It Takes a Village to Screen a Child: Developmental Screening as an Essential Element of the Early Learning System

Presented by:

Sarah Neville-Morgan, First 5 California
Erin Dubey, First 5 California
Sujata Bansal, First 5 Alameda
Lucia Garay, San Diego County Office of Education

QRIS National Meeting
July 24, 2014
What is developmental screening?

- Integrated system
- Key components
- Available tools
Help Me Grow
http://www.helpmegrownational.org/

Watch Me Thrive
http://www.acf.hhs.gov/programs/ecd/watch-me-thrive

Learn the Signs. Act Early.
http://www.cdc.gov/ncbddd/actearly/index.html

The Survey of Wellbeing of Young Children (SWYC)
http://www.theswyc.org/
Race to the Top-Early Learning Challenge (RTT-ELC)

• Direct services to children: 186,429 children with high needs screened in 2013

• Indirect services through training and support
| Developmental and Health Screenings | ☐ Meets Title 22 Regulations | ☐ Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent) used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually | ☐ Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter AND ☐ Meets Criteria from point level 2 | ☐ Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND ☐ Meets Criteria from point level 2 | ☐ Program works with families to ensure screening of all children using the ASQ & ASQ-SE, if indicated, at entry, then as indicated by results thereafter AND ☐ Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND ☐ Meets Criteria from point level 2 |
## Cross-Agency Work

### RTT-ELC Screening-Related Projects and Supports

<table>
<thead>
<tr>
<th>Agency/Program</th>
<th>Training and Technical Assistance</th>
<th>Materials</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTT-ELC Consortia</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Department of Developmental Services/Early Start</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Department of Public Health/California Home Visiting Program</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
California RTT-ELC Home Page
http://www.cde.ca.gov/sp/cd/rt/

RTT-ELC Implementation Team Contact Information
rtt-elc@cde.ca.gov

Consortia Contact Information
http://www.cde.ca.gov/sp/cd/rt/rttelccontactlist.asp
It Takes a Village to Screen a Child: Developmental Screening as an Essential Element of the Early Learning System in Alameda County

QRIS National Meeting – July 24, 2014
Sujata Bansal, MFT
Collaboration between First 5 and all three county Child Care Resource & Referral Agencies

Started in 2009 and included 7 ECE sites

Funding provided by First 5 Alameda County

One of the first Help Me Grow’s with a specific outreach to ECE providers
Help Me Grow ECE Support Provided:

- Training for ECE site on ASQ-3, ASQ:SE, and Integrating Screening into ECE program
- Site’s own License of the ASQ and ASQ:SE
- Consultation and Technical Assistance Site Visits
- Incentives
- Screening Advisory Committee
Lessons Learned – Pre QRIS

- Intensive support was not so helpful

- Common site beliefs:
  - Immediate benefit
    - Ticket to services
  - Parent response will be negative
  - Parents can not accurately complete tool
  - Teacher’s sense of competency
Characteristics of successful sites

- Site champion
- Head Start partners
- Adequate resources
- Solid infrastructure
- Teachers sense of professionalism
- High quality relationships with parents
- Strong working relationships amongst staff
Deciding to Partner with QRIS

- Intrinsic motivation to screen
- Some HMG sites were recruited to be QRIS sites
- Structure in place
  - R&R Contracts
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>BLOCK (Common Tier 1) Licensed In-Good Standing</th>
<th>2 POINTS</th>
<th>3 POINTS</th>
<th>4 POINTS</th>
<th>5 POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental and Health Screenings</td>
<td>□ Meets Title 22 Regulations</td>
<td>□ Health Screening Form (Community Care Licensing Form LIC 701 “Physician’s Report - Child Care Centers” or equivalent) used at entry, then:</td>
<td>1. Annually OR 2. Ensures vision and hearing screenings are conducted annually</td>
<td>□ Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter AND □ Meets Criteria from point level 2</td>
<td>□ Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND □ Meets Criteria from point level 2</td>
</tr>
</tbody>
</table>
Benefits of Partnering

- Structure was in place
- Able to address some barriers to screening for sites
- Integration of TA team
- Ongoing partnership with R&R’s for ASQ training
- Relationship with HMG
How is it going?

- On path to support screening in around 15 sites
- Sites are now more accepting of screening
- Integrated HMG ASQ online system
- Seems to be working
Family Child Care

- 2 options

Supporting Tier 5

Getting beyond checklist mentality

Follow up is still a challenge
Universal Screening & Referral System in San Diego, California

SAN DIEGO

Quality Preschool Initiative

Funded by First 5 San Diego
Lessons from the field – where we started

• Centralized protocols for screening, scoring, sharing results and managing referrals

• Focus on mechanics to meet requirements of a grant to:
  • Conduct universal screenings
  • Link referrals to services in each community
Lessons from the field – where we are

- On-site standardized screening, scoring and referral protocols
- ECE individual agency ‘Referral Pathways’
- Data management system used at the session level to manage
  - Screening results
  - Referral status
  - Child outcomes
- Over 11,500 screenings in 2014-15
- Over 90% of referred children/families received services/supports within the same school year
Implementation Framework
Framework Basics from National and State Resources

• Birth to 5: Watch me Thrive

• Tool selection in San Diego across agencies: ASQ-3 And ASQ:SE is standardized

• Referrals pathways set up in each community, building on already existing services and relationships

• ECE-based coordination with parents
Local Framework for Agency Referral Pathways

- Early Identification: Key Components (California Learn the Signs Act Early Learning Grant Partners 2013)
- Professional Development of Agency Directors
- Utilization of accessible resources at the classroom/center level (FCC’s and/or centers)
- Secondary assessment (ASQ:SE) for all children whose parents or teacher express a concern with behavior
- Basic training on screening protocols upon entry into QPI
Workforce Development and Support
Professional Development Pathways

• Align to the California RTT Rating Matrix

• Director Level Site improvement plan must include addressing universal screening and referral as 1 of 8 elements (7 in matrix plus family engagement)

• Workshops and 1:1 coaching (at least 15 hrs/year) specifically address agency/director goals in each area

• Same process applies to classroom level staff
Workforce Development & T.A. Structure

- Pinwheel
  - Development of personalized screening and referral goals
- Coaching Logs/Notes
- Workshops linked to deeper TA within the program
Making and Managing Referrals
From Referral to Results

- Teachers enter and manage referral/intervention progress
- ECE administrators can view screening and referral data
- Pinwheel:
  - Child Referral Record
  - Managing/monitoring referrals at the site/session level
Interagency Relationships and Sustained Community Support
Next Steps in San Diego

- Expand outreach to more ECE providers to join QPI

- Continue coaching and support to agency administrators through a 3-7 year period for full systems/paradigm change needed for sustainability

- Identify sustainable funding/resources to maintain access to training and support to address administrative turn-over
Questions?

Contact Information:

Sarah Neville-Morgan, First 5 California
snevillemorgan@ccfc.ca.gov

Erin Dubey, First 5 California
edubey@ccfc.ca.gov

Sujata Bansal, First 5 Alameda County
Sujata.bansal@first5alameda.org

Lucia Garay, San Diego County Office of Education
lgaray@sdcoe.net