



Strategies to Ensure the Connection
Between Screening Completion in
Early Learning and referral to *Help
Me Grow*

January 17th, 2019

Part of Connecticut Children's Office for Community Child Health

www.helpmegrownational.org



Agenda and Presenters

- Introduction
Jacquelyn Rose, *AKIP*
- Ensuring Connection Between Screening Completion and Referral in EL
Debi Mathias, *BUILD Initiative*
- Application in Orange County, CA
Rebecca Hernandez, *HMG Orange County*
- Application in Alameda County, CA
Vince Cheng, *HMG Alameda County*
- Application in Vermont
Lauren Smith and Janet Kilburn, *HMG Vermont*
- Discussion Session
- Wrap up
Von Jessee, *HMG National*

Innovation Model

- **Core Components**

- System Building
- Capacity Building
- Technology



- **Structural Requirements**

- Operational *Help Me Grow* System
- Partnership between *Help Me Grow* and Early Learning

- **Capacity Building**

- Providing professional development opportunities to home- and/or center-based setting with a focus on developmental promotion, screening, and accessing HMG to support linkage to services
- Evaluating the efficacy of professional development opportunities
- Tracking developmental screening activities for individual children as well as whole populations
- Leveraging related federal initiatives and evidence-based tools

Questions from Slack

- Strategies for HMG to engage EL without funding
- Strategies to encourage EL sites implementing developmental screening to share data with HMG
- Strategies to encourage EL sites to refer families to CAP for referral and linkage
- Strategies to gain EL's confidence in HMG, specifically CAP
- Messaging and strategies to gain buy-in from EL so that they engage parents in developmental screen and surveillance
- Strategies to incentivize EL participation in developmental screening and surveillance



Strategies to Ensure Connection Between Screening Completion and Referral in Early Learning

January 17, 2019

Debi Mathias
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www.qrisnetwork.org



Strategies to Promote Developmental Screening

- Standard in the QRIS
- Part of the continuous improvement approach
- Alignment across the sectors (HS, Pre-K, CC, Early Intervention)
- Excellent strategy to build cross system collaboration and connections (early learning, health, family support)



Climate for Screening

Providers

- Strong family engagement strategy
- Helps program do the best possible for the child and family, build on child strengths with developmentally appropriate activities
- Additional resources to support the child

State Level

- Enhances the Child Find Opportunities for early intervention and begins services for eligible children earlier



Developmental screenings help parents and caregivers identify children at risk for developmental concerns.



Challenges and Opportunities in States around Developmental Screening

- Challenges
 - Funding
 - Professional Development/Technical Assistance
 - Strong referral systems and next steps
 - Technology and data
 - Cross Systems approach
- Opportunities
 - Solving each of these challenges



Share your ideas,
thoughts, perspectives



Strategies to Ensure the Connection Between Screening Completion in Early Learning and Referral to HMG

January 17, 2019

Rebecca Hernandez, M.S.Ed.
Program Manager
Help Me Grow, Orange County





Let's discuss...

- Review our Early Learning audience for the OC Innovation
- Share layered training and coaching format
- Understand the process from screening completion through connection to services
- Review the resources developed for this screening effort
- Learn about our Focus Group feedback



Who are the players?

Who is screened?

- Children cared for in family child care home settings

Who completes the screening?

- Parents of the children in the family child care homes

Who distributes the screening tool link?

- Family child care providers

Who receives the training and coaching?

- ORIS coaches and family child care providers



What is our training format?

Training related to developmental screening and referrals to services for QRIS occurs as a two-fold process with the coaches receiving the initial trainings.

QRIS Coaches receive training from HMG on:

- ASQ-3 and ASQ:SE-2 internally or from HMG
- How to access & complete the ASQ Online with screen shots as support
- Understanding the HMG process once results are received and referrals are given
- Utilizing the resources (handouts/letters) developed for this project with the family child care providers

What training occurs?

Family child care providers receive training from HMG and QRIS Coaches

HMG Team Effort:

- Focus on understanding HMG and connection to services
- Highlights the partnership with QRIS
- Occurs one time per year at the Community of Practice (English and Spanish)

QRIS Coaches Effort:

- Train for general understanding of the importance of developmental screening and early intervention
- Provide instructions on the distribution of the ASQ Online link
- Utilize “Talking Points Handout” to support introducing screening with the parents
- Inform on what needs to occur to document screening for QRIS Matrix
- Occurs at CoP and/or individually in-home with the providers

Screening and Referral Process for QRIS

- Family child care providers introduce and distribute ASQ Online link to parents

- Parent completes ASQ Online

- HMG receives results with automated entry to STAR and the OC Children's Screening Registry

- Typical: Parent receives results and activities by mail

- Problem identified: Parent receives call(s) from HMG to discuss results

- Referrals are given as needed and family receives care coordination to ensure connection to services

- Referrals/outcomes are documented and shared with primary health care provider

- All parents receive results by mail with cover letter and duplicate copies for child care provider

Resources Created for this Innovation

Utilized by Help Me Grow Team:

- Family child care training used at CoP
- Letters sent to parents with individualized screening results
- Family child care ASQ screening results cover letter
- ASQ Online screen snapshots (also used by coaches)

Utilized by QRIS Coaches with FCC Providers:

- Developmental screening opportunity letter with ASQ Online link
- “Talking Points” handout for introducing the screening to parents

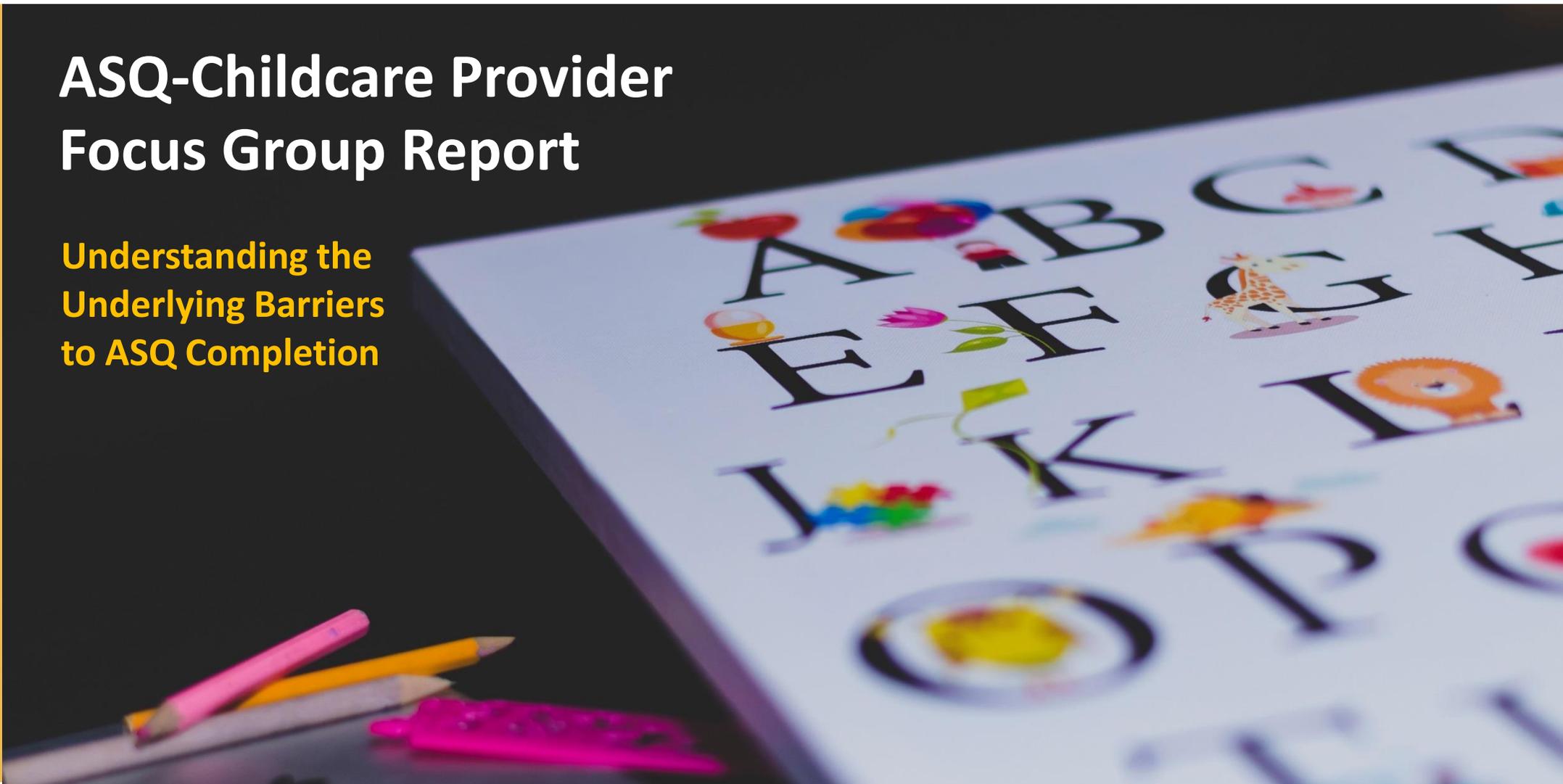
Utilized by OCDE and HMG for Quality Improvement:

- ECE Provider Focus Group Guide



ASQ-Childcare Provider Focus Group Report

Understanding the
Underlying Barriers
to ASQ Completion



Focus Group Methodology

QRIS coaches made calls to providers reminding them of scheduled CoP where focus groups were held.

Methodology:

- Recruited participation from providers with a high ASQ completion rate
- Three focus group discussions: two Spanish and one large English
- Conducted by staff from OCDE, Evaluation , Assessment and Data Center
- Spanish speaking Help Me Grow staff familiar with ASQ led Spanish groups
- Participants were encouraged to engage in free flowing conversations
- Discussions were audio recorded, transcribed and analyzed thematically

Focus Group Findings

Barriers to completion:

- Parental fear of having their personal information in the “system”
- Described shame and fear of having their child “labeled” or having special needs
- Lack of time, especially for single and working parents
- Challenges with technical nature of the forms

Best Completion Rates:

- Advertise participation in Quality Start as an added benefit
- Incorporate ASQ as a requirement in the enrollment forms

Focus Group Added Benefit:

- Opportunity to learn from each other the techniques that seem to work with parents



“When I give them the paper, they don’t do anything. But what I do now is text the link to them. I say the child’s name and tell them, this is the time of year that I need to update their file. I did that this time and they did it right away.”

- Focus Group Participant



Help Me Grow
Alameda County

Strategies to Promote the Connection Between
Screening Completion in Early Learning and
Referral

Vincent Cheng

Help Me Grow Community Liaison

History of Early Care and Education (ECE) Outreach

- Began in 2009 with 7 pilot sites
- TA and support to screen using ASQ and ASQ:SE
- Only pilot ECE sites referred to phone line until October 2012
- Created ECE Community Liaison position in 2015



Lessons Learned from Pilot

- Time and effort was a barrier
- Referrals are challenging
- Need additional support to work with parents
- Referrals to phone line low



QRIS and HMG

- House both QRIS and HMG
- When sites identify screening on their Quality Improvement Plan – get connected to HMG
- Developmental screening considered specialty coaching
- Have different engagement models for Centers vs. Family Child Care

QRIS and HMG (cont.)

- Centers – support program to implement their own screening system
- Family Child Care (FCC) – “tiered” options
 - Use our DSP
 - Enroll families into DSP (traditional)
 - Enroll families into DSP and distribute and collect
 - Support with paper screens and scoring session
 - Screen on their own - using ASQ Online

Our Philosophy

- “Gold Standard” – programs have screening system, utilize results and make referrals.
- Goals with sites:
 - Implement screening
 - Ensure they utilize results of screens
 - Connect families to HMG CAP for resource coordination and support
- Meet programs where they are
- Benefits of screening – family engagement, mild to moderate delays, program curriculum planning

Training and Coaching

- Includes implementation planning, training, ongoing TA
- Customize training and support to meet needs of sites
 - Assess program needs with Implementation Plan co-created with site
 - Provide all training and coaching on site
 - Times that work for their staff
- Highly encourage sites to utilize ASQ Online

UNIVERSAL SCREENING IMPLEMENTATION PLAN

IMPLEMENTATION PROCEDURES	CONTENT/ACTIONS	Who	WHEN
Training(s)	<input type="checkbox"/> Understanding Help Me Grow <input type="checkbox"/> ASQ-3 <input type="checkbox"/> ASQ:SE-2 <input type="checkbox"/> ASQ-3 & ASQ:SE-2 <input type="checkbox"/> ASQ Online Comments:	<input type="checkbox"/> Program Director <input type="checkbox"/> Site Supervisor <input type="checkbox"/> Teachers <input type="checkbox"/> Office Staff _____ <input type="checkbox"/> Coach <input type="checkbox"/> Other: _____	
Inform Parents of screening	<input type="checkbox"/> Letter <input type="checkbox"/> Email <input type="checkbox"/> Parent Orientation <input type="checkbox"/> Enrollment packet <input type="checkbox"/> Other: _____ Comments:	<input type="checkbox"/> Program Director <input type="checkbox"/> Site Supervisor <input type="checkbox"/> Teachers <input type="checkbox"/> Office Staff _____ <input type="checkbox"/> Coach <input type="checkbox"/> Other: _____	
Distribute Screens to Parents and Caregivers	<input type="checkbox"/> Email Family Access Link(s) <input type="checkbox"/> Paper Copy Sent Home <input type="checkbox"/> Enrollment Packet <input type="checkbox"/> Other: _____ Comments:	<input type="checkbox"/> Program Director <input type="checkbox"/> Site Supervisor <input type="checkbox"/> Teachers <input type="checkbox"/> Office Staff _____ <input type="checkbox"/> Coach <input type="checkbox"/> Other: _____	



Inform Parents and Caregivers of Their Children's Screening Results	<input type="checkbox"/> Letter of Result & Activity Sheets Sent Home <input type="checkbox"/> Parent/Teacher Conference <input type="checkbox"/> Other: _____ Comments:	<input type="checkbox"/> Program Director <input type="checkbox"/> Site Supervisor <input type="checkbox"/> Teachers <input type="checkbox"/> Office Staff _____ <input type="checkbox"/> Coach <input type="checkbox"/> Other: _____	
Conduct referrals and document Follow-Up Actions	<input type="checkbox"/> Parent/Teacher Conference for Possible Referrals <input type="checkbox"/> Referrals to Help Me Grow <input type="checkbox"/> Referrals to Local Resources and Services (Regional Center, School District) <input type="checkbox"/> Develop and Implement Intervention strategies/adaptations <input type="checkbox"/> Onsite Child Support Team <input type="checkbox"/> Tracking Form documentation <input type="checkbox"/> Other: _____ Comments:	<input type="checkbox"/> Program Director <input type="checkbox"/> Site Supervisor <input type="checkbox"/> Teachers <input type="checkbox"/> Office Staff _____ <input type="checkbox"/> Coach <input type="checkbox"/> Other: _____	
Develop a Screening and referral protocol	<input type="checkbox"/> Review and Evaluate Current Process <input type="checkbox"/> Meeting with Key Staff for Protocol Development <input type="checkbox"/> Create a Screening, Referral and Resource Binder Comments:	<input type="checkbox"/> Program Director <input type="checkbox"/> Site Supervisor <input type="checkbox"/> Teachers <input type="checkbox"/> Office Staff _____ <input type="checkbox"/> Coach <input type="checkbox"/> Other: _____	

Training

- Customized Brookes Materials
- Created a 3-hour training that includes both ASQ-3 and ASQ:SE-2
- After training, have sites implement
- Follow-up coaching and TA to support reflective thinking about results, appropriate follow-up, and having conversations with parents.

Data

- Screens Completed
 - 2015-2016 – 3,237
 - 2016-2017 – 4,061
 - 2017-2018 – 5,344
- Referrals from EL to CAP
 - 2015-2016 – 31
 - 2016-2017 – 47
 - 2017-2018 - 37

Challenges

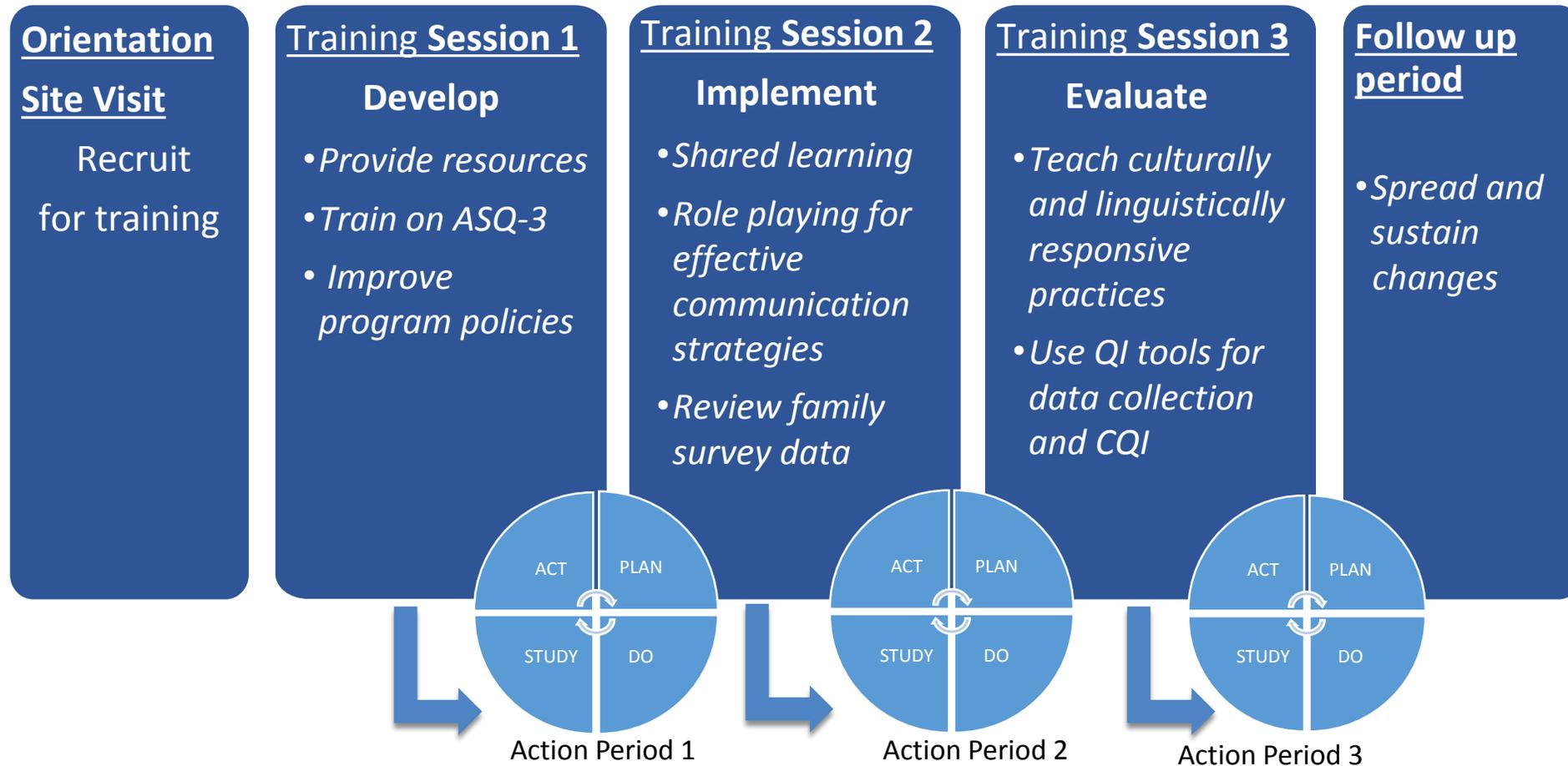
- Understanding the lack of increase from EL to CAP
- Understanding EL's confidence in HMG
- CAP has been set-up to meet pediatricians' needs, not necessarily EL.
- EL may need different procedures and protocols



Help Me Grow Vermont

Connecting families to existing resources
and building resiliency

Quality Improvement Training Protocol



Training Objectives

Training Session 1

- Explain need for developmental monitoring, screening and follow up activities
- Share best practice
- Describe how to administer the ASQ-3

Training Session 2

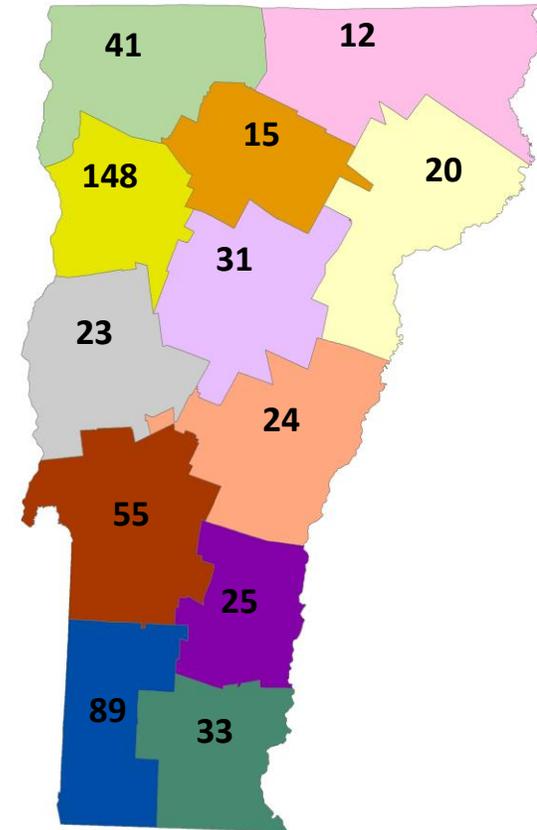
- Identify effective communication techniques to discuss a child's developmental progression with families

Training Session 3

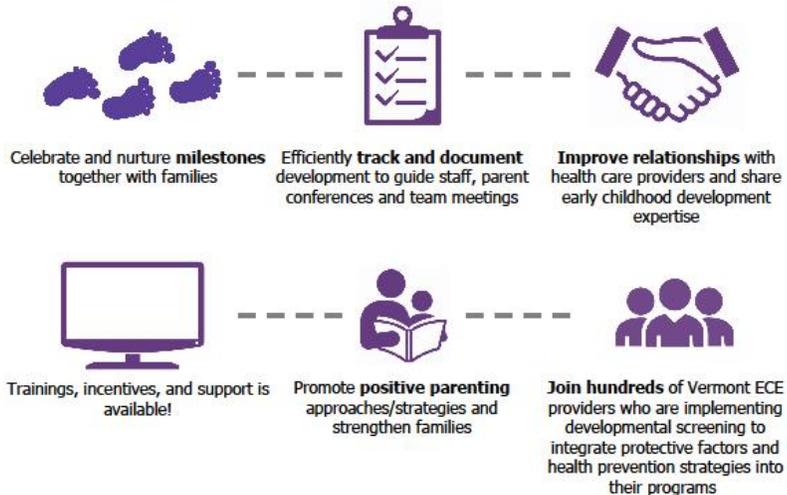
- Describe a model to support change and improvement in the ECE program

Strategies to Support Growth

- Coaching visits
- Train regional cohorts & include cross sector providers
- Leveraging early learning regional networks
- HMG as communication vehicle for sharing screening results across sectors
 - ▣ Elevate work of EL providers



Messaging and Communication



MORE INFORMATION

Find the registry at healthvermont.gov/family/babies/vermonts-developmental-screening-registry
Contact us at AHS.VDHudsregistry@vermont.gov

- ❑ Cultural brokering and relationship building
- ❑ Address pain points and universal truths
- ❑ Incentivization, Reinforcement and Support

Messaging Centralized Access Point

Help Me Grow Vermont

All parents have questions. **Help Me Grow VT** has answers.

Learn
about child development & parenting at:
HelpMeGrowVT.org

Talk
to a child development specialist
dial:
2-1-1 x6
[M-F 9-6:00]

Text
HMGVT to 898211
Standard message and data rates apply.

2-1-1
Get Connected. Get Answers.
United Ways of Vermont

VERMONT
DEPARTMENT OF HEALTH

Help Me Grow Vermont

<p>LEARN about child development (birth-age 8) & parenting: HelpMeGrowVT.org</p>	<p>TALK to a child development specialist by dialing: 2-1-1 x6 [M-F 9-6:00]</p>
<p>TEXT HMGVT to 898211 to reach Help Me Grow Vermont Standard message and data rates apply.</p>	

Help Me Grow Vermont
helps parents and caregivers **2** ways:

1 A website where you can learn about child development:

- Watch videos of development by age
- Get parenting tips from birth to age 8
- Nurture social and emotional growth
- Learn effective ways to manage behavior

2 A contact center you can call to ask a child development specialist questions:

- Ask about behavior, social and physical development
- Find activities in your area
- Seek referrals to specialists and other resources

Connecting families to resources and building resiliency.

LEARN
HelpMeGrowVT.org

TALK
Dial **2-1-1 ext. 6**
[M-F 9-6:00]

TEXT
HMGVT to 898211
Standard message and data rates apply.

2-1-1
Vermont
Get Connected. Get Answers.
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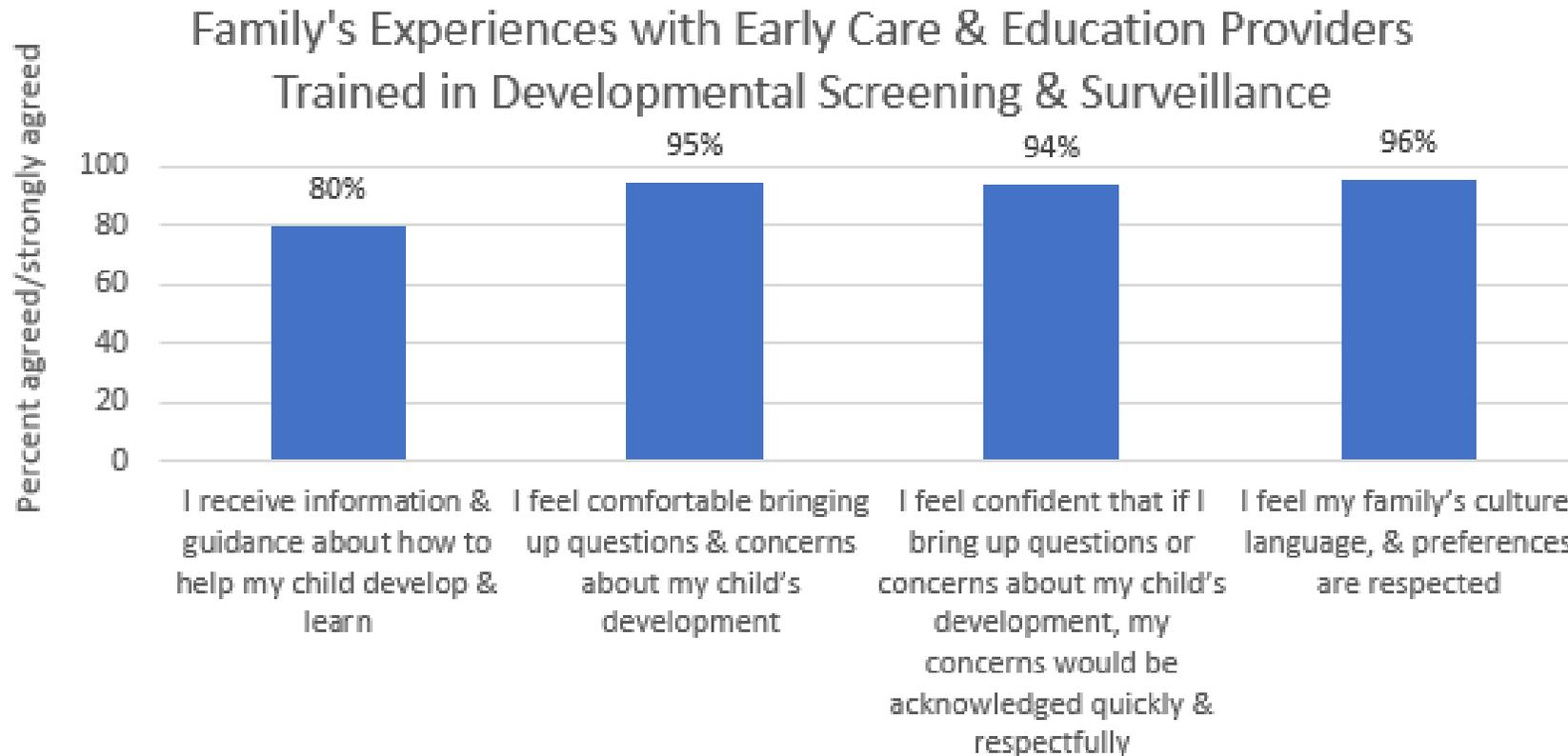
VERMONT
DEPARTMENT OF HEALTH

Providers Value Family Engagement

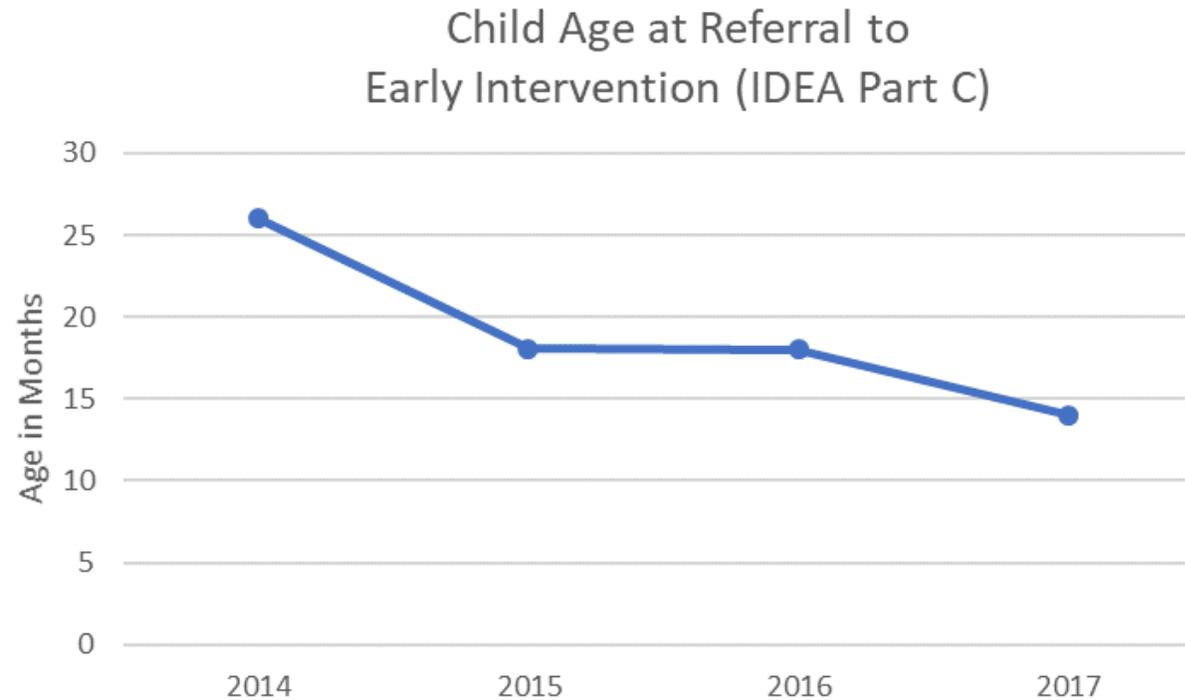
Why is ASQ valuable to your program?	See ASQ Value for more details	n=68	
	Family communication/relationship	29	43%
	See if child is on track/understand child	10	15%
	Find out things that need to be addressed early	16	24%
	Establish baseline	6	9%
	Classroom/curriculum planning	3	4%
	Other	6	9%

Improvements in family communication/relationship was most frequently cited reason early learning providers valued conducting developmental screening in their program.

Evaluation: QI Training to Child Care Providers

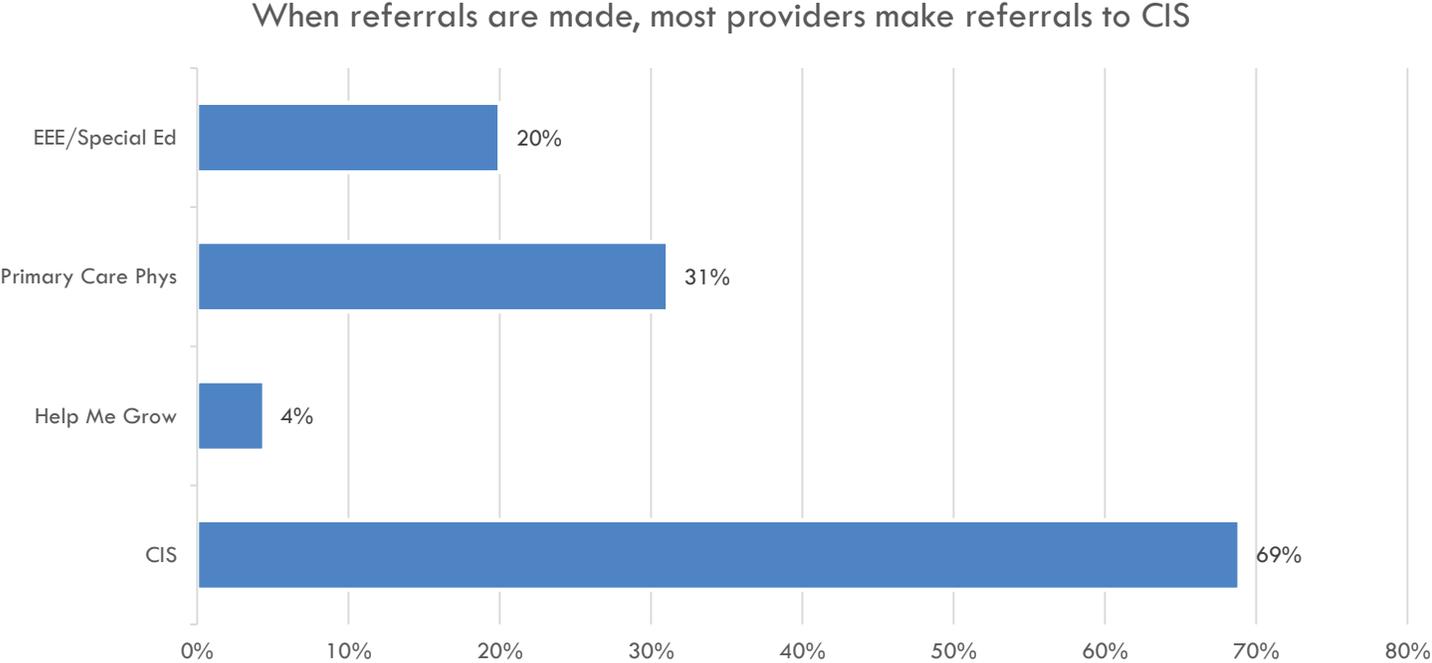


Earlier Age of Referral for Early Intervention



Early identification has improved!

We Still Have Work To Do!



HMG VT 2019 goal is to increase referrals from early learning providers to our centralized access point

Discussion Session



10TH ANNUAL
**HELP ME GROW
NATIONAL FORUM**

Buffalo, New York
May 6-8, 2019

Call for Proposals OPEN!

Applications due:
January 18

Project Next Steps

Webinar:

Utilizing technology and web-based solutions to enhance screening, linkage, and referral

February 13, 2019 2:00pm EST

(Registration open)

Data Reporting:

Reporting period: December-March

Due: April 5, 2019

Learning Collaborative 1:

In-person - 2019 HMG National Forum

Virtual attendance available

Details to come

SLACK:

Continuously throughout project