National Association of Family Child Care

American Heart Association, Dr. Mary Story

Dr. Dianne Ward (University of North Carolina)

National Resource Center for Health and Safety in Child Care and Early Education

American Public Human Services Association

Association of State & Territorial Public Health Nutrition Directors

United States Breastfeeding Committee

Zero to Three

Special thanks to our **Delaware Child Care Collaborative participants**, who helped us develop, test and refine our original model. We learned so much from them, their children and families. Their commitment to promoting healthy eating and physical activity, their willingness to learn, their courage to change and their generosity in sharing their experiences continue to inspire us.

We are grateful to the **Delaware Institute for Excellence in Early Childhood at the University of Delaware (DIEEC)**, our partner in implementing the second cohort of the Child Care Learning Collaboratives in Delaware, for their inspired collaboration.

The contribution of **Elizabeth Walker**, who guided the first collaborative in Delaware, is beyond measure. We are grateful to Elizabeth for sharing her vision, anchoring the collaborative in science and inspiring us all to change.

We thank the following individuals and organizations who contributed their expertise, materials and time to ensure success as we worked together to develop an empowering model for quality improvement in support of children's health in child care settings:

Child Care Exchange and Videoactive Productions:
Roger Neugebauer and Dan Huber

Delaware Child and Adult Care Food Program (CACFP): Beth Wetherbee and David Bowman

Delaware Office of Child Care Licensing: Patti Quinn

I am Moving, I am Learning: Linda Carson

Parent Services Project

Sesame Workshop

Strengthening Families

Definitions

Action Period	The period after each in-person Learning Session to share information, support discovery learning and engage staff (when applicable), in a particular task: program assessment, action planning, implementation of the action plan, and/or documentation of the process.
Center	Refers to a physical place where a program is offered.
Early Care and Education (ECE)	A field, sector or industry that includes nurturing care and learning experiences for children from birth to age 5.
Early Care and Education Program (ECE Program)	An intervention or service that has a design, staff, a curriculum or approach and a funding source that serves children from birth to age 5.
Early Care and Education Program Leadership Team (Leadership Team)	Up to 3 people (e.g., owner/director, lead teacher, food service personnel) self-defined by each ECE program to attend the 5 in-person Learning Sessions and facilitate the corresponding Action Period with their program staff.
Early Childhood	A developmental period of time, typically birth to age 6.
Facilitator	Designated person or people from the Leadership Team to lead the Action Period component with their ECE program staff.
Family Child Care(FCC)	An intervention or service that is provided in a caregiver's home that typically serves children birth to school-age.
Family Child Care Home	Refers to a physical place where a FCC program is offered.
Family Child Care Provider (FCC Provider)	A caregiver that provides childcare services in their home.
Nutrition and Physical Activity Self- Assessment for Child Care (Go NAP SACC)	A self-assessment instrument for early care and education programs comparing their current practices with a set of best practices.
Nutrition and Physical Activity Self-Assessment for Family Child Care (Go NAP SACC)	A self-assessment instrument for family child care homes comparing their current practices with a set of best practices.
Learning Collaborative	A learning community made up of approximately 20-25 ECE programs or FCC homes to increase their knowledge, create networks of support, and equip programs to work together to make healthy policy and practice changes aligned with <i>Let's Move!</i> Child Care.
Learning Session	Five in-person, active Learning Sessions focused on the relationship of nutrition, breastfeeding support, physical activity, and screen time to children's health also provide opportunities to build collegial relationships, develop leadership, increase collaboration, plan for and implement healthy change.
Let's Move! Child Care (LMCC)	Part of the national <i>Let's Move!</i> Campaign, initiated by U.S. First Lady Michelle Obama, focused on improving practices in early childhood settings to solve the problem of obesity within a generation.
National Early Care and Education Learning Collaboratives Project (ECELC)	Name of this project funded by the Centers for Disease Control and Prevention and managed by Nemours to support ECE programs as they improve their practices and policies for nutrition, breastfeeding support, physical activity, and screen time.
Program	An intervention or service that has a design, staff, curriculum or approach, and a funding source.
Resources	The tools, materials, and resources aligning with <i>Let's Move!</i> Child Care and the Preventing Childhood Obesity, 3rd Edition standards that are available to participating ECE programs as they implement the ECELC.
State Implementing Partner	An agency/organization subcontracted with Nemours to handle the administration of the ECELC in a particular state.
State Project Coordinator (Project Coordinator/PC)	Administers the ECELC and provides overall coordination of the Learning Collaborative logistics in the state, with leadership responsibility for technical support, communication efforts, recruitment and support of Trainers and participating programs.
Taking Steps to Healthy Success (Curriculum)	ECELC curriculum, structured around 5 in-person learning sessions for Leadership Teams or FCC Providers and on-site Action Period sessions to engage all program staff, designed to guide Leadership Teams and their programs through the process of making healthy changes aligned with best practices.
Teacher	An individual responsible for the primary education of a group of children.
Technical Assistance (TA)	Encouragement, support, information and resources provided by the Trainer(s) to help Leadership Teams facilitate training of program staff and develop and implement action plans for healthy change.
Trainer(s)	Individuals responsible for implementing 5 on-site Learning Collaborative sessions and providing ongoing technical assistance to participating ECE programs.

Learning Session 5: Overview

Learning Session 5: Celebrating Success

Overview

Learning Session 5 (LS5) builds on the experiences, knowledge, and action planning of the previous Learning Sessions in order to equip family child care (FCC) providers, to continue the process of change. Participants will share their process of change through storyboard presentations.

Key content includes information on

- Celebration of strengths and successes encountered through storyboard presentations;
- Action planning and continuing the process of change;
- National, State, and Local support for FCC providers; and
- Professional development opportunities to enhance learning.

Post-session (Action Period)

The FCC provider will utilize their *Action Plan Worksheet* to:

- Continue the action planning process; and
- Identify and act on new ways to continue to support healthy changes in their program.

Objectives

At the end of the Learning Session, participants will be able to:

1. Define “stress” and identify two strategies to reduce stress;
2. Use storyboard presentations to show at least one change within their program that support one or more of the following: screen time, healthy eating, physical activity and breastfeeding support;
3. Be able to identify local organizations/agencies that support FCC providers; and
4. Be prepared to continue developing program policies to support implementation of best practices for screen time, healthy eating, physical activity and breastfeeding support in their FCC program

Sample Agenda

The Agenda Template can be found on the *Let's Move!* Child Care (LMCC) website (www.healthykidshealthyfuture.org). Feel free to use this as you customize the timing and activities for each Learning Session.

Learning Session 5: Celebrating Success	
Time	Topic
8:00 – 8:30 am	Check-In
8:30 – 8:45 am	Welcome Back, Acknowledgements, Housekeeping and Objectives <ul style="list-style-type: none"> • Ice Breaker: Balloon Fun
8:45 – 9:00 am	PPT Part A: Personal Wellness <ul style="list-style-type: none"> • LS4 Action Period Review
9:00 – 9:30 am	PPT Part B: Continuing the Process of Change
9:30 – 9:45 am	Physical Activity Break- Farmer's Garden from Smart & Tasty 2
9:45 – 10:30 am	PPT Part C: National, State and Local Support
10:30 – 10:45 am	Physical Activity Break- Station Play: Activity Review
10:45 – 11:45 am	PPT Part D: Celebrating Success: Storyboard Presentations
11:45 am – 12:00 pm	Evaluation, Raffle and Thank You
12:00 – 1:00 pm	Lunch

Welcome Back



Lauren Brightwell
Project Coordinator



ECELC Trainers
Cait James
Bernadette Garcia-Roger

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Learning Session 5 Celebrating Success



Early Childhood Health Promotion
and Obesity Prevention



**National Early Care and Education
Learning Collaboratives (ECELC) Project**

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Acknowledgements

A special thank you to

The Packard Foundation

- For generous funding support

Nemours

- For their expertise, materials, support and time spent on the project's implementation

Gretchen Swanson Center for Nutrition

- For the evaluation component of this national effort

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Housekeeping



Restrooms

Breaks

Cell Phones

Raffle Tickets

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Objectives: Learning Session 5

At the end of the Learning Session, participants will be able to:

1. Define “stress” and identify two strategies to help reduce stress
2. Use storyboard presentations to show at least one change within their program that supported at least one of the following: screen time, healthy eating, physical activity and breastfeeding support
3. Be able to identify local organizations and agencies that support FCC providers and families
4. Be prepared to continue developing program policies to support implementation of best practices for screen time, healthy eating, physical activity and breastfeeding support in their FCC program



Part A Personal Wellness



What is Wellness?

Conscious, self-directed and an evolving process

Multi-dimensional and holistic

Positive and affirming

Requires awareness, directed and thoughtful attention



Stress

What is job stress?

- Harmful physical and emotional responses
- Short-term and long-term
 - Short term: headaches, sleep problems, upset stomach, short temper, job dissatisfaction, low morale, etc.
 - Long-term: cardiovascular disease, musculoskeletal disorders, mental health problems (depression & burnout), workplace injury, etc.
- Not the same as being challenged



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Sources of Stress

- As a FCC provider, you may face many stressors that impact your personal well-being
- Sources of stress may include:
 - Issues or concerns with parents
 - Children in care (behavioral issues, amount of children etc.)
 - Tending to the immediate needs of the children
 - Maintaining and tending to personal needs
 - Minimal outside support or resources
 - Financial and business needs/concerns
 - Length of day
 - Limited “quiet” or personal time
 - Noise/ activity level



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Reducing Stress

- **Prioritize-** make a to-do list and write down what things are most important
- **Take the children outside-** give yourself a break from being in the house and get some fresh air
- **Schedule vacations-** set a week or day to give yourself a break from your program. Inform parents during enrollment the scheduled time so they can plan accordingly
- **Talk with other FCC providers-** talk with other providers to share stories, experiences and just to have a break from talking with children all day
- **Take advantage of naptime-** use this time as an opportunity to sit down, relax and take a breath



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Exercise: Get Moving to Manage Stress

- **Almost any form of exercise can help with stress relief and increases your overall health and well-being**
- **Direct benefits**
 - It pumps up your endorphins – Increasing production of the brain's feel good neurotransmitters
 - Meditation in motion – Putting effort into a single task that results in energy and optimism can help forget the day's irritations and can help you think clearly and calmly
 - Improves your mood – A regular exercise program can help you relax, increase your self-confidence and improve your sleep. Disrupted sleep and lead to depression and anxiety.

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**Review
LS4 Action
Period**

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**Part B
Continuing
the
Process of
Change**

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Continuing the Process of Change

Action Plan Worksheet

Start Date:

Provider Name:

Goal: Increase the consumption of fruits and vegetables.



Model adapted from: Greenhouse U: The Ecology of Human Development, Cambridge, MA: Harvard University, Fall 1979.

Objectives / Steps	Provider	Environment	Child	Family	Program Policies
Increase the knowledge and consumption of fruits and vegetables through cooking activities.	Identify recipes for weekly cooking activities. Identify books that support cooking activities and discuss healthy food choices. Develop a bulletin board to display photos of cooking activities. Find new recipes to use with the children and families.	Gather appropriate supplies and equipment needed for cooking activities. Update bulletin board with weekly cooking activities. Place books on healthy eating around the home for children and families to read independently. Add plastic fruits and vegetables as toys for children to play with.	Introduce the project to the children by reading an appropriate book promoting healthy foods. Discuss the importance of hand washing and cooking preparation. Allow children to do the dipping, pouring, cutting, and mixing during cooking activities. Allow children to set the table for family-style dining meals.	Have weekly cooking activities and invite families to volunteer. Develop a newsletter to share with families the cooking activities done during the day. Ask families to share their favorite recipes.	Develop a healthy eating policy that informs parents about cooking activities being included into the curriculum. Develop a healthy celebrations policy. Develop a healthy fundraising policy.
Who is responsible?	Self	Self	Self and Children	Self, Children and Families	Self
Date	April 30 th	May 15 th	June 5 th	August 31 st	October 1 st

Action Plan Worksheet

Start Date:

Provider Name:

Goal: Increase the consumption of fruits and vegetables.



Model adapted from: Greenhouse U: The Ecology of Human Development, Cambridge, MA: Harvard University, Fall 1979.

Objectives / Steps	Provider	Environment	Child	Family	Program Policies
Increase the knowledge and consumption of fruits and vegetables through the development of a garden and activities.	Create a budget to determine the costs needed to build the garden. Identify other resources to support the purchasing of materials. Develop activities that introduce gardening to the children. Use the Farm to Preschool website to learn more about how to garden with children.	Gather the supplies needed to build the garden. Develop a communication board to share the new garden initiative with families. Display documentation of children engaging in gardening activities.	Work with the children to identify an area to create their garden. Create a job chart for the children to take turns caring for and harvesting their fruits and vegetables. Work with the children to create a chart to track the growth of the fruits and vegetables. Have "taste tests" with the children to try the fruits and vegetables grown in their garden.	Ask families to come in and help build the garden and bring in seeds to plant. Take and share photos of the children caring for the garden. Ask families to share recipes that use some of the fruits and vegetables grown in the garden. Host a Harvest Celebration for families to come in and cook with the children using the fruits and vegetables from the garden.	Develop a healthy fundraising policy that includes providing support for the development of a garden. Include a healthy eating policy and rationale to review when enrolling new families.
Who is responsible?	Self	Self	Self and Children	Self, Children and Families	Self
Date	April 30 th	May 15 th	June 5 th	August 31 st	October 1 st

Physical Activity Break



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Part C National, State and Local Support



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CalFresh (SNAP-Ed)

Program that supports nutrition education for eligible participants

Educates and encourages participants to make healthy food choices

- **Central County**
400 Ellinwood Way, Pleasant Hill 925-602-9379
- **East County**
4545 Delta Fair Boulevard, Antioch 925-706-4980
151 Sand Creek Road, Brentwood 925-513-3720
- **West County**
151 Linus Pauling Drive, Hercules 510-262-7709
1275A Hall Avenue, Richmond 510-231-8114
1305 Macdonald Avenue, Richmond 510-412-3280

<http://cchealth.org/nutrition/food-stamps.php>

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Expanded Food and Nutrition Education Program (EFNEP)

Designed for individuals with limited resources in acquiring the knowledge, skills and attitudes useful in establishing nutritious diets

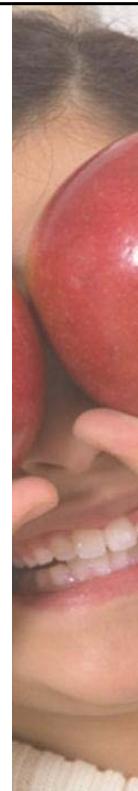
- **Programs**
 - Adult EFNEP
 - Youth EFNEP
 - Program Delivery

<http://efnep.ucanr.edu/Programs/>

EFNEP Contact
Marisa Neelon

Nutrition, Family & Consumer Sciences Advisor
mqneelon@ucanr.edu
(925) 646-6128

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Child and Adult Care Food Program (CACFP)

**Federally-funded program administered by the State
Provides reimbursement for meals and snacks served
to infants and children enrolled in Family Child
Care Programs and ECE programs**

Some programs have wellness initiatives

Contra Costa Child Care Council
Child Health and Nutrition
1035 Detroit Ave Suite 200
Concord, CA 94518
925-676-6117

<https://www.cocokids.org/child-health-nutrition/contra-costa-child-care-food-program>

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Quality Rating & Improvement System (QRIS)

**Standards that are designed to elevate quality care and
enhance development within Early Care and
Education programs**

Standards are statewide

Uses a rating scale to assess level of quality

Contra Costa Child Care Council
Learning Institute
1035 Detroit Ave Suite 200
Concord, CA 94518
Monica Joseph
(925) 676-5442 ext. 3126

<https://www.cocokids.org/learning-institute/quality-rating-improvement-system-qrif/>

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Child Care Aware of America

Works with state and local Child Care Resource and Referral agencies (CCR&R) to ensure that all families have access to affordable child care

Works to improve early learning by

- Providing information about parenting and child care to families
- Producing training resources
- Promoting national policies
- Collecting, analyzing, and reporting current child care research

Contra Costa Child Care Council
Central Area Office
1035 Detroit Ave #200
Concord, CA 94518
(925) 676-5442

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Contra Costa Child Care Council

Central Office

1035 Detroit Ave #200
Concord, CA 94518
(925) 676-5437

East Office

5095 Lone Tree Way
Antioch, CA 94531
(925) 778-5437

West Office

3220 Blume Drive Plaza One, Suite 139
Richmond, CA 94806
(510) 758-5439

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Early Intervention Programs

Designed to address the educational and developmental needs of very young children with disabilities and those experiencing developmental delays

Provides free developmental evaluations of children under three

Helps families find special educational services

Contra Costa Child Care Council
The Inclusion Project
925-676-5442 ext. 3113

<https://www.cocokids.org/learning-institute/inclusion-project/>

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Licensing Regulations

Regulated by the State

Set of guidelines that monitor the health and safety of licensed

- Child care programs
- Family child care
- Community based programs
- Faith based programs
- Head Start programs

BAY AREA REGIONAL OFFICE

Barbara Morck, Regional Manager
1515 Clay Street, Suite 1102, MS 29-04
Oakland, CA 94612
(510) 622-2602

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YMCA

The YMCA connects people of all ages and backgrounds to bridge the gaps in community needs

Believes that everyone should have the opportunity to learn, grow and thrive

Mobilizes local communities to effect lasting, meaningful change

Focuses on youth development, healthy living and social responsibility

Hilltop Family YMCA
4300 Lakeside Dr.
Richmond, CA 94806
510.222.9622

Irvin Deutscher Family
350 Civic Drive
Pleasant Hill, CA 94523
925.687.8900



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Physical Activity Break



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**Part D
Celebrating
Success**



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**Presenting
Storyboards**

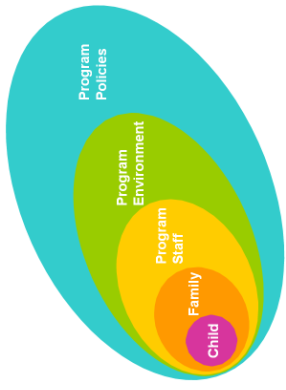




Lunch

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Action Plan Worksheet



Start Date:

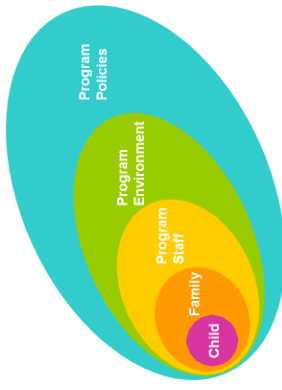
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Goal: Increase the consumption of fruits and vegetables.

Objectives / Steps	Provider	Environment	Child	Family	Program Policies
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Who is responsible?	Self	Self	Self and Children	Self, Children and Families	Self
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Model adapted from: Bronfenbrenner. U. *The Ecology of Human Development*. Cambridge, MA: Harvard University Press: 1979.

Action Plan Worksheet



Start Date:

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