Welcome to the first Universal Developmental Screening Advisory Committee Meeting!

Meeting Purpose and Outcome

The purpose of the Universal Developmental Screening Advisory Committee is to bring key stakeholders together to ensure that all children and their caregivers have access to developmental screening in Alaska. The Advisory Committee will accomplish this through:

a) Streamlining efforts to maximize efficiency

b) Coordinating data sharing

c) Ensuring access to training on developmental screening and screening tools for all voluntary or mandated screeners, including early childhood education, home visitors and health care providers

d) Providing stakeholder input on the statewide ASQ Online system

e) Increasing family-focused education on developmental screening

Advisory Committee Introductions

*Professional representatives please share your name, your professional role, and your relationship with developmental screening.

*Parent representatives please share your name, which community you live in, the age(s) of your child(ren), and if you have ever filled out a developmental screening for your child before.

Developmental Screening in Alaska

STATUS | LEADERSHIP | DATA | STRUCTURE

CHALLENGES AND OPPORTUNITIES

PREPARED FOR HELP ME GROW ALASKA BY PRENTICE CONSULTING | MARCH 2020

Presenters

Carol Prentice, Prentice Consulting

Emily Urlacher, Program Manager, Early Childhood Comprehensive System (ECCS) Program Manager, Dept. of Health and Social Services (DHSS)

Carmen Wenger, Program Director, Help Me Grow Alaska

In brief…

- Training

- Data

- ASQ Online

- Leadership

Training

- Where we've been
  - Training has been uneven between programs, often happening through an informal process of on the job training
  - No formal way to communicate training opportunities when they exist between screening entities
- What we know
  - Understanding on the importance and the use of developmental screening tools directly influences their implementation and accuracy
  - The Developmental Screening Workgroup identified training as a important element for the state
- Where we're going
  - Increasing numbers of formal trainers available in state
  - Developmental Screening: A Tool for Family Engagement and Tracking Healthy Growth
    - Appropriate for: early childhood education, home visiting & early intervention professionals
    - Online modules **now available**
    - Free
    - Available anytime
    - Completion certificate for training hours
    - www.hmgaktraining.org
  - New introductory training for medical providers coming soon

Data

- Where we've been

  - Tremendous statewide effort in adoption and utilization of the ASQ Online system led by the Infant Learning Program

- What we know

  - Current structure only captures screens completed using the ASQ tool and entered into the online system (Incomplete data)

  - Several systems have data reporting requirements that rely on the current ASQ Online system

  - The current ASQ Online system configuration presents limitations to how the data can be used for analysis

- Where we're going

  - Options for structuring the Online ASQ system in different ways that would change how data is accessed

  - Systems in place in other states that combine results from multiple screening tools

  - Further work will involve progress on a common identifier and unified child record systems

  - Exploring data sharing options that can leverage current and/or future systems and structure

How is Data Used?

- Early Intervention/Infant Learning Programs has data reporting requirements related to developmental screening and Child Find efforts

- ECCS Impact Project has requirements for developmental screening reporting

- Developmental Screening Stipend Initiative requires participants to report on developmental screening data

- Potential uses for data are largely unexplored

Data Access and Reporting: Opportunities and Challenges

- Opportunities for data utilization

- Current challenges with statewide ASQ Online system

- Recommendations

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Opportunities for Data Utilization

- How many children birth through age 5 are receiving a developmental screening? How many children birth through age 5 are achieving 5-domain developmental health as demonstrated by developmental screening result?
  - Age
  - Gender
  - Geographic region, zip code
  - Ethnicity

- This information is available within ASQ Online system
- School district example – School district request to HMG-AK

Current Challenges

- De-identified data at Hub level limits Hub administrators to reports of de-identified data. No data on gender, ethnicity, zip code. No method of accounting for duplicate child profiles or multiple screenings.

- Enterprise account administrators (ILP Coordinators primarily) have access to identified data however:
  - Requires training on report writing and data management
  - Requires time
  - Requires identifying duplicate screenings and child profiles
  - Not realistic expectations for highly trained early intervention professionals

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Recommendation

A trained, skilled individual or small group of individuals could be allowed access to Enterprise level data through data sharing agreements. Once added as an Enterprise account administrator and provided a login and password, this designee could run reports on any individual program's data or Enterprise level aggregate data.

With the current system of 17 Enterprises, managing the reporting and maintenance for all 17 may be too much work for an individual. However, a small group of trained individuals who work for the State of Alaska, either as employees or under contract, could be provided access to this data through data sharing agreements or some other acceptable measure.

ASQ Online System in Alaska

- ASQ Online Implemented in 2012

- DHSS adoption of ASQ-3 as preferred developmental screening tool

- Goals of increasing Child Find effort and centralizing data

- Initiated by Early Intervention (EI)/Infant Learning Program (ILP), (Dept. of Health and Social Services (DHSS), Office of Children's Services)
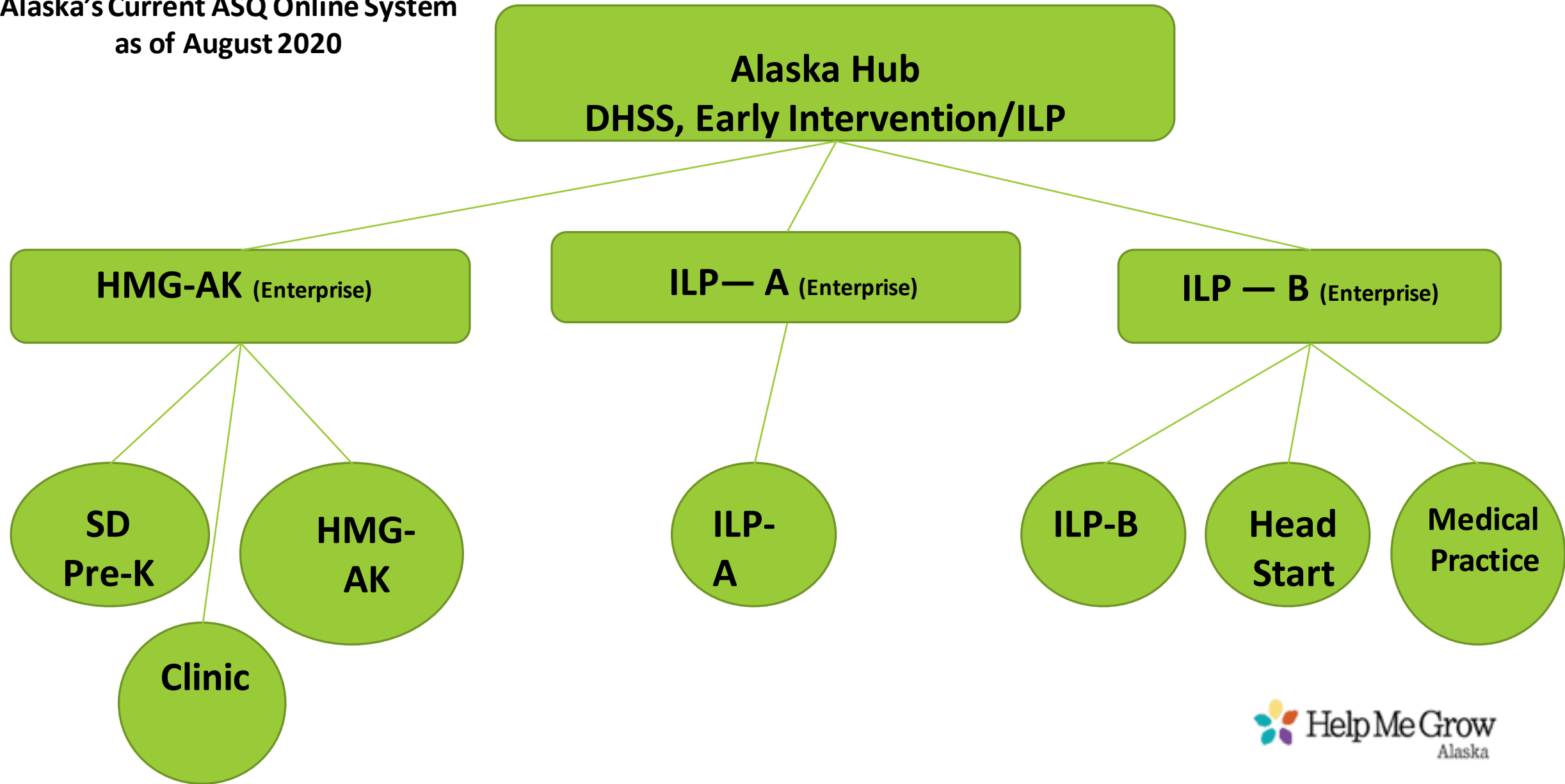
Status of Alaska's ASQ Online System

- One statewide system

- Hub account at EI/ILP statewide office (DHSS, Senior and Disability Services)

- 17 Enterprise accounts
    - 16 Infant Learning Programs
    - 1 Help Me Grow Alaska
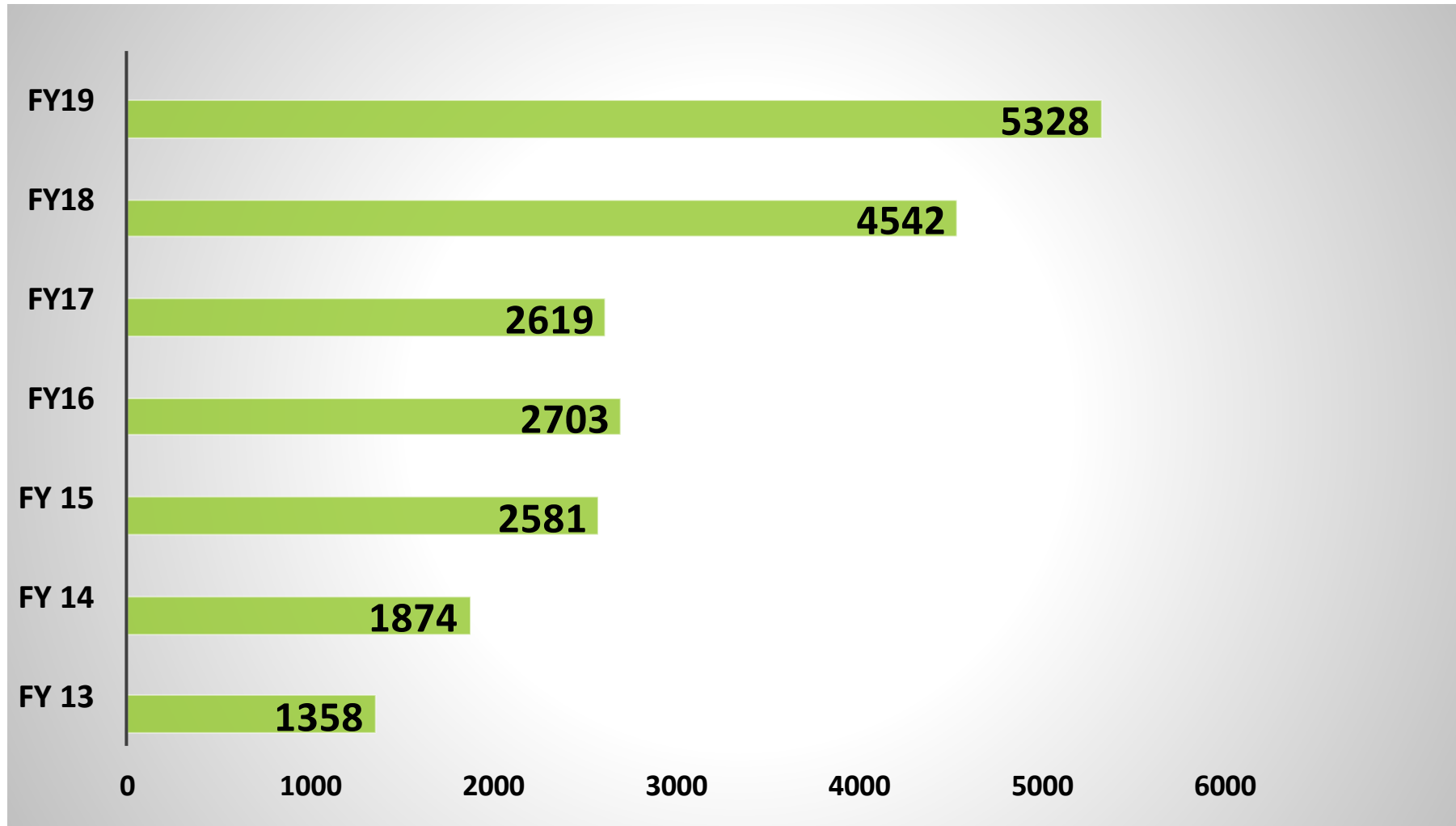
- 88 total programs
    - 46 active
    - 42 inactive

ASQ Data as of October 2019

Alaska's Current ASQ Online System as of August 2020

Alaska Hub
DHSS, Early Intervention/ILP

HMG-AK (Enterprise)

ILP— A (Enterprise)

ILP — B (Enterprise)

SD Pre-K

Clinic

HMG-AK

ILP-A

ILP-B

Head Start

Medical Practice

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At A Glance Summary of ASQ-3 Screenings Entered into Alaska's ASQ Online System by Fiscal Year

Fiscal Year	Screenings
FY19	5328
FY18	4542
FY17	2619
FY16	2703
FY 15	2581
FY 14	1874
FY 13	1358

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Direct Cost of Alaska's ASQ Online System

- Each Enterprise costs $500 per year: 17 Enterprise accounts x $500 = $8,500

- Each Family Access account costs $350 per year: 17 x $350 = $5,950

- Hub linking fee per year = $1,000

- .50 per screen x 5,328 (FY19) = $2,664

- Cost of ASQ-3 starter kits = $295 per kit (Brookes Publishing website 7/23/20)

- Direct costs currently paid by State of Alaska, DHSS

- **System fixed costs for 2019 = $15,450 (does not include screens and kits)**

Note: Numbers fluctuate slightly based on price changes through Brookes Publishing, bulk discounts, etc.

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Statewide ASQ Online Structure

- Currently structured through Early Intervention/Infant Learning Program housed within the Division of Senior and Disability Services, DHSS;

- EI/ILP evaluating if this is the best fit, given limited resources, increased demand for ASQ Online and data reporting, staff turnover (requiring additional training), and current priorities;

- ILP Coordinators are highly trained professionals in early intervention which is not necessarily the skill set required for data reporting. High demand for ILP skills;

- There are options for restructuring Alaska's ASQ Online system.

Alternate ASQ Online System by User Groups
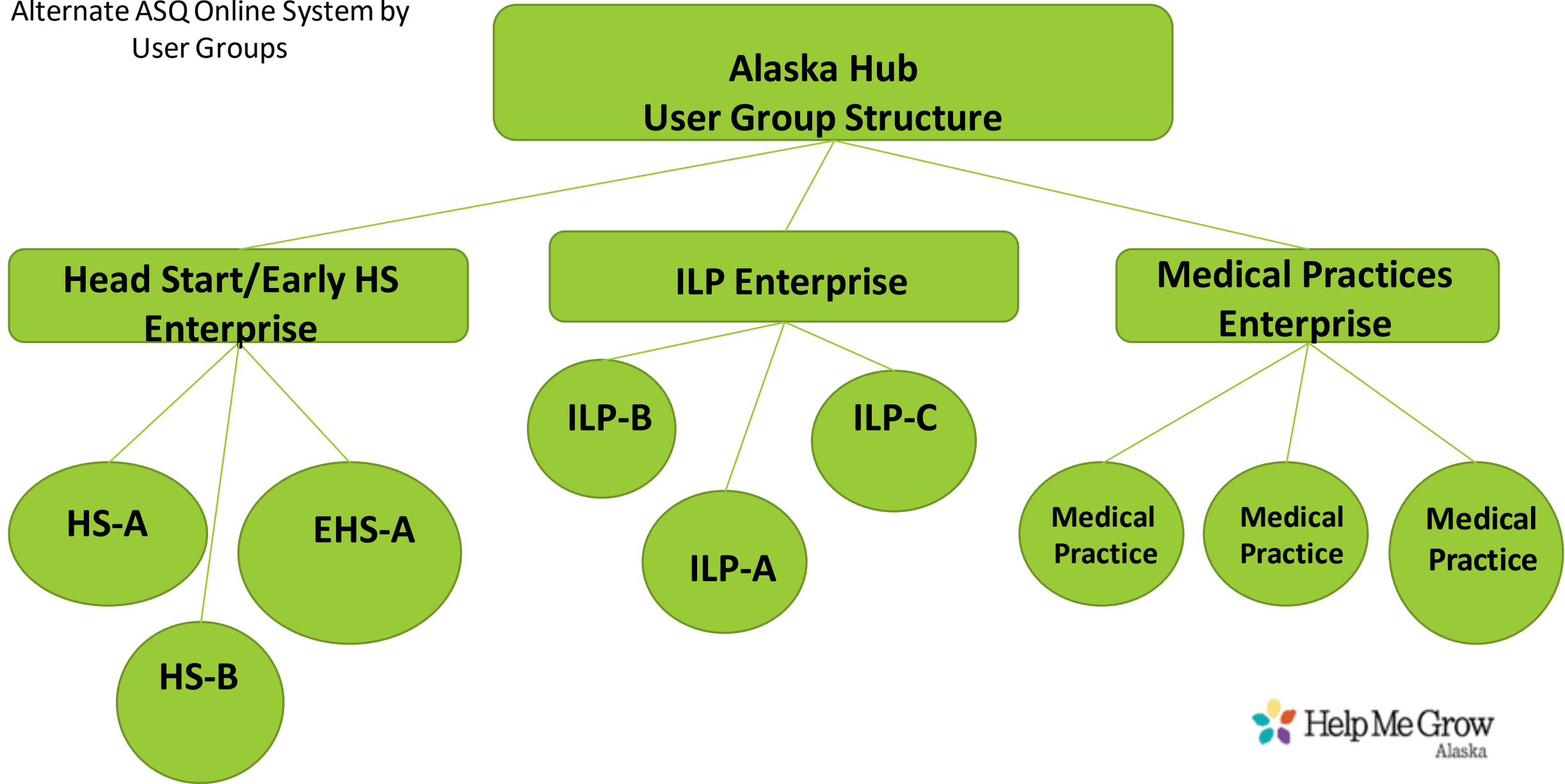
Recommendation

Optimal functionality of an ASQ online system requires trained and engaged Hub and Enterprise account administrators. In numerous conversations with staff from Brookes Publishing, Prentice Consulting was told that the key factor to achieving success with ASQ online is proactive account administrators. These individuals can support the programs within the Enterprise, run reports with identified child data, and communicate regularly with the Hub administrator.

Recommendation

Alaska's statewide online structure, organized through the Infant Learning Programs made sense at the time of inception. At present, the system is not able to be proactively managed due to factors that may include limited resources and lack of training. The system could continue in its current structure with active management of the system provided outside of Part C/ILP. Alternatively, the structure could be actively changed over time to reflect the current environment for developmental screening in Alaska.

Developmental Screening Leadership: Needs and Opportunities

- Governor's Council on Disabilities and Special Education
  - Universal Developmental Screening Task Force (2017)
  - Important work convening stakeholders and identifying issues
  - Survey of Task Force Members (Fall, 2019)
  - Request for different umbrella/leadership (Winter, 2020)

- Update on Leadership and Oversight for Developmental Screening
  - Emily Urlacher, ECCS Manager

Developmental Screening Leadership: Needs and Opportunities

The section on leadership is informed by discussions from the December working group, identified earlier in this report, as well as discussions with Brookes Publishing, which holds the rights to the ASQ and ASQ online system.

The workgroup discussed the need for a comprehensive and cohesive statewide approach to developmental screening. This effort was initially spearheaded through a "Universal Developmental Screening Task Force" established under the Governor's Council on Disabilities and Special Education. In January 2020, the Program Coordinator for the Council's Early Intervention Committee conducted a survey of task force members seeking input on the work of the task force and decisions about moving forward. The results of the survey were summarized in this way and sent, via email, to task force members:

> We have received feedback from 18 participants with the general consensus being support for continuing this work; however, with a different umbrella/leadership entity at this time. **If your agency, division, or program would be interested in facilitating these activities, please feel free to contact me**. It is important to note that the Council would still continue to be part of, and support the Task Force, but following your feedback we would assume a different role within this group. As many of you know, for years universal screening has been, and continues to be on the Council's radar via a myriad of different work areas, including within the scope of the Early Intervention Committee, Autism Ad Hoc, and the FASD Workgroup. We are committed to collaboration on early identification with statewide partners to advance universal developmental screening by using a standardized tool. We look forward to hearing from you regarding your activities and if this work, in a leadership capacity, fits within your efforts.

Recommendation

A lead agency should be identified to take the leadership role for oversight of developmental screening efforts in Alaska. It is most appropriate for this leadership to be based within state government, which has the authority to establish policy and regulations. A group of key stakeholders, acting in an oversight capacity, could guide the work, develop and approve a statewide plan, act as liaisons with interested organizations, and champion developmental screening in Alaska. Implementation activity could be contracted out to independent contractors or organizations that have the capacity and skill sets for identified activities.

Universal Developmental Screening Advisory Committee Breakout Group Activity

Small groups will break out to address the following questions to an assigned outcome (listed below):

What would success in this area look like in Alaska?

Are there areas of "low-hanging fruit" that we can start with?

Are there any missing partners in this advisory committee who can contribute to the success in this area?

Identify any barriers or challenges in this area.

Please discuss your topic below, the facilitator will take notes, and a different group member will be assigned to report out to the larger committee.

Group 1 (Emily): Increasing family-focused education on developmental screening

Group 2 (Carmen): Ensuring access to training on developmental screening and screening tools

Group 3 (Carol): Providing stakeholder input on the statewide ASQ Online system

Group 4 (Tamar): Coordinate data sharing

Group 5 (Betsy): Streamlining efforts to maximize efficiency

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