NEW YORK STATE OF OPPORTUNITY.

Council on Children and Families

NYS Early Childhood Comprehensive Systems

ECCS State Advisory Team (SAT) Quarterly Meeting
June 14, 2019
10:00-11:00 am

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If you're having technical difficulties please contact Ciearra Norwood, ciearra.Norwood@ccf.ny.gov

Thank you to our State Advisory Team Organizational Members

Capital District Child Care Council

Docs for TOTS

SUNY RF The Research Foundation for The State University of New York

New York State Head Start Collaboration Office

NYS Early Childhood Advisory Council
Building Success for Children
Ensuring Success for New York

NYS ED .gov
New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

New York Early Childhood Professional Development Institute
Developing Adults Working with Developing Children

NEW YORK STATE OF OPPORTUNITY. Department of Health

NEW YORK STATE OF OPPORTUNITY. Office of Temporary and Disability Assistance

NEW YORK STATE Office of Children and Family Services

Schuyler Center for Analysis and Advocacy

NEW YORK STATE OF OPPORTUNITY. Office of Mental Health

ECCS
NYS Early Childhood Comprehensive Systems

Prevent Child Abuse New York

United Hospital Fund

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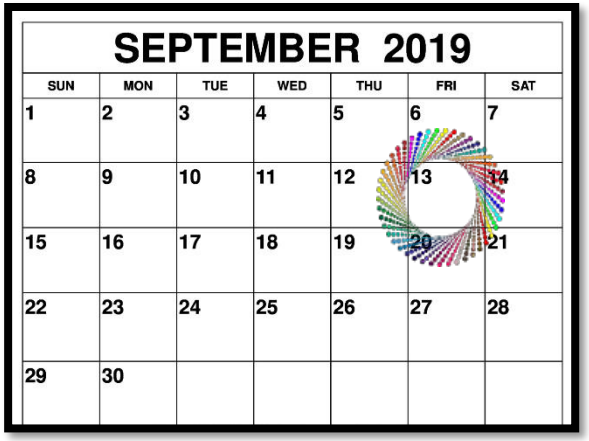
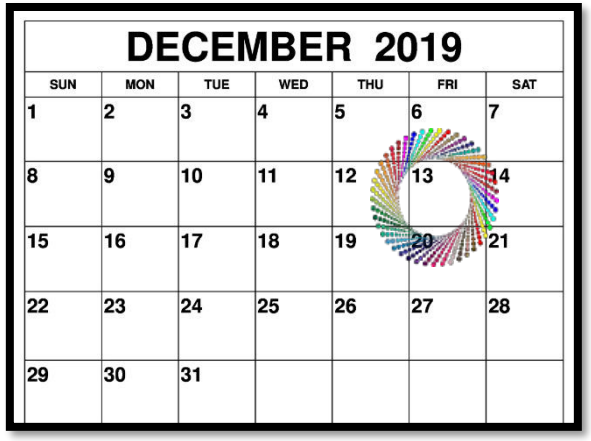
Agenda:

- Introductions
- Year 4 Meeting Schedule
- A year in review
- Plans for Year 4
- Community Updates

SAT Year 4 Meeting Schedule



September 13, 2019



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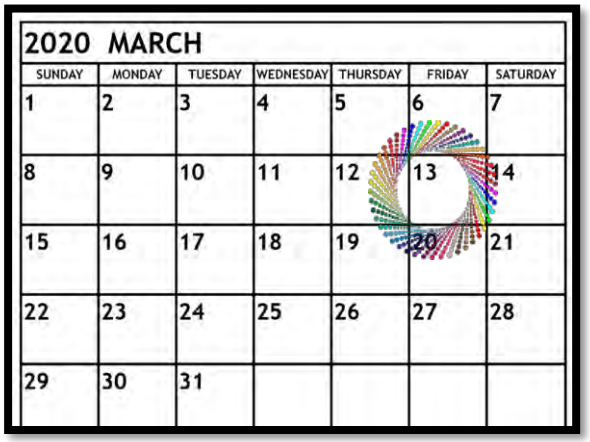
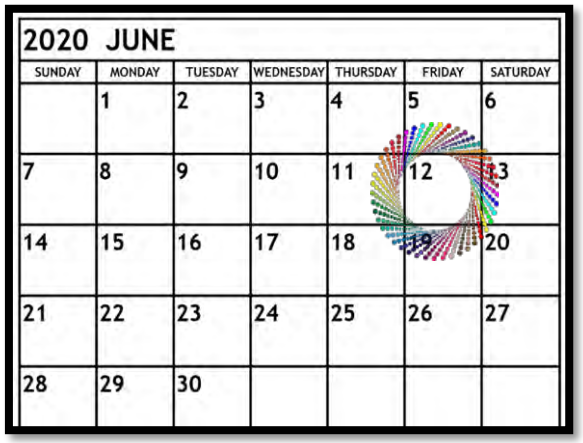


March 13, 2020



June 12, 2020

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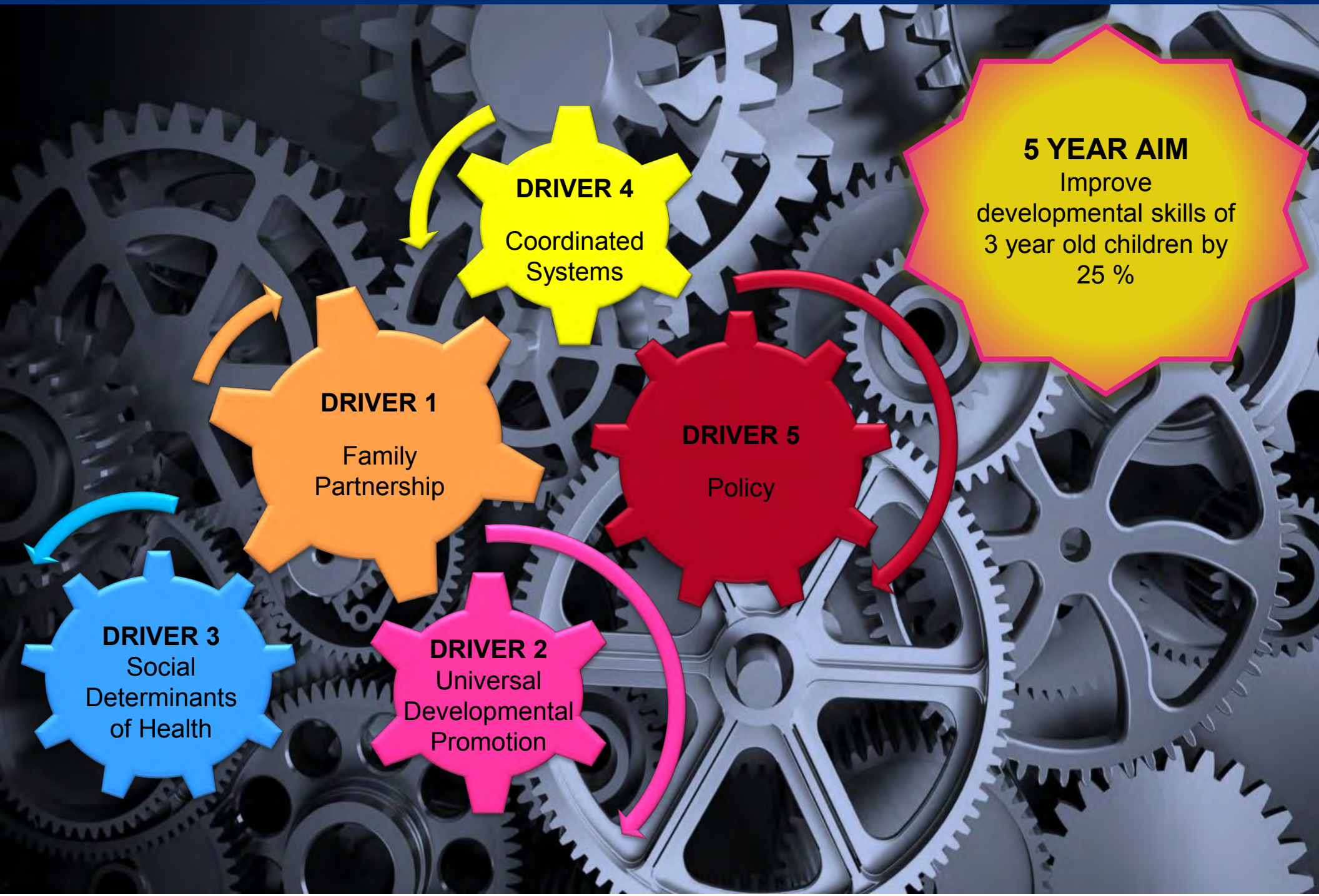
DRIVER 4
Coordinated Systems
5 YEAR AIM
Improve developmental skills of 3 year old children by 25 %
DRIVER 1
Family Partnership
DRIVER 5
Policy
DRIVER 3
Social Determinants of Health
DRIVER 2
Universal Developmental Promotion

NYS ECCS Year 3 in Review

Quarter 1

- Change in ECCS Measurement Strategy
- Impact Grantee and place-based communities attend Advancing Race Equity Symposium
- Impact Grantee attends Prevention Science Forum on Innovative Practices in Prevention Science & the NYS Conference on Maternal Depression
- Quarterly State Advisory Team Meeting & Community CoIIN Meetings

Quarter 2

- Partner Tool distribution to SAT
- Selected reviewers for the Community Maturity Scale
- Quarterly State Advisory Team Meeting & Community CoIIN Meetings

Quarter 3

- Change in ECCS Measurement Strategy
- Partner Tool Results
- Virtual Learning Session Part 1
- Impact Grantee interviewed by NICHQ in featured article
- Participating on the Cross Systems Workgroup and the Workforce Workgroup for the Governor's Child Care Availability Task Force
- Quarterly State Advisory Team Meeting & Community CoIIN Meetings

Quarter 4

- Impact Grantee and place-based communities attend Help Me Grow National Forum
- Impact Grantee attends NYS ECLC's Cost of Inequity Conference
- Work plan development year 4
- Quarterly State Advisory Team Meeting & Community CoIIN Meetings

NYS ECCS Year 3 in Review

Quarter 1

Highlights

- Attending the Advancing Race Equity Symposium, the Prevention Science Forum on Innovative Practices in Prevention Science and the NYS Conference on Maternal Depression

Challenges

- Number of primary drivers changed from 6 drivers to 5 drivers
- Innovation and improvement measures replaced existing driver measures
- Placed-based communities only responsible for reporting data on driver 2

Quarter 2

Highlights

- Selected reviewers for the Community Readiness Scale

Challenges

- Partner Tool participation

NYS ECCS Year 3 in Review

Quarter 3

Highlights

- Placed-based community leads traveled to CCF to participate in the Virtual Learning Session
- Impact Grantee interviewed by NICHQ in featured article

Challenges

- Placed-based communities no longer responsible for reporting data on driver 2 if the data collection does not support their work

Quarter 4

Highlights

- Impact Grantee and place-based communities attend Help Me Grow National Forum

Challenges

- Developing a measurement strategy for year 4

Plans for Year 4

- Finalize a measurement strategy
- Support placed-based communities with Learn the Signs. Act Early. materials
- Provide cultural competency and health literacy training in placed-based communities
- Partner Tool Survey

Please raise your hand to speak so we can unmute you or type in the chat box to share!

Place-Based Community Update: Nassau County

Liz Isakson, MD, FAAP
-Executive Director
-ECCS Place-Based Community Lead
-contact: liz@docsfortots.org

Melissa Passarelli, MS
-Director of Programs
-ECCS Place-Based Community Lead
-contact: melissa@docsfortots.org

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Data since last time (3/4/19-6/3/19)

- HMG Entry Point
  - Health Care Provider Referral= 53% (up 140%)
  - Callers=30% (down 26%)
  - 211=3.5% (down 64%)
  - Community partner referral= 7.1% (up 60%)
- Main Concern
  - Basic need= 25% (down 23%)
  - Communication= 23% (up 32%)
  - Parental Support= 14% (up 900%)
  - Child Care= 12% (up 89%)
- Connection Rate
  - For 12/3/18-3/3/19, 94% of cases were connected; 4% not connected; 2% pending; 0% unknown
  - 3/4/19-6/3/19 (still working with families): 63.2% connected; 16.2% not conncted; 20.6% unknown
- Caregiver Primary Language
  - English=46% (up 33%)
  - Spanish= 50% (up 36%)
- Barriers

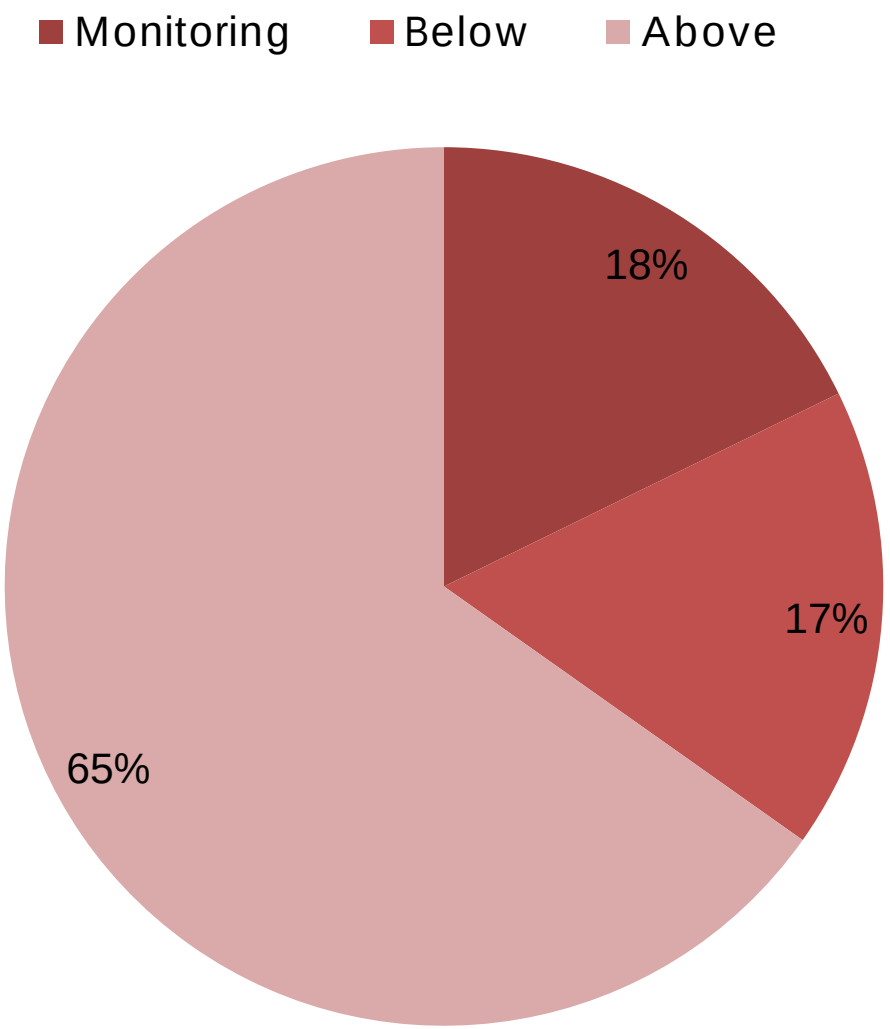
Data since last time (3/4/19-6/3/19)

- Barriers
  - Caregiver did not use referrals given= 24% (up 167%)
  - Eligibility- did not meet income criteria= 15% (up 150%)
  - Agency did not return call= 15% (up 150%)
  - Agency unable to provide service at this time= 12% (up 33%)
  - Transportation not available= 9% (no change)
  - Agency did not provide service= 6% (no change)

Developmental Screening Update

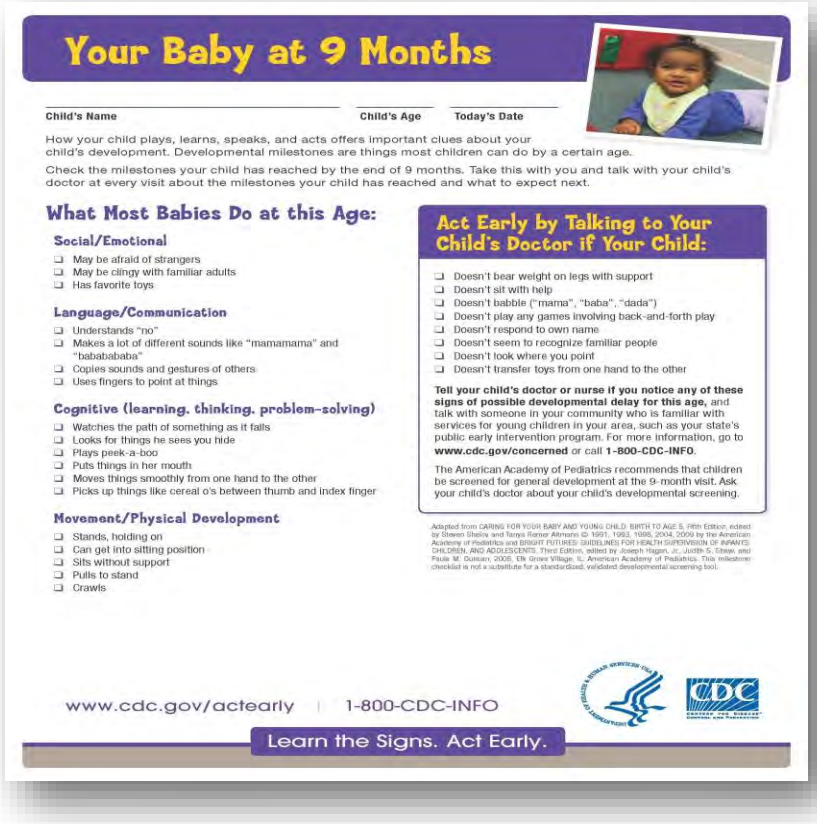
- Ages and Stages Questionnaires (ASQ-3 and ASQ-SE) and online data system
- Screening available for family through website (Family Access)
- Types of sites that screen through HMG-LI:
  - Early learning
    - HMG Community of Practice- Goal: Improve the process for sustainably recruiting, training, and proving ongoing support to early learning sites that want to screen through HMG-LI
    - In partnership with our two local CCR&Rs, QualityStarsNY, and the Long Island Pre-K Initiative
  - Home visiting
  - Infant mental health
- Books, Balls and Blocks events

ASQ-3 Scores (N=689)



Learn the Signs, Act Early campaign

- Developed by CDC, in conjunction with the AAP
- Help parents become better partners in monitoring development
- Objective, research-based information may make visits more productive



Your Baby at 9 Months

Child's Name _____ Child's Age _____ Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by the end of 9 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Babies Do at this Age:

Social/Emotional
- ❑ May be afraid of strangers
- ❑ May be clingy with familiar adults
- ❑ Has favorite toys

Language/Communication
- ❑ Understands "no"
- ❑ Makes a lot of different sounds like "mamamama" and "bababababa"
- ❑ Copies sounds and gestures of others
- ❑ Uses fingers to point at things

Cognitive (learning, thinking, problem-solving)
- ❑ Watches the path of something as it falls
- ❑ Looks for things he sees you hide
- ❑ Plays peek-a-boo
- ❑ Puts things in her mouth
- ❑ Moves things smoothly from one hand to the other
- ❑ Picks up things like cereal o's between thumb and index finger

Movement/Physical Development
- ❑ Stands, holding on
- ❑ Can get into sitting position
- ❑ Sits without support
- ❑ Pulls to stand
- ❑ Crawls

Act Early by Talking to Your Child's Doctor if Your Child:

- ❑ Doesn't bear weight on legs with support
- ❑ Doesn't sit with help
- ❑ Doesn't babble ("mama", "baba", "dada")
- ❑ Doesn't play any games involving back-and-forth play
- ❑ Doesn't respond to own name
- ❑ Doesn't seem to recognize familiar people
- ❑ Doesn't look where you point
- ❑ Doesn't transfer toys from one hand to the other

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to **www.cdc.gov/concerned** or call **1-800-CDC-INFO**.

The American Academy of Pediatrics recommends that children be screened for general development at the 9-month visit. Ask your child's doctor about your child's developmental screening.

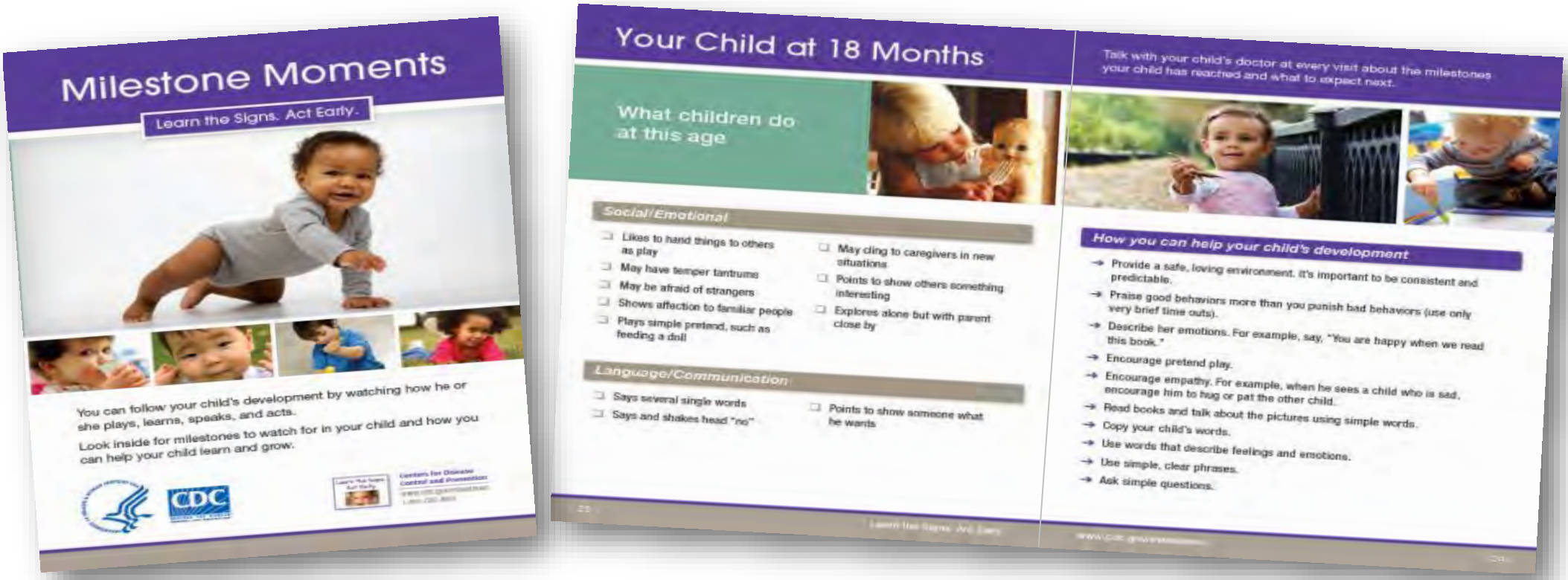
Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics. This milestones checklist is not a substitute for a standardized, validated developmental screening tool.

www.cdc.gov/actearly | 1-800-CDC-INFO

Learn the Signs. Act Early.

Learn the Signs. Act Early.

Milestone Moments Booklet



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Milestone Moments Booklet

- Includes:
  - Complete milestone checklists (2mo – 5yrs)
  - Activities to try at home
  - Space to write down questions
- Intended for parent use throughout a child's early years
- Helps parents prepare for well-child visits; gives you a parent-friendly reference

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Milestone Checklists

Your Baby at 9 Months

Child's Name _____ Child's Age _____ Today's Date _____

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Learn the Signs. Act Early.

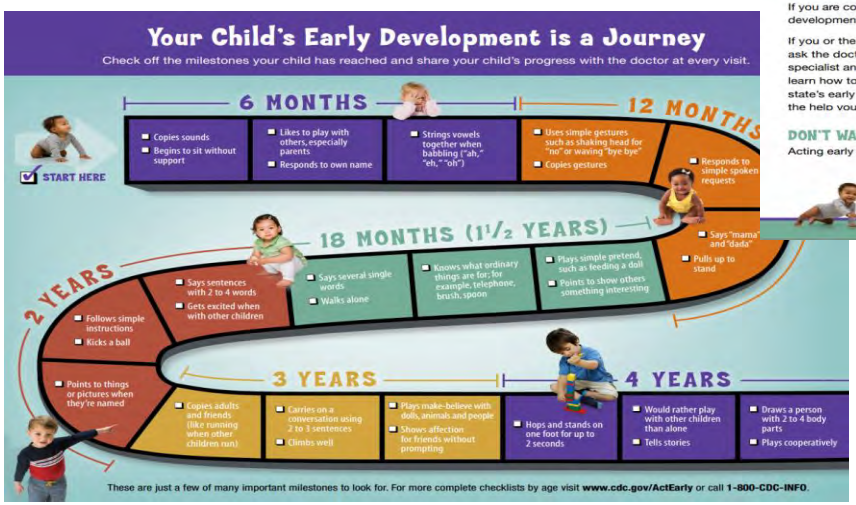
- Complete checklists address
  - Four domains of development
  - Developmental "red flags"
- How to use
  - Distribute to families at every well-child visit
- Can be printed with Spanish translation on reverse

Learn the Signs. Act Early.

www.cdc.gov/ActEarly

Milestones Brochure

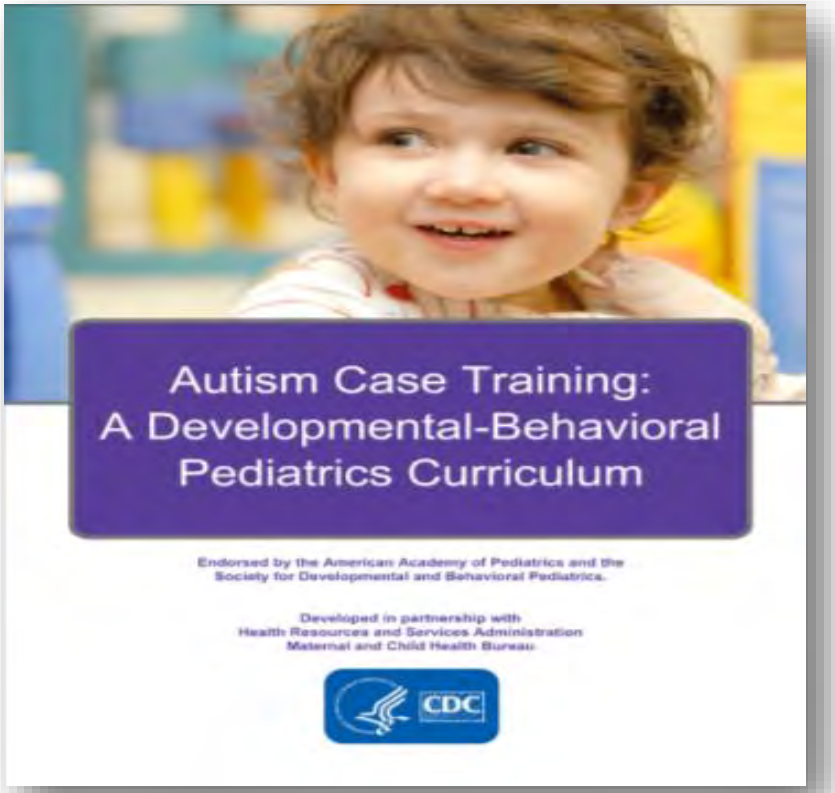
Select milestones at a glance for ages 6 months to 4 years



Learn the Signs. Act Early.

Free Continuing Education Opportunity

- Free online courses eligible for CME, CNE and CEU credits
- MOC (Part 2) Approved
  - Identifying
  - Diagnosing
  - Managing
- In-Class Curriculum
  - Teaching Guide
  - Video Library



Learn the Signs. Act Early.

Act Today!

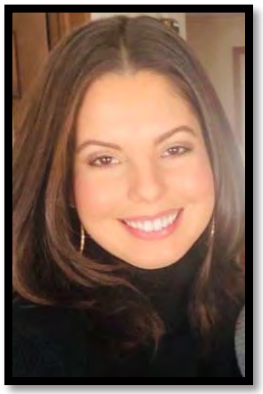
- View, print, or order FREE “Learn the Signs. Act Early.” resources at www.cdc.gov/ActEarly
- If you’d like to customize these materials for your practice and print them locally, contact ActEarly@cdc.gov
- Access free continuing education courses on autism spectrum disorder at www.cdc.gov/AutismCaseTraining

Thank you!

Please raise your hand to speak so we can unmute you or type in the chat box to share!

Place-Based Community Update: Western New York

Dennis Kuo, MD, MHS
-Associate Professor and Division Chief, General Pediatrics, University at Buffalo
-Medical Director of Primary Care Services at Women & Children's Hospital of Buffalo
-ECCS Place-Based Community Lead
-contact: dkuo@upa.chob.edu



Lea Passage, MHA
-Early Childhood/Population Health Project Coordinator, UBMD Pediatrics
-ECCS Place-Based Community Lead
-contact: lpassage@upa.chob.edu

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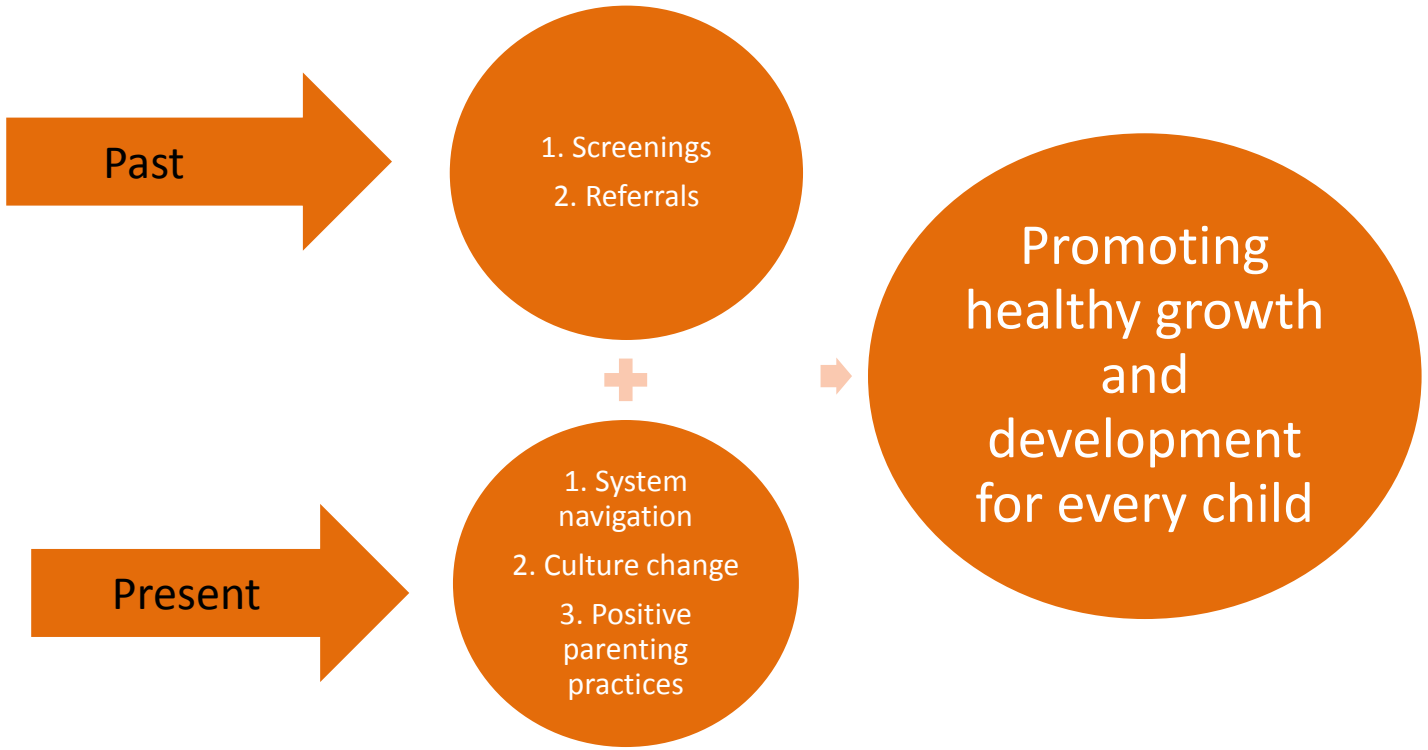
Objectives
What do we want to accomplish?



Objectives
What do we want to accomplish cont.

1. System navigation
   - Identification of available services (211, HMG, CPSE, etc.)
   - Referral follow up
   - Addressing social determinants of health and connecting families to support
2. Culture change
   - Re-orient pediatric practices on social emotional development
   - Consistent screenings
3. Positive parenting practices
   - Pediatrics Supporting Parents Learning Collaborative
   - Reach Out and Read
   - Promotion, signage
4. Cultural Competency
   - Evaluate practice's level of cultural competency in order to effectively communicate, provide services, and meet the needs of the population

ECCS Learning Collaborative Updates Team Assessment Update

Tonawanda Pediatrics

- Completion rates declined: 78% January ➡ 76% February ➡ 73 % March ➡ 75% in April.
- Reach out to parents and collect data on why the questionnaires are not brought back in when mailed out to them prior to their appointment

Main Pediatrics

- EMR adjustments to simplify data collection

Niagara Street/Towne Gardens

- Decline in ASQ completion rate from March (65%) to April (17%) at Niagara Street
- Lea to review data on why ASQs were not completed, and work with office manager, providers, and staff

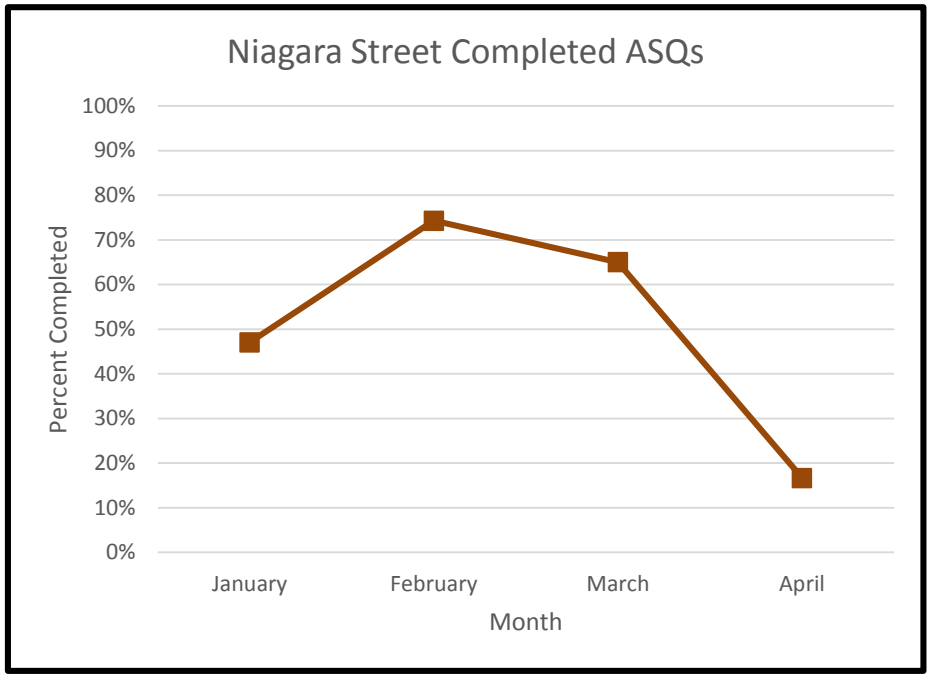
Jericho Road

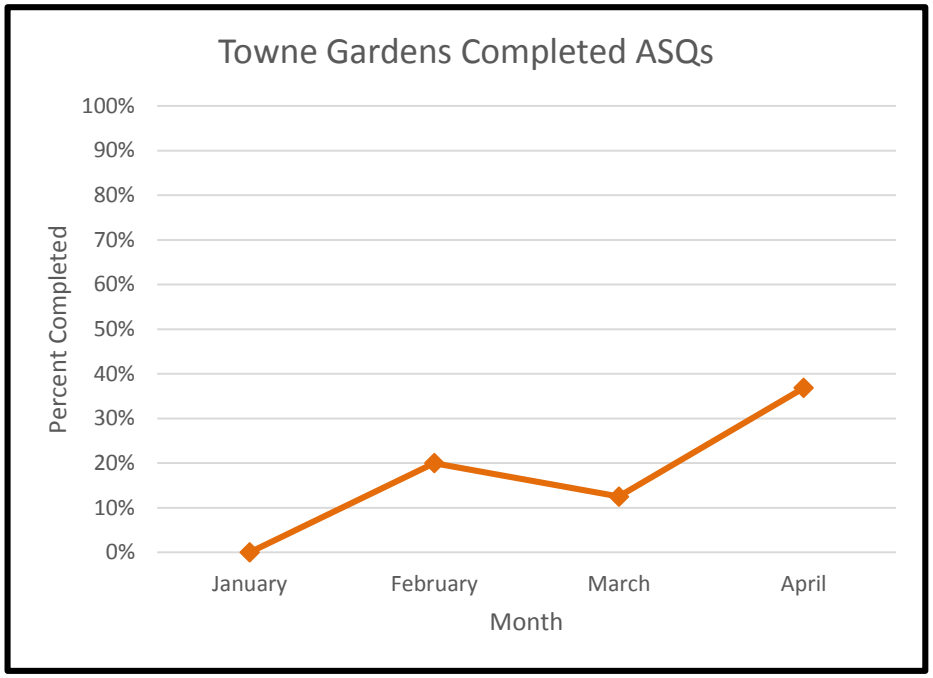
- No ASQ data yet
- ASQs will be administered during home visits by Parents as Teachers program

Neighborhood Health Center

- No data for the month of April

ECCS Learning Collaborative Updates Data





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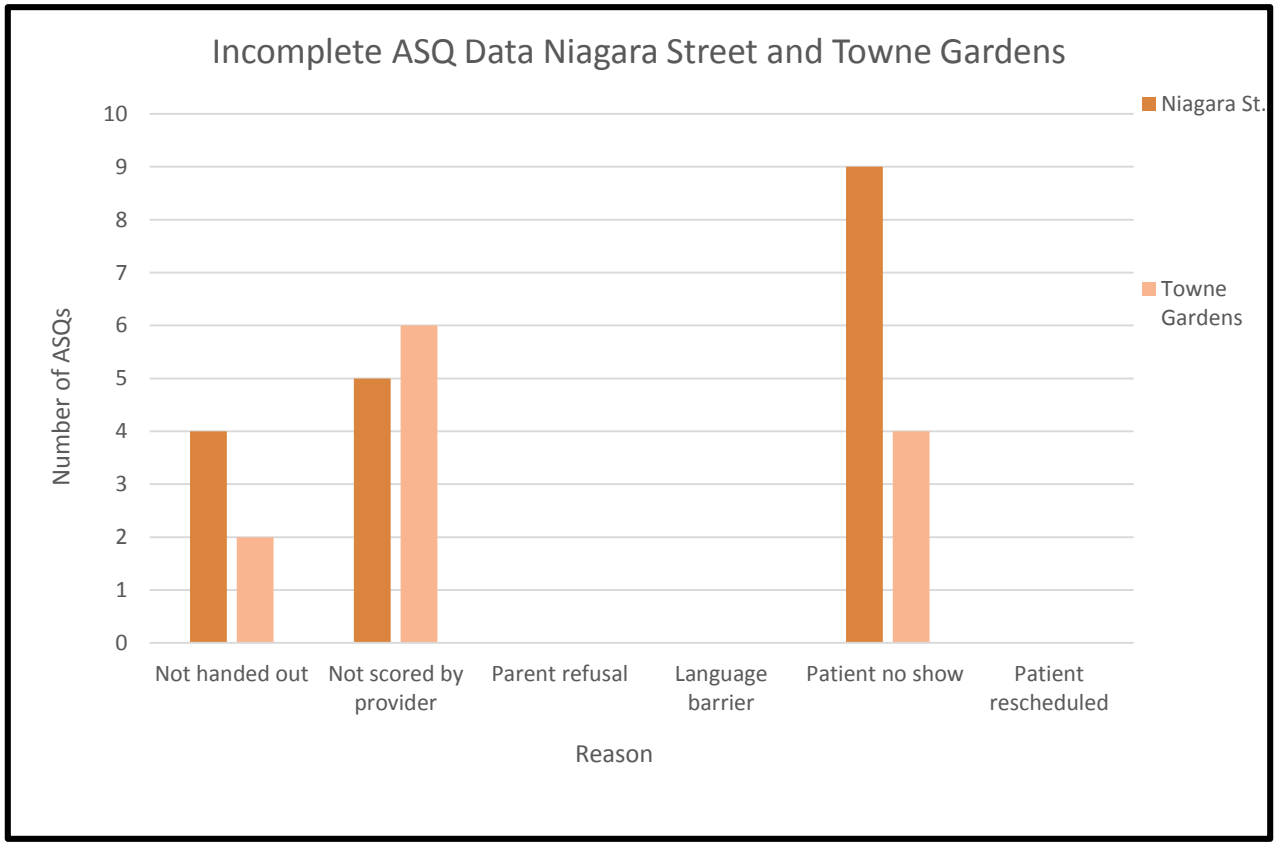

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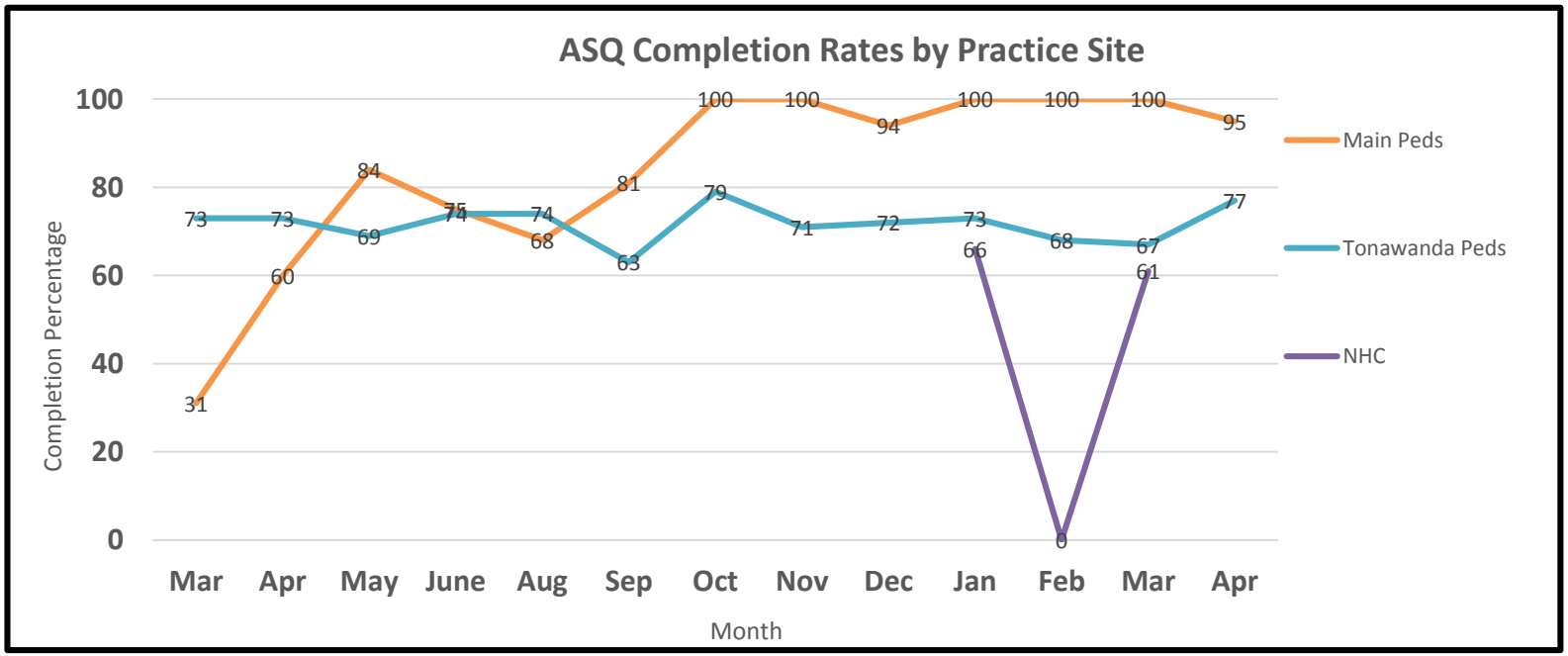


Universal Referral Form

The purpose of this form is to provide a basic assessment for the child's developmental needs, gather information to refer to appropriate services, and to keep a record of where the child was referred for follow up. A universal referral form creates the greatest ease of practice for all parties involved, to ensure a timely and accurate referral system with the least identifiable barriers.

Goal: Reflect the concerns people have about the child, using human centered design to meet the needs of children and their families

(1) Please select one: (COMPLETED BY PERSON MAKING REFERRAL)

☐**Help Me Grow WNY** (Fax to 833-464-5439) ☐**Erie County EI** (Fax to 716-858-6892)
☐**Niagara County EI** (Fax to 716-278-8288) ☐**Other**_____

(2) Referral Source (COMPLETED BY PERSON MAKING REFERRAL)

Date of Referral: _____ IFSP Due Date (to be completed by EI): _____

Practice Site: _____

Provider Name: _____

Contact Person: _____

Address: _____City: _____ Zip: _____

Phone: _____ Fax: _____ Email: _____

(3) Referral Info. (COMPLETED BY PERSON MAKING REFERRAL)

Reason for Referral:

☐ Cognitive ☐ Social Emotional

☐ Communication ☐ Adaptive/ADL

☐ Physical ☐ Other _____
- ☐ fine motor
- ☐ gross motor

Answer all questions below:

- **Difficulties eating/swallowing:** ☐Y ☐N
- **Medical Diagnosis/other medical concerns (including social determinants of health):**

  _____

  _____
- **Is there a concern about autism?:** ☐Y ☐N
- **Discussed screening with family?:** ☐Y ☐N

(4) Child/Parent Information (COMPLETED BY PARENT/GUARDIAN/FOSTER PARENT)

Child Last Name: _____ Child First Name: _____

DOB: _____ Sex: ☐M ☐F Best Contact Language: _____

Person with Whom Child Resides (first and last name): _____

Relationship to Child: ☐Parent ☐Guardian ☐Foster Parent ☐Other_____

Race: (check all that apply) ☐White ☐African American ☐Asian ☐Native American ☐Hawaiian/Pacific Islander

Ethnicity: (check one) ☐Hispanic ☐Non-Hispanic

Address: _____City: _____Zip: _____

Phone: _____Email: _____ Best Form of Contact: ☐ email ☐ phone

Parent Contact Information (if different then above):

Address: _____City: _____Zip: _____

Phone: _____

(5) Parental Consent (COMPLETED BY PARENT/GUARDIAN/FOSTER PARENT)

Legal Guardian Consent: by signing below, I consent to the referral of my child to the agency noted above by my provider. I give permission for specific information concerning my child's condition to be released to the county. I also provide consent for the evaluating agency to release information regarding the outcome back to the referral source.

Name of Referral Source: _____

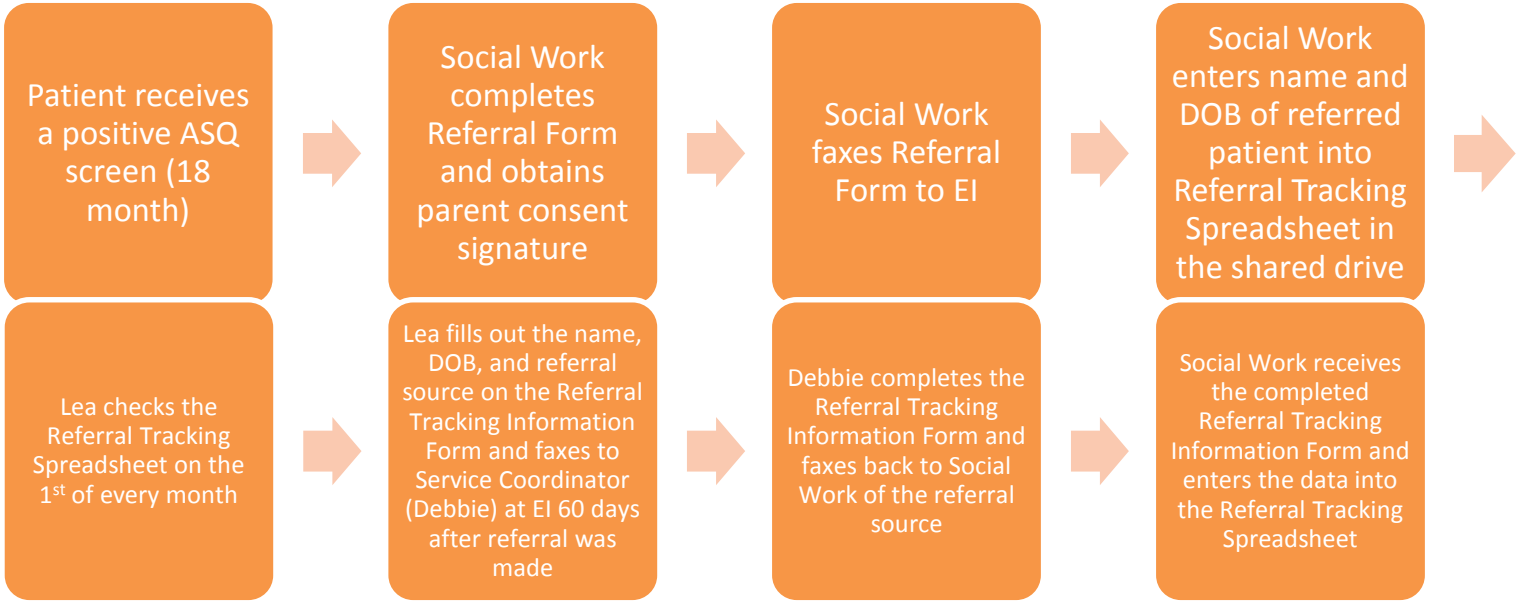
Parent/Guardian Signature: _____Date: _____

If parent signature is not present, did parent object referral?: ☐Y ☐N

Referral Tracking

Pilot testing referral tracking data collection in 3 outpatient pediatric practices:

1. Niagara Street Pediatrics
2. Towne Gardens Pediatrics
3. Tonawanda Pediatrics

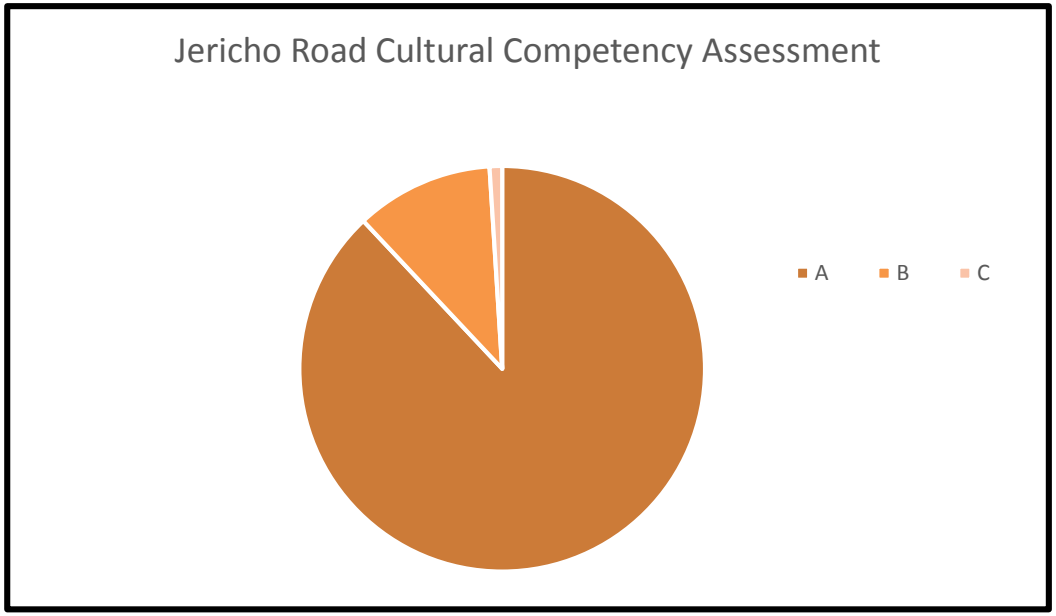


Referral Tracking

Patient Name	DOB	(1) Date of referral	(2) Reason for referral	(3) Evaluating agency	(4) Was eval completed? If "No," go to #5	(5) Reason eval not completed	(6) Eligible for services (Y/N)	(7) Services to be provided	(8) Did patient receive services (Y/N) If "No," go to #9	(9) Service delayed reason

Cultural Competency

Cultural competence is the ability to understand, communicate with and effectively interact with people across cultures. Cultural competence encompasses being aware of one's own world view, developing positive attitudes towards cultural differences, and gaining knowledge of different cultural practices and world views



A- Things I do frequently, or statement applies to me a great degree
B- Things I do occasionally, or statement applies to me a moderate degree
C- Things I do rarely or never, or statement applies to me minimal degree or not at all

Cultural Competency

How will assessing help us and our patients?

1. Provide culturally appropriate waiting room materials that reflect our population
2. Provide language services, including on-site translators
3. Data collection training
   - One size does not fit all
4. Creation of a family advisory board

Next Steps

1. Pediatrics Supporting Parents
   - Begin data collection for Pediatrics Supporting Parents and ECCS using new record review tool
   - Incorporate positive parenting practices in outpatient pediatric settings
     - Promote 211, HMG, and other resources
     - Implement Reach Out and Read
2. Continue to collect referral tracking data
3. Implement Cultural Competency Assessments
4. Finalize universal referral form

Please raise your hand to speak so we can unmute you or type in the chat box to share!

Needs Assessment Survey

If you are an early childhood teacher, provider of care, administrator or parent of a child birth – 5 years?

Please take the State's Needs Assessment Survey!

http://bit.ly/NYSB5survey

NYS Birth through Five Project

NYS B5

Promoting equity and access to quality early childhood programs for all young children and families in NYS

ECCS

NYS Early Childhood Comprehensive Systems

NEW YORK STATE OF OPPORTUNITY. Council on Children and Families

Statewide Parent Leadership Conference Bid Opportunity

- CCF is seeking bids for planning and hosting a Statewide Parent Leadership Conference as a part of the B5 Grant

- The conference is intended to further parents' knowledge about the NYS early childhood system and help administrators, policy makers and service providers understand the needs of parents

Bids are due Friday, June 21, 2019 by 4:00 pm via email (ciearra.Norwood@ccf.ny.gov)

NYS Early Childhood Comprehensive Systems

NYS Birth through Five Project
NYS B5
Promoting equity and access to quality early childhood programs for all young children and families in NYS

NEW YORK STATE OF OPPORTUNITY. Council on Children and Families

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