

Healthy Child Development

What's New and Different?

- C2- Deletes reporting for July 2006-June 2007
- C3- Asks for a summary of expulsion prevention activities
- C4- Asks for detail on number of children screened, recommended for formal evaluation and received services
- C5- Asks for detail on how agencies measure parent/family ability to support development of young children
- Lists program types

C-1: The number of young children who participate in high quality early childhood and family support programs.

- Number served:
 - 0-15 months
 - 16-33 months
 - 34 months- 5 years
- Number served by 3 age categories above by 33 priority geographic locations (15 cities, 18 Boston neighborhoods):
 - Boston-Allston/Brighton
 - Boston-Backbay/Beacon Hill
 - Boston-Central
 - Boston-Charlestown
 - Boston-Chinatown
 - Boston-Dorchester
 - Boston-East Boston
 - Boston-Fenway/Kenmore
 - Boston-Hyde Park
 - Boston-Jamaica Plain
 - Boston-Mattapan
 - Boston-North End
 - Boston-Roslindale
 - Boston-Roxbury
 - Boston- South Boston
 - Boston-South End
 - Boston-West End
 - Boston-West Roxbury
 - Boston-Not Included in Above Neighborhoods
 - Cambridge
 - Chelsea
 - Everett
 - Lynn
 - Malden
 - Medford
 - Peabody
 - Quincy
 - Randolph
 - Revere
 - Salem
 - Somerville
 - Waltham
 - Weymouth

- For each of the following 10 program types, number of children served, average number of hours per week attended and average number of weeks per year attended by typical participant:
 - Child Care-Early Care and Education
 - Child Protection
 - Community Professional Development
 - Domestic Violence
 - Early Intervention
 - Information and Referral
 - Mental Health
 - Home Visiting
 - Parent Education
 - Other Family Support

- Comments on the data supplied in this section, such as limitations or qualifications
- What challenges have you encountered with respect to delivering the above services? What strategies have you employed to address those challenges? What lessons have you learned as a result?

C-2: The percentage of direct service and supervisory staff in early childhood and family support programs better able to respond to children's social-emotional needs as a result of (1.) receiving intensive training or (2.) ongoing professional consultation.

Part A

- Number of direct service and supervisory staff (employed during 7/07-12/07)
- For each training that meets the following HCD criteria:
 - Formal intensive training should focus on how to: promote social skills and emotional development in young children; identify, prevent and remediate concerning behaviors in young children; and develop procedural and administrative policies that support the adoption and use of evidence-based practices;
 - Intensive training must have a well-articulated curriculum and training progression requiring a carefully sequenced series of classes or workshops and should be provided by an early childhood mental health specialist;
 - Professional consultation must be conducted by a specialist experienced in the field of early childhood mental health, preferably with a graduate degree in a related field, to program staff.
 - Title of training module
 - Number of training hours provided in module

- Duration of module (one time workshop, workshop delivered over x days or months)
- Number of staff who *completed* training module during 7/07-12/07
- Number of staff who received consultation 7/07-12/07;
- Number of unduplicated who *completed* 1 or more trainings **or** *received* consultation

Part B

- Number of staff at your agency *providing* intensive training in social/emotional development that meet HCD criteria
- For each staff person *providing* training:
 - Highest degree obtained (AA, BA, MA, PhD.)
 - Area of study (we are particularly interested in early childhood, social work, nursing and psychology degrees)
 - Additional advanced early education-related certificates held by consultant/ trainer
- For each course:
 - Title of training module
 - Number of training hours provided in module
 - Duration of module (one time workshop, workshop delivered over x days or months)
- Number of staff members of *other* agencies trained in social/emotional development by *your* staff.
- Comments on the data supplied in this section, such as limitations or qualifications
- What challenges have you encountered with respect to delivering the above services? What strategies have you employed to address those challenges? What lessons have you learned as a result?

C-3: The rate of expulsion of children in early education and family and center based programs and the number of children with concerning behaviors who are retained in early education and care programs as a result of early childhood mental health consultation.

Part A (children screened)

- Number of children screened
- Of screened, number of children recommended for services
- Of those recommended for services, number of children who received services
- Of those received services, number of children retained in program

- Number of children expelled from program
- Please describe your agency's administrative policies, protocols and practices that address preschool expulsion. More specifically, please outline the steps that your agency follows to prevent expulsion (e.g., procedures for identifying concerning behaviors, training on behavior management for teachers, restructuring physical classroom spaces, strategies to engage parents when there are teacher concerns, etc)

Part B (consulting services)

- Number of children for whom consulting provided;
- Of those consulted about, number of children retained in program

- Comments on the data supplied in this section, such as limitations or qualifications
- What challenges have you encountered with respect to delivering the above services? What strategies have you employed to address those challenges? What lessons have you learned as a result?

C-4: The percentage of early care and education, early intervention, mental health and child protection programs using a research-based tool to screen and assess young children's early development and learning, including social competence and emotional health.

For each of 10 program types (see above):

- Number of program sites
- Number of children served at sites
- Number of sites using research-based tools
- Number of children served at sites using tools
- Number of children screened or assessed who were recommended for a formal evaluation for special services for:
 - Behavioral concerns
 - Other concerns
 - We do not track this information
- Of the number of children who were evaluated, the number who were recommended to receive additional services for:
 - Behavioral concerns
 - Other concerns
 - We do not track this information
- Of the number of children who received additional services, the number who received services for:
 - Behavioral concerns
 - Other concerns
 - We do not track this information

- Names of screening and assessment tools used
- Comments on the data supplied in this section, such as limitations or qualifications
- What challenges have you encountered with respect to delivering the above services? What strategies have you employed to address those challenges? What lessons have you learned as a result?

C-5: The percentage of family support programs utilizing strength-based family support practices and regularly assessing families goals, through which parents are better able to support their children's healthy development and learning.

For each of 10 program types (see above):

- Number of parents surveyed
- Of surveyed, number of parents responding
- Of responding, Number better able to support children
- How do you measure improvement in parents'/families' ability to support the development of young children?

Check Primary Source:

- General parent survey developed by your agency
 - Standardized, valid self-assessment tool (e.g., parenting skills, family functioning, self-sufficiency).
 - Name of tool
 - Staff observation
 - Videotaping parent-child interaction
 - Other
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- Please list specific family outcomes that you assess in order to measure progress over time (e.g., increased problem-solving skills; increase in positive interactions with child; etc.)
 - Comments on the data supplied in this section, such as limitations or qualifications
 - What challenges have you encountered with respect to delivering the above services? What strategies have you employed to address those challenges? What lessons have you learned as a result?

HCD-Public Policy

- See data element list for public policy agencies