



National Early Care & Education Learning Collaboratives:

Taking Steps to Healthy Success

Learning Session 5, Family Child Care Edition
Implementation Guide

September 2018



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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	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	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 Healthy Kids, Healthy Future.
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.
Healthy Kids, Healthy Future (HKHF)	Formerly known as <i>Let's Move!</i> Child Care (LMCC), Healthy Kids, Healthy Future gives early care and education providers the tools to help children get a healthy start.
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 Healthy Kids, Healthy Future Child Care and the Preventing Childhood Obesity, 3rd Edition standards that are available to participating ECE programs and FCC providers 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.

Definitions

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 and providers.
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: Reducing Screen Time & Celebrating Success

Overview

Learning Session 5 provides rationale for the role family child care (FCC) providers play in making healthy changes through reducing screen time. It builds on the experiences, knowledge, and action planning of the previous Learning Sessions in order to equip providers to continue the process of change. Providers will share their process of change through storyboard presentations.

Key content includes information on

- Best practices and strategies for reducing screen time;
- Celebration of strengths and successes through storyboard presentations;
- Action planning and continuing the process of change; and
- National, State, and Local support for FCC providers.

Post-session (Action Period)

The family child care provider will:

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

Objectives

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

1. Describe best practices for reducing screen time and identify change opportunities within their program;
2. Use storyboard presentations to show at least one change within their program that supported healthy eating, physical activity, screen time, and breastfeeding support;
3. Be able to identify local organizations/agencies that support family child care providers; and
4. Be prepared to continue their Action Plan to support implementation of best practices for healthy eating, physical activity, screen time, and breastfeeding support in their program.

Learning Session 5: Content Implementation

Learning Session 5: Reducing Screen Time & Celebrating Success

Sample Agenda

The Agenda Template can be found on the Healthy Kids, Healthy Future website (www.healthykidshealthyfuture.org). Feel free to use this as you customize the timing and activities for each Learning Session.

Learning Session 5: Reducing Screen Time & Celebrating Success	
Time	Topic
8:30 – 9:00 am	Check-In
9:00 – 9:15 am	Welcome Back <ul style="list-style-type: none"> • Evaluation: Healthy Kids, Healthy Future Checklist Quiz
9:15 – 10:45 am	Presenting Storyboards
10:45 – 11:00 am	<i>Physical Activity Break</i>
11:00 – 11:30 am	PPT Part A: Best Practices for Screen Time <ul style="list-style-type: none"> • Video: <i>Screen Free Moments: Promoting Healthy Habits</i>
11:30 – 11:45 am	PPT Part B: Extending Your Learning – The Provider, Families and Program Policies
11:45 am – 12:15 pm	PPT Part C: Continuing the Process of Change
12:15 – 12:45 pm	PPT Part D: National, State and Local Support
12:45 – 1:00 pm	Check-Out

LS5: Materials List	
Check-In	<ul style="list-style-type: none"> • Check-in signs (for example A-I, J-R, S-Z) • Pre-filled provider sign-in sheets (name and enrollment ID) • Pens • Nametags • LS5 Participant Handbooks
Welcome Back	<p>Welcome Back</p> <ul style="list-style-type: none"> • Learning Session 5 Participant Handbook • Learning Session 5 Implementation Guide • Healthy Kids, Healthy Future Checklist Quiz
Presenting Storyboards	<ul style="list-style-type: none"> • Presenting Storyboards <ul style="list-style-type: none"> ◦ Index cards for provider notes and ideas
PPT Part A: Best Practices for Screen Time	<ul style="list-style-type: none"> • PPT Part A: Best Practices for Screen Time <ul style="list-style-type: none"> – Video: <i>Screen Free Moments: Promoting Healthy Habits</i>
PPT Part B: Extending Your Learning – The Provider, Families and Program Policies	<ul style="list-style-type: none"> • PPT Part B: Extending Your Learning – The Provider, Families and Program Policies
PPT Part C: Continuing the Process of Change	<ul style="list-style-type: none"> • PPT Part C: Continuing the Process of Change <ul style="list-style-type: none"> – Technical Assistance Groups <ul style="list-style-type: none"> ◦ Copies of the blank <i>Action Plan Worksheet</i> ◦ Learning Session 5 Participant Handbook: Providers refer to the <i>Sample Action Plan Worksheet</i> and <i>Action Plan Worksheet</i> ◦ Learning Session 5 Implementation Guide: Trainers refer to the <i>Sample Action Plan Worksheet</i> and <i>Action Plan Worksheet</i>
PPT Part D: National, State and Local Support	<ul style="list-style-type: none"> • PPT Part D: National, State and Local Support
Check-Out	<ul style="list-style-type: none"> • National ECELC Project completion certificates

Check-In (30 min.)



SET UP:

Set up the night before if possible. If not, plan on setting up early the day of the training. Refer to the Materials List on page 6 for a complete list of what to set out or store for later. Set out sign-in sheets, nametags, and pens on tables near the main room entrance. In addition:

- Have Learning Session 5 Participant Handbooks ready for distribution;
- Set out materials on tables or distribute throughout the Learning Session;
- Gather materials for physical activity breaks;
- Set up and test all technology: laptop, LCD projector, CD/DVD player (laptop may have this capability), and wireless microphone;
- Set up KWL Chart on large chart paper (optional);
- Set up Show and Tell area (optional) to showcase important resources; and
- Display raffle prizes (optional).



CHECK-IN:

It is recommended to begin check-in at least 30 minutes prior to LS5. As providers sign-in, do the following:

- Collect LS4 Action Period materials in envelopes labeled with provider name;
- Distribute LS5 Participant Handbooks.



TIPS:

- Five minutes before start time, begin asking providers to find their seats.

Welcome Back (15 min.)



SET UP:

Prepare PPT: Celebrating Success.



ACTION:

- Welcome providers back;
- Congratulate them on completing the LS4 Action Period Tasks;
- Mention housekeeping items:
 - Bathroom location; and
 - Silencing cell phones.
- Provide an overview of the LS5 Participant Handbook and the agenda.

Healthy Kids, Healthy Future Checklist



EVALUATION:

- Distribute one Healthy Kids, Healthy Future Checklist quiz to each provider;
- Allow providers to take the next 10 minutes to complete the HKHF quiz.

Healthy Kids, Healthy Future Checklist Quiz

The *Healthy Kids, Healthy Future* best practices are listed on the left. Please check the box under the statement that best describes your current situation.

Date Completed: _____

Best Practices	Yes, fully meeting this best practice	Making progress on meeting this best practice	Ready to get started on meeting this best practice	Unable to work on meeting this best practice right now
Answer if you serve TODDLERS or PRESCHOOLERS				
Drinking water is visible and available inside and outside for self-serve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100% fruit juice is limited to no more than 4-6 oz. per day per child and parents are encouraged to support this limit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sugary drinks, including fruit drinks, sports drinks, sweet tea, and soda, are never offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children 2 years and older are served only 1% or skim/non-fat milk (unless otherwise directed by the child's health provider)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fruit (not juice) and/or a vegetable is served to toddlers and preschoolers at every meal (French fries, tater tots, and hash browns don't count as vegetables)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French fries, tater tots, hash browns, potato chips, or other fried or pre-fried potatoes are offered to toddlers and preschoolers no more than once a month (Baked fries are okay)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chicken nuggets, fish sticks, and other fried or pre-fried forms of frozen and breaded meats or fish are offered to toddlers and preschoolers no more than once a month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer if you serve PRESCHOOLERS				
All meals to preschoolers are served family style so that children are encouraged to serve themselves with limited help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Best Practices	Yes, fully meeting this best practice	Making progress on meeting this best practice	Ready to get started on meeting this best practice	Unable to work on meeting this best practice right now
Answer if you serve PRESCHOOLERS <i>(continued)</i>				
Preschoolers, including children with special needs, are provided with 120 minutes or more of active play time every day, both indoor and outdoor (for half-day programs, 60 minutes or more is provided for active play every day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We strive to limit total screen time (e.g., TV and DVD viewing, computer use) to no more than 30 minutes for preschoolers at child care per week or never, and we work with parents/caregivers to ensure that children have no more than 1-2 hours per day (for half-day programs, we strive to limit total screen time to no more than 15 minutes per week or never)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents of preschoolers are provided screen time reduction and/or media literacy education such as special programs, newsletters, or information sheets, 2 or more times per year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer if you serve TODDLERS				
Toddlers, including children with special needs, are provided with 60-90 minutes or more of active play time every day, both indoor and outdoor (for half-day programs, 30 minutes or more is provided for active play every day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer if you serve INFANTS or TODDLERS				
Screen time for toddlers and infants is limited to no more than 3-4 times per year or is never allowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer if you serve INFANTS				
Breastfeeding mothers are provided access to a private room for breastfeeding or pumping, other than a bathroom, with appropriate seating and privacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short supervised periods of tummy time are provided for all infants, including those with special needs several times each day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Presenting Storyboards (1 hr. 30 min.)



SET UP:

- Choose how you would like to conduct the “Presenting Storyboards” segment of the day. It may be done as a large group, small technical assistance groups, or as a “gallery walk.” Feel free to modify this segment based on the group size and the layout of the room.



PRESENT:

- Large Group:
 - Allow providers to present their storyboards in front of the large group;
 - This segment is approximately two hours in length. Inform providers that they will have _____ minutes for each presentation, including time for questions; and
 - Provide a 1 minute warning when provider’s times are almost up.
- Small Group:
 - Break providers up into their technical assistance groups;
 - Allow the providers to present their storyboards in front of the technical assistance groups;
 - This segment is approximately two hours in length. Inform providers that they will have _____ minutes for each presentation, including time for questions; and
 - Provide a one-minute warning when provider’s times are almost up.
- Gallery Walks
 - Make sure there is enough space to display storyboards on tables throughout the room; and
 - Ask providers to walk around the room and review the storyboards.

Physical Activity Break



SET UP:

- Choose a 1 - 2 minute physical activity; and
- Gather materials needed for the activity.



ACTION:

- Make sure everyone has enough space, and conduct the physical activity you chose.

PPT Part A – Best Practices for Screen Time (30 min.)



PRESENT:

- PPT Part A: Best Practices for Screen Time

Video: *Screen Free Moments: Promoting Healthy Habits*



PLAY:

- *Screen Free Moments: Promoting Healthy Habits*

Note: The PPT contains a prompt to play the *Screen Free Moments: Promoting Healthy Habits* video. Click on the picture (hyperlink) to start the video.

PPT Part B – Extending Your Learning – The Provider, Families and Program Policies (15 min.)



PRESENT:

- PPT Part B: Extending Your Learning – The Provider, Families and Program Policies.

PPT Part C – Continuing the Process of Change (30 min.)



PRESENT:

- PPT Part C: Continuing the Process of Change



ACTION:

- Have providers review their completed Action Plans and identify any action steps that have not been completed and explain that the change process takes time. Use the following questions to facilitate the discussion:
 - Did you learn something from completing the Action Plan?
 - What were some of the challenges you faced while completing the Action Plan?
 - Were there any action steps that you were not able to complete? Which ones and why?

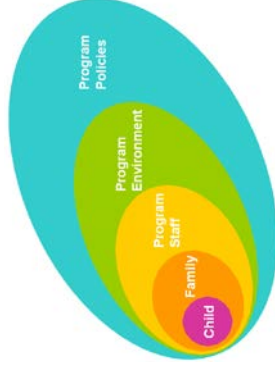
Technical Assistance Groups



ACTION:

- Have providers turn to the blank *Action Plan Worksheet* in the Learning Session 5 Participant Handbook and complete the first two columns;
- Explain that this is an opportunity to set another goal based on the five improvement areas identified in Learning Session 1;
 - If all improvement areas have been completed, have providers use the post *Go NAP SACC* results to develop an Action Plan.
 - Distribute additional copies of the *Action Plan Worksheet* if providers would like to draft a plan for multiple goals.
- Discuss the Action Period:
 - Providers will continue to identify action steps for their Action Plan and work towards reaching their new goals.
 - Encourage providers to continue to use the goal-setting process to successfully meet their future goals.

Action Plan Worksheet



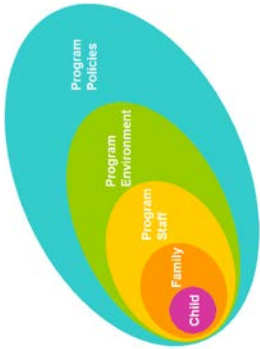
Start Date: January

Provider Name: ABC Family Child Care

Goal: Limit screen time in the program and adopt a new screen time policy.

Child	Family	Provider	Program Environment	Program Policies
<p>Children under 2 years receive no screen time in the classrooms (Ongoing beginning January).</p> <p>Children ages 2 years and older are limited to no more than 30 minutes per week in the program (Ongoing beginning January).</p> <p>Screen time is used for educational or physical activity purposes only in the program (Ongoing beginning February).</p> <p>Screen time is interactive and playful, supports creativity, exploration, pretend play, active and outdoor activities (Ongoing beginning February).</p>	<p>Provide tip sheets to families regarding screen time (February).</p> <p>Create informational bulletin board with tips, suggestions, pictures of alternative activities for children other than screen time (February).</p> <p>Plan a "free screen night" parent/caregiver activity (March).</p> <p>Provide updated parent handbook to parents with new screen time policy (March).</p>	<p>Begin using monthly screen time log to keep track of screen time in each classroom (February).</p> <p>Interactive screen time will be planned ahead. Provider will set learning goals, preview material, and help children to make connections to learning (February).</p>	<p>Remove and store televisions in home out of sight of the children (January).</p> <p>Include cameras, phones, radios, etc. in exploratory centers for children to explore, learn, and enhance fine motor skills (January – February).</p>	<p>Develop a monthly screen time log to keep track of screen time for each classroom (February)</p> <p>Research screen time policies for family child care programs (February).</p> <p>Write screen time policy for the program and include the updates parent handbook (March).</p>

Action Plan Worksheet



Start Date:
Provider Name:
Goal:

Child	Family	Provider	Environment	Policies

PPT Part D – National, State and Local Support (30 min.)



PRESENT:

- PPT Part D: National, State and Local Support



ACTION:

- Invite representatives from national, state and local organizations to present.
- Allow national, state and local representatives to present and provide additional materials and resources to the participants; and
- If representatives are not available, review the slides in the presentation.

Check-Out (15 min.)



SET UP:

- Set up any take-away materials assembly line style on the check-in tables;
- Provide a container for providers to drop off nametags;
- Assign one person to highlight (or otherwise record) the provider's name on a list after all documents and nametags are collected and take-away items are picked up; and
- Have the National Early Care and Education Learning Collaboratives completion certificates ready for distribution.



ACTION:

- Remind everyone about next steps. When they get back to their home, they should continue to develop and implement the action steps they drafted on their Action Plan during the Learning Session.



ACTION:

- Thank providers for being a part of the Learning Collaborative;
- Request that providers do the following before leaving today:
 - Drop their nametag in the container on the check-in table; and
 - Collect their National Early Care and Education Learning Collaboratives completion certificate.
- Set aside 15 minutes to sit down with your co-trainer(s) and volunteers to discuss and record first thoughts about what went well and what could be improved.

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