

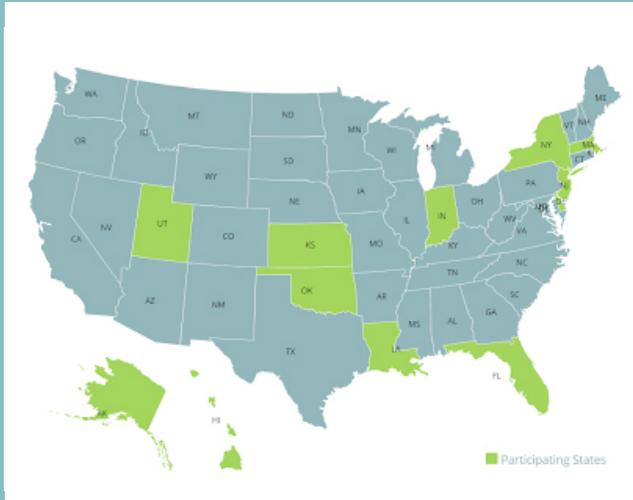
STRENGTHENING SYSTEMS TO SUPPORT ALL YOUNG CHILDREN AND FAMILIES

Early Childhood Comprehensive Systems Collaborative Improvement & Innovation Network

WHY DO WE NEED STRONGER EARLY CHILDHOOD SYSTEMS?



Research clearly demonstrates responsive, nurturing relationships in safe, engaging environments throughout the earliest years of life (starting prenatally) are at the foundation of healthy development and lifelong success. An early childhood comprehensive system is defined as an organized, purposeful partnership of interrelated and interdependent agencies/organizations, representing health, mental health, social services, families and caregivers, and early childhood education, collaboratively coordinating effective systems of care for children from birth to kindergarten entry.



WHAT IS THE EARLY CHILDHOOD COMPREHENSIVE SYSTEMS COLLABORATIVE IMPROVEMENT AND INNOVATION NETWORK?



The Early Childhood Comprehensive Systems (ECCS) Collaborative Improvement and Innovation Network (CoIIN) is a strategic effort to identify ways to accelerate improvement in early childhood systems, resources and coordination across sectors so that all children can achieve optimal and equitable early childhood developmental health outcomes. In partnership with the ECCS CoIIN Coordinating Center, 12 states and 28 local communities work to both improve systems, processes, structures and norms and generate innovative solutions. The ECCS CoIIN initiative is funded by the Maternal and Child Health Bureau and informs and contributes to this national effort, as well as advances state and local early childhood system coordination efforts.



WHAT APPROACHES ARE BEING UTILIZED IN THE EARLY CHILDHOOD COMPREHENSIVE SYSTEMS COLLABORATIVE IMPROVEMENT AND INNOVATION NETWORK TO STRENGTHEN EARLY CHILDHOOD SYSTEMS?

Develop and maintain partnerships and network

How: Expand the breadth of partners working to advance collaboration, foster effective collaborations, and promote contribution and impact towards a common vision of optimizing child developmental health

Provide backbone support & mechanisms for connections and communication between State and community

How: Provide state-level support to community leaders and organizations to innovate, test and spread improvements resulting in a more efficient and coordinated system that supports optimal child development

Implement capacity building efforts to promote and support early childhood

How: Use national resources, like the CDC's milestone tracker mobile app, to engage families and communities about child developmental health, the importance of developmental screening, and ways to support their optimal development

Create early childhood systems infrastructure, improvement and sustainability

How: Improve processes between, and across, early childhood providers to allow for seamless connection to services and optimal coordination that support the healthy development of all children

Advance policies and mobilize funding to sustain systems improvement

How: Work with community partners to identify the trainings and resources needed to develop and implement policies that will solidify, institutionalize and formalize responsive early childhood systems

Strengthen family partnerships

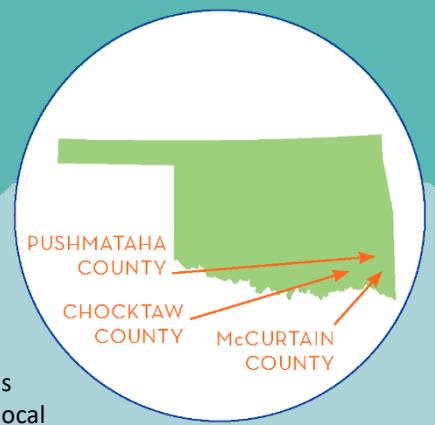
How: Involve family members from the start as experts and equal partners in co-design processes, programs and services that support and promote child developmental health.



This project is supported by the Health Resources and Service Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling \$5,448,329 with 0 percentage financed with non-governmental sources. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS, or the U.S. Government. For more information, please visit [HRSA.gov](https://www.hrsa.gov).



EARLY CHILDHOOD IN OKLAHOMA



OKLAHOMA



Little Dixie Community Action Agency is the first recipient of the Early Childhood Comprehensive Systems Impact (ECCS Impact) grant in the state of Oklahoma. The [Little Dixie ECCS](#) Impact team has been working hard to promote and enhance early childhood services throughout the counties and local communities of **McCurtain, Pushmataha, and Choctaw**, with the overall goal of seeing a 25% increase of age-appropriate developmental health among the 3-year-old population.



CAPACITY-BUILDING EFFORTS

Promoting & Supporting Early Childhood Development

Early Childhood Integrated Data System Staging Project: The team worked with the Oklahoma State Department of Education and the Office of Management and Enterprise Services (OMES) to develop and stage an Early Childhood Data System pilot project. Through this collaboration, it shows that early childhood developmental screening data has the ability to connect to the [Oklahoma State Department of Education's Longitudinal Data System, the WAVE](#), by connecting to the Ages & Stages Questionnaire (ASQ) Online Application Programming Interface (API).

Help Me Grow (HMG)

- To help support linkage to services and resources and access to developmental screening, the team has been focusing on the Centralized Access Point (CAP), data collection, care coordination, resource directory, and the marketing strategy to launch [Help Me Grow \(HMG\)](#). The team has been diligently working on the Resource Directory and training on Zendesk® integrated customer support software, which will act as the CAP. Monthly TA calls are held with the [HMG National Center](#) to walk through and discuss implementation process and any issues. The team recently participated in a COVID-19 discussion to hear and learn from other affiliate states on how they are addressing the pandemic. As of September of 2020, the team has successfully launched the Help Me Grow Oklahoma Family Resource Line (centralized access point).

Child Care

- Partnered with local childcare centers to implement the Ages & Stages Questionnaires®, Third Edition (ASQ-3) developmental screening within each partnering facility
- Partnered with local childcare centers to implement [The Creative Curriculum®](#) from Teaching Strategies to provide routine and continuity to each day, while also guiding and providing the teacher with an easy lesson plan for the day. The curriculum has also helped teachers gain knowledge on different ways to engage children and ensures they are teaching age-appropriate skills on a daily basis.
- Each partnering center receives a Developmental Screening Guide for each of their teachers. The Guide includes an ASQ Road Map (a step-by-step guide on how to perform and score a screening), ASQ-3 developmental screenings, intervention activities, learning activities, ASQ Social-Emotional screenings, social-emotional milestones, the Centers for Disease Control and Prevention (CDC), [Learn the Signs. Act Early.](#) information, healthcare information, and the referral process.

Developmental Skill Building Kits (DSBK)

- Launched initiative in December 2019 to increase developmental screenings completed through the ASQ Online Family Access Portal located on [Little Dixie ECCS Facebook Page](#). The Facebook post has reached more than 15,000 people and has 1,730 engagements and 157 shares. Seventy-five percent of the screenings completed are new child profiles who have never screened through the ASQ link before. Through social media, parent-to-parent discussions have evolved over what a screening is and what it entails and has improved the ability to reach families in extremely rural areas. The DSBKs are delivered right to the door and allow parents to access age-appropriate educational toys and board books along with screening scores and next steps. The toys and books will benefit future children in the home.
- The screening initiative is going very well for each place-based community. Upon completion of a screening through the link on the [Little Dixie ECCS Facebook Page](#), a DSBK is sent to the mailing address provided on the screening. Kits are tailored to each year of life: Birth+, 1+, 2+, 3+. The kit has an ASQ Report Card, educational toys, books, a parenting book, and an Early Childhood and Family Resource Bundle. The kits are sent out on an annual basis to encourage yearly screening and intermittent screening between birthdays. Recipients will receive a "book pack," which includes an ASQ Report Card and an early childhood board book to help encourage exposure to early literacy. Parents will be encouraged to continue ASQ screenings through social media. Approximately 900 screenings have been received through the ASQ Family Access Portal. The team utilizes a purchased subscription to the ASQ Online Enterprise system to track screenings and results.



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