MCHB/DCAFH

The Federal Partners Workgroup:

New Partners

January 27, 2009

DENA GREEN: Good afternoon and welcome. My name is Dena Green, I'm one of the federal project officers for the early childhood comprehensive assistance program.

I'm happy to present our first 2009 webcast entitled "The Early Childhood Federal Partners work group, new partners." Our presenters are Julia Martin Eile, Kristen is unable to participate, but if you review her slides, the slides I distributed to you earlier, you will find her contact information or further information or if you have questions.

Before we start our presentation I have to do some housekeeping chores, so the first thing I need to announce to you, if you look at your console, you will see that the slides for today's presentation will appear in the central window and should advance automatically. The slide changes are synchronized with the speakers' presentation so you do not need to do anything to advance the slides. You may need to adjust the timing of the slide changes to match the audio by using the slide delay control at the top of the messaging window. You'll find that on the right side of your screen.

Although we will encourage you to ask questions as you have questions, and you can do that by typing in your questions, we won't actually take the questions until all of our speakers have finished.

On the left side of the interface is your video window. You can adjust the volume of the audio using the volume control slider. Which you can access by clicking on the loud speaker icon.

Those of you who selected accessibility features when you registered will see text captioning underneath the video window.

At the end of the broadcast, the interface will close automatically and you will have the opportunity to fill out an online evaluation. We hope that you will fill the evaluation out because it helps us to plan future programs. Please take a couple minutes to do so. Your response will help for us to plan future broadcasts in the series and improve our technical support. If we don't have any questions as we begin, I will first have our first group of speakers, Julia Martin Eile and Jennifer Tschantz speak. Julia.

JULIA MARTIN EILE: Thank you, I'm a project officer at the office of Special Ed Programs with the U.S. Department of Education. And Jennifer and I are happy to be with you today to share information about our office, the Office of Special Ed Programs, and our Early Childhood Program in more specificity. We also look forward to hearing about the program from the Centers for Disease Control.

Next slide. OSEP mission, to emphasis all, our agency serves more beyond early childhood. Mission is dedicated to improving results for infants, toddlers, youth with disabilities, birth through 21, providing leadership and financial support to assist states and local districts in providing comprehensive IDEA services. We are in the U.S. Department of education and located in the office. And what we are specifically talking to you about today is the early childhood program, our birth to 5 program.

Next slide. The individuals with Disability Education Act is the IDEA support of the related services to eligible infants and toddlers, birth through 2 years and educational services to children with disabilities birth through 21 and their families. This law requires services to children and states must comply with the IDEA law and we have a division in OSEP that monitors the state's compliance.

Next slide. As you can see from the slide, we provide early childhood state grant programs and our, we have two specific programs for our early childhood programs, and that's our programs for infants and toddlers with disabilities or part C program. Many of you may work closely with part C and the 619 personnel in the states and the 619 would be the preschool program. As you can see from the 2007 child count data, for the part C program, we serve about 320,000 children across the country, and that includes all 50 states, D.C., Puerto Rico, The Virgin Islands, Guam, American Samoa, and northern Marianna islands. And the preschool program, 2007 child count data for part B indicates we serve about 710,000 children across the country and that includes all 50 states, Puerto Rico, D.C., and the Virgin Islands. So all in all, we serve about a million children across the country and I'm sure you've come in contact with some of your part C and 619 colleagues in your states, and hopefully we can continue to share and collaborate. As you can see from the numbers, our numbers do continue to rise every year.

Next slide. Within IDEA part D, which is our, in addition to our formula grants to states, OSEP funds many discretionary grants. Part D is five programs that have separate line items in the budget. And those five programs are the technical assistance and dissemination centers, our personnel development, state improvement and personnel improvement, parent information and technology and media projects. Some of you may

be familiar with our national early childhood technical assistance center, and that's under the technical assistance and dissemination center. For personnel development, many of the grants are given to Universities for higher education in preparing students to work with children with disabilities and early intervention at preschool. Part D, early childhood investments are intended to enhance programs and services for young children with disabilities wherever they are being served. As such, OSEP encourages projects to work across the field of early care and education since children with disabilities are served without the early care and education arena. In Head Start, child care settings and so forth. I am now going to turn it over to Jennifer Tschantz, my colleague, who will talk to you more about all of the specific projects, as well as other projects that we fund at OSEP. Jennifer.

JENNIFER TSCHANTZ: Thanks, Julia. And as Julia mentioned, I'm going to give you a little more detail about some of our part D projects and again as Julia mentioned, these are discretionary projects under IDEA. And Julia mentioned just a little bit about within OSEP we have two divisions, she mentioned there's a division that monitors how the state implements part B and part C of IDEA, including the 619 program. And that's kind of the other division, Julia and I work in what we call the research to practice division, and we work really closely with our discretionary grants, and we specifically are on the early childhood team. So many of the projects I'm going to talk about in more detail this afternoon are projects that we are project officers for, so we have a lot more information about these. We don't have quite as much information about the formula grants, although we are happy to try and answer any questions if you have some questions about that later on. So I'm going to start with the sixth slide, OSEP funded early childhood TA and dissemination projects. TA is technical assistance. Here we just listed of a couple of the TA projects that focus only on early childhood. Our office and IDEA focuses on a wider

age span, from birth through 21 and we do fund technical assistance centers like we have regional resource centers across the country, and they are charged with working across the age stance. Many of those work on early childhood issues. We thought we would just include some of the ones that are only focused on early childhood, that that might be greater interest to this group. We put some hyperlinks in the power point so hopefully you can take a chance and hit some of those and spend some more time visiting these websites to learn more detail about these projects. Also in addition, we had sent out another handout which hopefully you got a hold of, which lists all of our TA projects that focus on early childhood and there are more descriptions on each of those in that handout. So please spend some time looking at that so that you could learn a little bit more about some of our centers.

Specifically on this, this slide, Julia mentioned the national Early Childhood Technical Assistance Center and hopefully some of you are familiar with NECTAC. They work really closely with all the states on implementation of part C and the preschool 619 program. And they also do a great job of kind of coordinating a lot of different things in early care and education. Particularly around kids at risk or with disabilities. And as Julia also mentioned previously, collaboration is a big piece of the work that we do, and so since many kids with special needs are in lots of different environments and receive services from lots of different kinds of programs, we really believe in collaboration, and that's an important part of our work. And NECTAC has done a fabulous job of connecting a lot of the work that we do and that many of our projects do to other things going on in the broader early care and education community. The second project that's listed there is the early childhood outcome center, or ECO, and it's to promote implementation of the outcome measures. Several years ago we required states to send in outcome data on kids receiving services from, in both part C and the 619 preschool program on how they

were doing, basically from entry to exit, and also for the part C program we have asked states to send in family outcome data since that program is particularly also family focus program. And we have been really pleased with the work that ECO has done. They have really, you know, the issues around assessment of young children are very controversial, and we believe that we are headed in a good direction with that, and it was based with a lot of stakeholder input, and that includes kind of the broader early care and education community, so we have been really excited about the work that the ECO center has done. Another project that is listed on this page is the center for early literacy learning, and they focus primarily on early literacy and language development and interventions that promote these things. All of our centers have a particular focus on young children with disabilities or at risk for developmental delay. A lot of the materials that they develop are really appropriate for all young children. So I encourage you to check out some of these websites and to look at some of the materials because with some of the projects that you work with, you know, we believe that a lot of the products they develop and the interventions that they are promoting are appropriate for all kids. And I would say that for other groups, too, technical assistance center for social and emotional intervention, and they have things for the kids with the delay and the social development and particularly children with challenging behaviors which we know has become, you know, more and more of an issue often in typical settings. And so they have some great resources there. I think that's it on that page. And you know, again, if you, on this page or on the handout, if you have questions about a particular center when we get to the Q and A part, we would be happy to answer any. Okay.

The next slide, slide number seven. On our personal development projects, we fund approximately 65 personal development grants each year and that is across the age span, birth through 21. But among those, we set aside funds for up to 14 grants to train

personnel to work with young children with disabilities, birth through 5. And currently I think we checked these numbers right before we sent this out, we fund over 50 personnel development grants that have a focus either on birth through 3 or 3 to 5 or birth through 5, somewhere in the early childhood range. And these all tend to go to Universities to train all kinds of professionals from early interventionists to occupational therapists, speech language pathologists to work with this particular population. We also fund leadership grants to train doctoral level personnel and we currently have 12 doctoral leadership grants in Early Childhood Special Ed. On this slide we have listed some of our larger investments that we refer to as national centers in personnel development that address early childhood issues and these tend to focus on both the preservice level and inservice level, trying to reach all professionals working with young kids with disabilities. The first is the National Professional Development Center for Inclusion, they have done a great job of talking about some of the issues and the barriers to inclusion and how to overcome those. And the particular focus of this center is to work with states to create a system of high quality accessible professional development for early childhood personnel, and that's the broader early childhood community. And they are a resource for all states, but they are going to work in particular with eight states over the course of their five years, in a close manner. They have actually done some recruiting and getting states actually applied to be a state they work really closely with. And it's a pretty incentive effort and the state has to be really committed to inclusion for the center to work with them. Another center that is listed on this is the, that you may be interested in, is the professional development center, children with autism spectrum disorders. And to let you know, that is a center that focuses across the age span, so birth through 21. And if you are interested in learning more about autism, it's a really good website and also finding materials to help professionals understand autism, it's a great website. Okay.

The next slide, slide eight, is on our parent training and information projects. We found parent centers that address, again, the full age range of children with disabilities and their families. Including the early childhood years. And we have kind of two different types of parent programs. We have the larger parent training and information centers, or we call them PTIs, which each state has at least one of those. And then there's the smaller programs which are community-parent resource centers, we refer to them as the CPRCs, and they tend to really focus on communities of underserved populations. Kind of some of the harder to reach families. And with both of these programs, if you are interested in learning more about what parent centers might be in your state, go to the website linked here, they have a map where you can link on a state and it will list all the PTIs and CPRCs in your state. These are great resources for families with kids with disabilities. And one purpose is to help the families meet the development and functional, academic achievement schools established for the children, as well as to really help families become leaders in advocating for the rights of their children. To ensure that, you know, families understand what their rights are and to participate in the system. And if you come across, you know, a family with a child with a disability, these are really great resources and, you know, encouraging them to check these out would be something that we would really encourage you to do.

Let's see, I will move on to the next slide. Page, or slide number nine, with our technology projects. We have another line item under the part D, the discretionary part of IDEA that is to fund technology grants and again all the technology grants focus on birth through 21. We have a handful of smaller grants that look at specific issues around technology with young children, but we thought we would highlight two of our bigger investments under technology. Reading Rockets is one, and hopefully many of you are familiar with Reading Rockets. It's a partnership with WTA, and it has resources for parents, teachers, child

care providing and administrators on how children learn to read. And so it's really an early literacy project and it is really targeted and focused on the broad early childhood population. There are things that are specific to children who begin having challenges with early literacy, and how to address those concerns, but it's a great resource. As a parent, I have actually used it before to check things out, and it's kind of -- it's a fun website, too. So definitely encourage you to see that one. And then something that's much more specific to young children with disabilities and special needs is our Tots 'N Tech project. It promotes the use of assistive technologies for infants and toddlers with disabilities. It can be something as simple as using an adaptive spoon to help a child learn to feed. All the way to really fancy, high-tech computers that can assist children learning to read, and one thing that we know is that assistive technology across the board is not used as much as it could or should be for all children in use with disabilities. But it's particularly an issue with the younger population, and so this is a project that we believed would help promote the use of assistive technology. And it's particularly an issue in I think a lot of rural areas and some of the harder to reach communities. So if you are at all interested in that, it's a fascinating project, and I know I have learned a lot from it. So I encourage you to learn a little bit more about that one as well. On the next page, I think focused on our federal interagency collaboration work, and I won't go into much more detail on kind of why we do that. I think both Julia and I have spoken to the importance of collaboration, particularly with young children with disabilities in our programs, but we are involved in numerous collaborative activities at OSEP. But we thought it might be an interest to share with you, at least three of these that you all may be of most interest in. The first one is our early childhood technical assistance consortium. And the assistance center I mentioned previously is a leader in the collaborative efforts. They developed a consortium to try and connect and collaborate all of the various TA centers that we fund, particularly under OSEP, to ensure that they were really connecting with one another.

And then over the years they have brought in technical assistance centers funded by other federal agencies, like the Head Start bureau, the child care bureau, like MCH and SamSA that have been working with the states, and the real focus is to avoid duplication, share knowledge about one another, what strategies have worked and what has not worked and improve the delivery and the impact of our investments in technical assistance in helping states to provide whatever services they're focused on. Early childhood TA consortium has now set up a website that they are using, and it's really evolved into a community of practice, and as a Fed, we have tried to stay out of it and let the TA providers connect with one another because they are the experts and they really learn from one another, and we have just kind of participated in an effort to support this work because we think it's really important. But they have done some really great things where through their website they can actually click on a state to find out if you are a TA provider, you can click on a state to find out what other early childhood providers are in the state so if you are considering going to work, say, in Alabama, you can click on Alabama and find out who else is working there, maybe give them a call and see if there are ways to coordinate your TA work. So this is kind of a blossoming effort and we are really excited about the potential that there could be to help really coordinate efforts and to really help states in a positive way, and to maximize our federal investments through our technical assistance. The second bullet listed here is what kind of brings us to this group is the early childhood comprehensive systems federal partners work group, and we were invited to participate back in July and we were really thrilled to become a part of this group, because we have known about the early childhood comprehensive system grants for years, and we knew that there were some collaborative activities happening, and so we were just really thrilled to join the group, and you may or may not know that there are several different subgroups, subcommittees working on different issues, and we have been most active in the one that is focused on TA, I think because of our early childhood TA consortium, we just had a first

face-to-face meeting and that has sparked a lot more ideas of the direction of this work group, and so we are just really pleased to be part of it. The final one that I wanted to mention is the early learning interagency work group. And for those of you who are familiar with Good Start Grow Smart the early childhood initiative from the previous administration, this was a work group of career level folks from several different agencies that evolved, and it was primarily through leadership at the child care bureau that got this work off the ground and it was focused on agencies that really had a preacademic or an early learning component to the work that they did. And the group has evolved over time, and several months ago they decided to drop the GSGS name and called themselves the interagency early work group, a real commitment from the career level federal staff that would stay on through the next administration, to keep this collaboration going because some good things had happened from it. Primarily it has been an exchange of information on evidence-based practices. There are several partners in this work group that are focused on, that are research funding agencies, and so it was a mechanism for us to get kind of what was hot off the presses in terms of evidence-based practice into the hands of the practitioners that need it. And so that was a big piece of the dialogue. There was an effort to coordinate research agendas and also early on the Child Care Bureau sponsored two round tables of selected states. It was in the early phases of when they were developing, early learning guidelines and early learning standards to have some conversations around that. So, the other piece I was just going to mention as part of that that seems kind of small but it was actually a really positive activity was through this work group many of the feds got together and did joint presentations at professional meetings and conferences, and the feedback we got from state folks was incredible, and just that it was so nice to see federal partners from different agencies at the same session, and coordinating and talking to one another, and so you know, we took that to heart and I think would like to take things to the next level and I think we are pretty excited through all of

our collaborative efforts with this administration's interest in early childhood and particularly on coordination and collaboration. And on the last page is our contact information. Gayle is our team leader for the early childhood team in our division, and then Julia and I's contact information is on here, along with several other folks. So if we don't get to answer your questions today or something comes up two weeks from now and you want to get in touch with one of us, please feel free to contact one of us or anyone else on the early childhood team. We are more than happy to answer any questions. With that, I'll turn it back over to Dena.

DENA GREEN: I'm sorry, I was on mute. Thank you, Jennifer and thank you, Julia. Next we are going to have Ruth Perou from the Centers for Disease Control. But before, Ruth, you begin, I want to remind everyone early on Julia mentioned the word collaboration and we have talked as the comprehensive assistance program to our grantees about collaborating and partnering with agencies that work in the area of early childhood in their states. This is another example how we at the federal level are doing the same thing. When we had our March meeting we had a new group of partners from what we had in January when we first started the federal partners work group and most recently, since our March meeting, we have joined with the organizations that you hear today, although the department of justice is not on, it's good to have the department of education and the Centers for Disease Control with us. And that's why we are presenting this webcast today. So, go ahead, Ruth.

RUTH PEROU: Thank you.

RUTH PEROU: Thank you, Dena, and thank you so much for this opportunity to be part of this group. My name is Ruth Perou, I'm the acting CDC mental health coordinator at the

coordinating center for health promotion, and I'm going to try to give you a flavor for the work that CDC does in early childhood health activities and I'm going to go through these slides. Again, it's just a flavor of just the multitude of work that we have in this area. And thank you to the other presenters. I feel I learn something new every time, even though part of the work group -- and it's nice to see where there could be complementary activities, we can continue to collaborate. I want to tell you a little bit more about CDC, if we can go to the next slide, please. We are actually different in structure and the way that we function than some of the other partners on this work group. Because we have heard a lot about technical assistance centers. And at CDC, in essence, we really don't have technical assistance centers. What we have is a lot of those extras residing in CDC within multiple centers. And to give you a flavor, the Centers for Disease Control and Prevention starts at the national focus for applying disease prevention and control, health education activities, among others, designed to improve the health of the people of the United States. We are seen as the nation's leading public health agency, and a lot of times when folks hear about CDC they usually associate it with the data, but we do more than just data and surveillance, although we do that and do that pretty well.

Next slide, please. In this slide, again, the organization of CDC, we have six coordinating offices and within there we have national centers and I can tell you that within each one of those organizational entities there are some early childhood activities that are going on. And I'm going to try to do my best today in 15, 20 minutes to give you a flavor of the kind of work that's going on and that may be relevant to the work you do in your states.

Next slide, please. Because there are these, traditionally called silos within and across federal agencies, I think we are all trying to do a much better job of coordinating our activities and presenting them in ways that are much more useful to our partners, and to

the public, and one thing that CDC has done recently is has this goals team process. We are looking at the health across a life-span and breaking it down into different ages, and for example, what I'm presenting here is the infants and toddlers web page. And again, hopefully this will make the data and the information and the work that CDC does much more easily accessible. Again, to partners, practitioners, and the public. For example, if you wanted to learn more about some of our activities, and the infants and toddlers age group which may be of interest to the folks on the call today, you can learn more about like the growth charts or developmental milestones, early hearing detection and prevention, and go to the, what we call the web portal.

You go to the next slide, again, this is with respect to children. A flavor for some of the activities that are going on on children's health issues and again, you can go to this web page directly and then access some of that information. Now I'm going to give you a little bit more of traditional CDC. We do data and surveillance. One of the leading centers in that area is the The National Center For Health Statistics, and they are in charge of running the national surveys or systems, and so those surveys are available out there but they also bring those together in publications that may be of use to you, some of them, for example, Americans Children in Brief has a list of key national indicator, published on an annual basis. And also on a weekly basis provide or publish the morbidity and mortality weekly report. It's a disease system on a weekly basis, keeping up with all activities that are going on related to disease control and prevention and as an example, I have listed there the role of public health and 34e7b -- mental health with a special edition in 2005, look at mental health issues and published the rates of attention deficit hyperactivity disorder.

Next slide. We also have a lot of what I'm presenting is really web tools. That's some of the best way to get the information out. There are interactive data access tools on the website. I'll give you a brief example of one of them. These are a list of multiple web tools that are available that may be of interest. There is a national survey of children's health data resource center and the health statistics has a survey measure catalogue that looks at mental health and what they do, that provides a web portal to look at a variety of national surveys that are looking at the issues of child and adolescent mental health.

And if we go to the next slide, if you were to go to that interactive web tool, go under the national survey of children's health, click on that survey, and then we'll be able to go down in your state or within the HRSA region, find out more about the chart book and some of those data sources and sort of see how your state is doing on some of those key indicators of children's health.

Next slide, please. Again, I'm going to give you a flavor and highlight for some of the programs that are specific to child development and developmental disabilities. Going back to the CC or the public health model, a lot of what we do has to do with surveillance and monitoring. Then we do what we call epidemiologic research, risk factors impacting health outcomes. Develop some applied research, looking at some things to address the protective and risk factors and improve healthy behaviors and then generate prevention and promotion activities. I'm going to highlight a few of the activities. As was mentioned earlier, there is a lot of work being done on autism. At CDC we have autism surveillance and health promotion activities I'll talk about in a little bit.

I do want to talk about -- next slide, please. The early hearing detection and intervention program. I think it's something that may be relevant to this group, and you may already be

collaborating with some of the, as we call them Eddie contacts in your state. This is an across federal agency initiative. The importance here is the Plan, all infants should be screened before one month of age. Those who do not pass the initial screen should receive evaluation before three months of age, and then they should be receiving early intervention services before six months of age. And I also, I have heard recently the goal is to switch this to the one, two, three plan. Perhaps a quicker access to those necessary early intervention services.

Next slide, please. Again, this talks about the roles of, primary roles of federal agencies and I wanted to highlight the activities. As Dena mentioned earlier the importance of collaboration at the local level, state level and also at the federal level and the Eddie initiative. It's really, I think it's a successful collaboration from HRSA, CDC and the national institutes of health.

Next slide, please. CDC, EHDI activities are to assist states and territory in the development of tracking and surveillance systems. To provide technical assistance to states and territorial EHDI programs, and again to look at some of the applied research to identify the causes of hearing loss, determine developmental outcomes and assess the effectiveness and cost of EHDI programs. Here I wanted to give you a flavor for the number of grantees that currently have EHDI activities and 47 grantees, 41 states and then other territory. And I have listed some of the web links for some of the materials that are available and may be useful. There is the state and territory EHDI contact list, so similar to I think the contact list that was provided by OSEP, with each one of those state entities or grantees, there is a point of contact there, and again, I'm sure that you are probably already working with those individuals, especially since the EHDI grantees, at least from the CDC perspective, are required to work very closely with the HRSA and CHP

grantees in the issue of early hearing detection and intervention. The other materials that have been developed are, we have educational materials that are useful for practitioners and the public. Community-based organizers. Something like the Just In Time pamphlets and booklets available in English and Spanish, and online tools. A parents guide to hearing loss, information on understanding hearing and also about language development and what a family needs to do in terms of making decisions and then resources and that's actually, it's available on a disc, it's on a CD. You can I don't online and also request these. And for a lot of the materials you can go directly online and request not just one copy, but multiple copies of these materials. Next I want to talk a little about the activities around fetal alcohol syndrome. And again, it sounds like I'm jumping around a lot, there's a lot to cover but I wanted to give a flavor for the work we do and may be relevant for the work you are trying to do. In the fetal alcohol syndrome prevention team, the mission is really to prevent fetal alcohol syndrome and other parental alcohol-related disorders and to take care of the conditions in children already affected and make sure there is a better quality of life for the children and families. A lots of the prevention activities are around monitoring alcohol use of women in child bearing age and also developing and testing interventions that are going to prevent the risk for having an alcohol exposed pregnancy. And on the right side of the arrow is some relevant resources so we have publications on the rights and trends. Also a lot of brochures in terms of health education and health promotion. And then also publications on evidence-based guidelines and strategies that could be implemented in community activities. We do have some fetal alcohol syndrome regional training centers. All of this information can be accessed through that web link at the bottom of that slide.

Next slide, please. As I mentioned, there is also work going on with, to improve the health and well-being of individuals and children living with FAS. It's developing and testing

interventions for children with FAS. Educating and training health professionals, and so the relevant resources will be things like publications, guidelines for referrals and diagnosis, the regional training centers and brochure, and all of these are available to the public and to anybody who needs access to them.

Next slide, please. Now I'm going to talk a little bit more about a different type of health promotion prevention initiative that was developed back in 2004. And learn defines act early campaign was a way to increase the early identification and referral of children with autism, but it's much broader than that. What it does, it builds on the familiar experiences of parents, such as monitoring their children's growth, and we have social and emotional milestones. It's a great way to really education parents, health care professionals and child care providers about child development, how children develop and it's also a great way to encourage early screening and intervention. And all of those, on the slide you can see one of the materials that's available, but there are also brochures, and multiple pamphlets available and specific to autism, attention deficit hyperactivity disorders, developmental screening and other children's disa -- disabilities. And if you go to the website you can find those and those are available. It's a sign of a great collaboration. Work that CDC has been doing with the American academy of pediatrics and private organizations like the Autism Speaks, First Signs, and Autism Society Of America. Continuing with materials available to the practitioners and the public, I'm highlighting the work here on child development. We have pages on positive parenting tips. This seems to be a really positive website. We got feedback from the national center for health marketing this is one of the most visited web pages that we have. Parents are very interested in learning about what are the important things to do with children to promote their health and well-being and development. And these pages are available, both in

English and in Spanish. You can go directly to the website and print them. And they could be available for families within your systems.

The focus on parenting, next slide, please. Again, mentioning the work that we do at CDC, talking about some surveillance systems, some state-based activities, we also do some applied research, one initiative that we work on is the legacy for children study. It's a randomized control trial, really looking at parenting and low income families and the study is just being completed right now and the hopes are, the results are promising and the hopes are to provide more evidence-based early intervention strategies for communities to have as the early intervention repertoire they are available promoting parenting. What's nice about the study, because it was contracted, the materials utilized in it will be made available to the public free of charge, so it's public access, the curricula and sort of the process manuals and how to implement the study. With effective parenting, too, because CDC realized the importance of parenting on the impact on children's health and later children, youth, and later health outcomes, we now have actually a healthy parenting fellow who is working across CDC to really look at healthy parenting from a public health perspective and generating important materials from that, both in terms of some papers and strategic plan and hopefully web resources that will be available, potentially in the near future, a parenting portal so you can get information available both to parents and to practitioners and to folks at the state and the community level. What are the activities and things that we need to do, both to support parents, and to promote child health and well-being. And look at parenting of children with special health care needs, what are some of their challenges.

Next slide, please. Now I want to talk a little bit about the CDC role in child mal treatment and prevention. This follows the flavor of the work we are doing on healthy parenting.

The focus in this area is on primary prevention. There's a greater emphasis on reaching parents and actually the healthy parenting fellow is working with multiple centers across CDC, the center that has the lead for the work on child mal treatment is the national center for injury, prevention and control. But the parent, the healthy parenting fellow works with multiple centers at CDC. The other key to the work being done on child mal treatment and prevention is intervention is critical. We conduct a lot of research and applied research and what's missing and what we hope to start doing with collaborating better with our federal partners and our state grantees is how do we translate that research to practice. How do we better get out all of that information. So one of the questions that I actually have for you, aside from questions that you might have for me, is what can we be doing better as a public health agency in terms of what questions do we need to be asking, what are some of the areas we should be focusing on. What are some of the materials and information you need to do your job better.

Talking a little bit -- next slide, please. A little bit more about the work going on in child mal treatment. We talked about the importance of looking at parents, reaching out to parents, and really the importance of safe, stable and nurturing relationships, those are the foundation for healthy development and prevention of illness and disease in later life. It provides a broader way to prevent several types of violence, and that parents and other caring adults are the key elements to the safe, stable and nurturing relationships. And here at CDC, looking more at a broader perspective, the community level.

Next slide, please. Not a recent initiative but I'm thinking the research that just came out, it came out yesterday, I don't have that in this presentation but will circulate it later, the triple P program, it's a population based approach, it's really at the community level and there are multiple ways of getting the information out to parents, both in terms of media

campaigns, so, or addressing families in crisis, or parent skills training and this was implemented in nine counties in South Carolina with over 600 providers who were trained and the evaluation data is showing a significant reduction in the cases of child mal treatment, out of home placement, and even visits to the ER with respect to child mal treatment injuries. It has a broad reach. The other piece that's being done at the injury center has to do with technology enhancement and they are evaluating programs to look at, better ways to get the information out, how do we use technologies to get out the information on effective prevention strategies.

Next slide, please. What I have done with this presentation is taking a snapshot of some of our websites and hopefully, if you have more questions and need more information you'll be able to visit the website later because I cannot completely cover all the great resources and rich information that's available. So here the child mal treatment prevention program, brochures, one page, facts at a glance. Even have a whole publication on import indicators of child mal treatment, so you can incorporate those if you have surveillance systems or ways of monitoring mal treatment. A uniform definition and recommendation, and that will help to better monitor some of these issues nationally.

Next slide, please. Moving slightly differently, this website is actually new, it's called a beta website, you go directly to the website and it helps you to search through all of CDC's resources how to plan, implement community health intervention programs to address chronic disease and health disparities.

Go to the next slide. You can search either typing in the topic or select a health topic and as you can see, there are a variety of topics. You can search under asthma or environmental justice or mental health, or infant and child health. What happens when

you click on that, it brings out a list of all existing CDC activities in that area. And so that's a nicer way to try to manage a lot of the information that's available at CDC. And as an example, next slide, if you selected something, say, on lead or environmental health, it will give you a website, you click on this. This goes directly to state and local programs that are doing work on lead prevention, and if you click on any one of those states, then it will have contact information for the state contact individual, but then a whole list of state guidelines, for activities in lead prevention, and then not just guidelines, but resources and information and contacts. So again, something that you can go directly if you need more information on lead prevention programs.

Next slide, please. And again, the center for, National Center For Environmental health, I want today highlight the work they do, giving you their website. Not just in terms of lead prevention and also do work on asthma, which may be relevant to the work you do. Another focus here, more on health promotion and prevention activities, there's a lot of work being done on the work environment and healthy places, what do they look like to ensure all children are growing healthy and reaching their full potential, and that those environments are healthy and accessible to individuals and children with disabilities and children with special health care needs.

Next slide, please. I want to talk just briefly about nutrition. And again, my apologies for trying to cover so much information, but I thought these may be of interest to you and give you a flavor for the richness of the materials available from CDC. And under nutrition, there are ongoing CDC activities. If you look at this web page towards the ritual see right -- you will see four health professionals. Go under any one of those bullets and look up data and statistics, programs and campaigns, research to practice series, or key organizations, so again, fact sheets and other publications. If you want To learn more

about nutrition or the fact sheets you wanted to disseminate to the people you work with, you can go directly to the request that information or print them out and you would have all of those resources available or you want certain guidelines or there are campaigns ongoing, again, those can help you to develop plans at the community level in terms of nutrition and addressing nutrition issues. Things like breastfeeding and what are some important guidelines on breastfeeding, recommendations and questions and brochures that you may want to be sharing with folks in your community.

Next slide, please. Highlighting one activity from the nutritional physical health and obesity program, just last year CDC funded 23 states for a five-year period. Really, it's an effort to better coordinate a statewide nutrition, physical activity and obesity strategies, and these 23 states were asked to develop and implement a statewide plan, incorporates a traditional surveillance. But then also looking at evaluation, partnerships, and then success stories and lessons learned. I have highlighted here the North Carolina success story because that activity, that's from the North Carolina grantees. One of their programs was to create more healthful child care centers. You click on the link it has one to two pages describing that program and for those interested to potentially implement that in your state or community.

Next slide, please. And these are my last set of slides. Again highlighting and maybe finishing off with the importance of partnerships and strategic alliance. There's a division here at the national center on health marketing which truly looks at nontraditional sectors linking with public health. And these are areas that we have not been doing a good job of working with but want to do a much better job. I'm happy to be part of the presentation with OSEP because one of the areas we have not traditionally done a great job with but are wanting to do a better job is, for example, education. Business entity, faith-based

organization, and then some sports and entertainment, and the one I'm highlighting here is through the education sector, really working on child care issues. CDC has some child care activities, and these have to do with the ABC of faith and healthy child care. That's currently being updated. But the way that some of the work we do is we develop some of these products and some of these initiatives based on partnerships with the child care sectors. So we want to engage them, not just during regular times, but also during emergency times when we need immediate information how we best reach some of those entities. And also priority health concerns.

Next slide, please. And so here is a list of some of our current child care partners. Some of you may be familiar with these. National association for the Association for The Education Of Young Children, important thing with this, we are working directly with the partners to inform the work we are doing and ensure we are being responsive to the needs of those entities, and those communities.

I'll give you an example in the next slide. For example, there are, there has been a lot of work around the pandemic influenza. So CDC developed a checklist of what need today -- needed to happen with the pandemic influenza, and we realized we had to work with the child care entities and providers, so they were the formative process to develop the checklist and procedures and processes in place in case there is a national emergency of a pandemic influenza, we are more aware and better able to be responsive to child care providers.

Next slide. The next two slides are really some of the resources that I've already mentioned throughout the presentation. In no way is this comprehensive. Again, it's just a flavor for the variety of work that's done here at CDC. We are trying to do a much better

job to coordinate these activities and at least provide some web portals that make it much more easily accessible to everyone. And hopefully this presentation has given you an information of the work that we do and continue collaboration.

Next slide. Again, some more resources. And then the final slide has main CDC website and 1-800-CDCinfo is available to the public on any questions you have about public health and you can direct all your questions through that line or through the website.

>>Thank you. Very good. Thank you, Ruth. Thank you. Okay. I have a few questions here. The first one has to do with can we get a copy of the power point? I think I did see a message, a broadcast message to say that if you went to www.mchcom.com There's a place on the website where it says download slides. I did send them out to the ECS grantees and the federal partners to send to their grantees. If you didn't get a copy of the slides early on, there should be posted on the www.mchcom.com Web page, the page where you used to register for this event. Okay. Second question, for OSEP, can you describe the connect center to mobilize EC knowledge?

BETH CARON: Hi, Dena, this is Beth from OSEP and I was silent earlier, forgive me. Can you hear me? I don't know if everyone else can hear me as well. Hoping I logged in correctly. We started a new center a year ago and the design of that project is to develop modules that can be used at institutes of higher education, primarily, but other audiences as well. And they are going to cover a number of different topical areas, and will develop those topical areas after they do a needs assessment of the field to find out what the hot topics are. The first issue they are going to deal with is inclusion. Because they have already got a good start in that direction. And they are going to develop modules that faculty of associate degree programs, two-year colleges and four-year colleges, bachelor's

programs, master's programs could use to infuse evidence-based practices inclusion into the curricula. So the plan is there will be modules that include videotapes, segments of activities that you could actually watch or practices that you could see actually in progress, as well as readings and literature and other information. So a wide variety of multi-media tools that could be used by a variety of audiences, and the goal of this center in general is to increase the evidence-based knowledge in the field around any issue that will be relative to young children with disabilities, but also child care workers and Head Start providers, and anyone else who would be working with young children. We are trying to go with a broad based approach to that center. And as I have said, they have just gotten underway, so the first module will be in progress. And those are publicly available, downloadable. You can pull them apart and use them in any number of ways. That's the design behind that.

>> Very good. And my contact information also is on there and they can contact me.

>> Another question, it says OSEP federal interagency coordination, do the groups have public websites so we could follow their progress. And I'm thinking on one of your sites, on one of your slides where you showed various programs, I guess they are asking for websites to each of one of the programs or is there just one website.

>> There is one website for the early childhood TA consortium. That has a website. But it's primarily a website designed for the participants of the consortium. So that, I'm not sure how publicly available that website is. Though it is something that we continually talk about, whether it makes sense to maybe it more publicly available. The other work groups like the early learning work group that used to be formally good start grow smart, not a website for the work group. There is information on the initiatives and on the efforts on

other websites like Child Care Bureau but I don't think that's what they were asking. These are all internal federal work groups, we don't really have a mechanism for trying to, to keep updated web presence that we can, you know, let the public sort of tap into what we are doing on an ongoing basis. Don't really have a way to do that.

>> I understand. Thank you. Next question for Ruth. Can you say more about parent-child interaction therapy? It's the slide on tech enhancements to existing prevention programs.

>> Yes, I think what the -- I can send you more information on that. The injury center had looked at a variety of evidence-base interventions that worked well with families with treatment, and looking at effective ways of getting that information out and so I think there are three or four models they have looked at that are successful and evidence-based and working with families. I don't know if that answers the question.

>> Well, what I was going to say possibly since everyone did have their contact information, if this person wants more information they can contact you at the -- contact information you have on the slide.

>> Yes, yes.

>> Okay, great.

>> I don't know if my contact information is on there.

>> The last slide you had.

>> That's CDC contact.

>> You can give it out.

>> Yeah, it's RPEROU @ CDC.gov. I can send you more information on all the activities, or any one of the activities, I should say.

>> Thank you. Another question for Ruth. Any idea when we might see the updated ABCs of healthy child care? We have really missed this valuable resource.

>> I will pass that information along. We are, I know they are working on it and we actually had a meeting a couple days ago and they are really wanting to get that out. But I'll definitely pass that along. There is a lot of interest here for that, too.

>> Okay. And another question, name and contact information for the healthy parenting fellow you referred to.

>> She's coming on board on February 1.

>> So this is a new person to be announced.

>> Yeah, we had somebody who left early, but that fellow will be starting on February 1. And again, if you have any questions about healthy parenting, send those to me.

>> Very good. Next question for CDC. Child care partners. Are you also working with state child care administrators?

>> I will have to pose that question to the individual in charge of this. I do not know. I do not know that answer.

>> Okay. Great.

>> But that's a great suggestion.

>> And you are also working with the federal partners work group, the Head Start person that works with child care, state administrators. So that way you are. Next question, we are interested in the data on injuries among children with disabilities. And to compare with injuries among general, the general child population. And into resources on injury prevention and among this group. Let me read it again. We are interested in the data on injuries among children with disabilities. They want to compare that with injuries to children in general. And they're also interested in data on injuries among, okay, let's see -- and resources, I'm sorry, on injury prevention among this group. Children with disabilities. I think that may be a question for OSEP.

>> Actually, I think it might be a CDC.

>> Yeah, yeah, maybe.

>> And I can, if you just send me that question, I can send that along to the folks at the injury center. And that is another question that under CDC info, or that 1-800 number, it's a question that can be posed there and they will respond to you.

>> Oh, great.

>> But again, through that CDC.gov or 1-800-CDCinfo, these are the types of inquiries, if you make the specific question, via email or telephone, we can really tailor our responses to your needs.

>> So I guess if that person would, I'm trying to think if this is not one of our grantees, the person should contact you.

>> Uh-huh. Contact me or go through CDC info.

>> Okay. Next question, Ruth, could you please repeat your contact information?

>> Okay. It's -- the first slide, my first initial and last name. So it's RPEROU @ CDC.gov.

>> CDC.gov.

>> Okay. Well, that is our last question. If there are no more questions, and I would like to thank everyone for participating. I would like to thank our speakers for presenting. This is really valuable information. As everyone knows, this webcast will be archived probably by the end of the week and also the announcement will be sent out letting everybody know the webcast is archived. Don't forget to fill out your evaluations -- and one last

question. No, that's a technical issue. Thank you all very much. And we'll be looking for you on your next webcast. Thank you. And good-bye.