Welcome to the Infant-Child Health Committee (ICHIC) of the NJ Council for Young Children (NJ CYC)

Wednesday, June 21, 2017
9:00am - 12:30pm

Ericka Dickerson, LSW, Chair
ECCS Impact/Help Me Grow Coordinator
Dept. of Children and Families-Family and Community Partnerships
Office of Early Childhood Services
ICHCC Agenda:

- 9:00 am  Networking and Refreshments
- 9:30 am  Welcome and Introductions
- 9:45 am  NJ Lend Opportunity
- 10:00 am ICHC Chair & ECCS Impact Update
- 10:15 am Think Tank/Preschool Expulsion Policy Update
- 10:45 am Break/Networking/Review Resource Table and/or Partner Updates
- 11:00 am Career Connections
- 12:00 pm Networking / Partner Discussion
- 12:15 pm Partner Report Out
- 12:30 pm Meeting Adjourned
ICHC: Purpose and Priorities

- **Infant-Child Health Committee**
  
  **Purpose:** To make recommendations that support the alignment of health and wellness systems for pregnant women, young children and their families.

**Priority Areas:**
- Family/Child Health & Wellness
- Infant/Child Mental Health
- Children with Special Needs

*Please note ICHC Priorities are aligned with the priorities of the Early Childhood Comprehensive Systems Impact, Help Me Grow NJ & NJ Project LAUNCH grants.*
ICHIC Meeting Info:

• ICHC meeting minutes, handouts, & partner updates can be found under the NJ Council for Young Children under sub-committees, go to: http://www.state.nj.us/education/ece/njcyc/
NJ Lend Opportunity

Ya Keene
ICHCC Chair &
ECCS Impact Update

Ericka Dickerson
ECCS Impact:

• **Overview:** ECCS Impact builds upon NJ’s existing progress in the development of an integrated, comprehensive early childhood system of care for families from pregnancy to age five.

• **5 Placed Based Communities** (Camden, Cumberland, Essex, Middlesex and Passaic counties) along with the State Impact Grantee (NJ DCF) participate in the **ECCS Impact Collaborative Innovation and Improvement Network (CoIIN)** – a collective impact approach to enhance NJ’s comprehensive, coordinated preventive health system.

• **Goal:** to demonstrate improved outcomes in population-based indicators that reflect children’s developmental health and family well-being.
  
  • Show a 25% increase from baseline in age appropriate developmental skills among three year old children in the community.

  • Strengthen state and local leadership and CQI expertise by building upon our prior/current work on NJ-ECCS/Help Me Grow to ensure an integrated system of care to improve infant/child outcomes, eliminate disparities, support parents and families, and strengthen communities.
NJ ECCS Impact Updates:

- **NJ featured Thematic Webinar with Zero to Three (May 9, 2017)**
  NJ EC Infrastructure, Collaboration with local partners and parent engagement.
- **NJ Learning Sessions and NJ TA call** scheduled for June and July (State Team and Placed Based Community (PBC))

PDSA updates:

- **Environmental Scan/Mapping of developmental screening by county** – JHU developed survey with PBC’s feedback and input.
  - Identifying Gaps, barriers in screening with providers (Physicians, childcare, and/or other community partners).
  - PBC’s feedback from physician limited. Trying several strategies to gather input.
  - Feedback from childcare – initial screen at entry. Learned curriculum assessment tools are used for ongoing monitoring.
NJ ECCS Impact Updates continued...

PDSA updates continue:

- **Family Access Portal** – ASQ (Pilots) – universal access to screening
  - Use of LTSAE Brochure and Passports in a strategic manner.
  - Beginning developing plans/ soft launch with Essex County PBC June – September 2017.

- **LTSAE Brochures and Passports:**
  - **Parent Leaders** – Community LTSAE Ambassadors, Family Engagement and Developmental Health Awareness
  - **CI, CCYC, Parent Leaders** – strategies for **PDSA and engagement of Parents and Community Partners**.

- **Additional Access to Brochures and Passports**-
  - Request for samples and/or PDF file for additional print.
  - Email **nicole.hopkins@dcf.state.nj.us** or **ericka.dickerson@dcf.state.nj.us** for additional info.
The PDSA Cycle for Learning and Improvement

Testing changes and the use of data

**Model for Improvement**
- What are we trying to accomplish?
- How will we know that a change is an improvement?
- What change can we make that will result in improvement?

**Act**
- What changes are to be made?
- Next cycle?

**Plan**
- Objective
- Questions and predictions (Why?)
- Plan to carry out the cycle (who, what, where, when)
- Plan for Data collection

**Study**
- Complete the analysis of the data
- Compare data to predictions
- Summarize what was learned

**Do**
- Carry out the plan
- Document problems and unexpected observations
- Begin analysis of the data

Source: Improvement Guide  p 60
Think Tank - Preschool Expulsion Policy Update

Gerry Costa & Kaitlin Mulcahy
Break

Networking
Review Resource Table
Partner Updates
Career Connections

Patricia Davis
Networking/Partner Discussion

• How is this information relevant to my work?
• How can I share or implement this information?
• What more would I like to know?
Partner Report Out

Ericka Dickerson
Thank you for participating!!

Next Meeting
of the
Infant-Child Health Committee (ICHC)

Wednesday, September 20, 2017
9:00am-12:30pm

DCF Professional Center,
30 Van Dyke Avenue
New Brunswick, NJ 08901
Infant Child Health Committee

Update Report

Think Tank on Preschool Expulsion and Infant/Early Childhood Mental Health Consultation

June 21, 2017

DCF Training Center

30 Van Dyke
New Brunswick, NJ

Gerard Costa, Ph.D.
Director, Center for Autism and Early Childhood Mental Health
Montclair State University

New Jersey’s “Think Tank”
On Preschool Expulsion & Seclusion, and on
Infant and Early Childhood Mental Health Consultation

Friday, May 12, 2017
8:30 am – 2:30 pm
University Hall Conference Center – 7th Floor

Expert Discussants

Neal Horen, Ph.D.
Walter Gilliam, Ph.D.
Liz Bicio, LCSW
Welcome

• Call to Action: Herb Ouida, Todd Ouida Children’s Foundation
• Welcome- Margaret Milliner, DHS
• Purpose of Day:
  – Gerry Costa, MSU, CAECMH
  – Diane Dellanno, ACNJ
• Facilitator – Charlie Matteis
Introductions
More than 30 state leaders

• Name,
• Organization
• Complete the following sentence:
  This will be a successful day for me, if......
Key Outcomes

1. Developing a consensus on conducting a study of expulsion/suspension practices in New Jersey

2. Promoting a policy agenda to investigate, fund and implement an IECMH model in New Jersey.
A Change Formula

\[ C = D \times V \times P > $$$ \]
Early Childhood Mental Health Consultants
Early Childhood Consultation Partnership®

Funded and Supported by Connecticut’s Department of Children and Families
And Managed by Advanced Behavioral Health®
ECCP Highlights

• One of the first statewide, data driven, comprehensive early childhood mental health consultation programs.
• In 2007 the results of a rigorous random-controlled evaluation—one of the first evaluations of a large-scale of early childhood mental health consultation. ECCP demonstrated statistically significant decreases in acting out behaviors.
• ECCP is featured in “What Works? A Study of Effective Early Childhood Mental Health Consultation Programs.” Evidenced-Based Best Practice Model Georgetown University
• ECCP has created “Solid Ground: A Resource for Early Childhood Mental Health Consultation”
Program Overview – In Connecticut

• Funded by the Department of Children and Families
• Developed and managed by Advanced Behavioral Health Inc.
• Goal to reduce suspension and expulsion rates by capacity building
• Design incorporates centralized data system with program structure
• Highlights Staff Development
Program Service Structure

- Phone Consultation
- Three Levels of Care
- Community Capacity Building
- Participation in Statewide Initiatives

A detailed description of the ECCP program can be found in “What Works? A Study of Effective Early Childhood Mental Health Consultation Programs” Pages 129-144
### ECCP Service Structure

<table>
<thead>
<tr>
<th>Child-Specific</th>
<th>Child-Specific</th>
<th>Child-Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10 hours total – 6 weeks</strong>&lt;br&gt;Pre and Post Assessment&lt;br&gt;Home &amp; Class Observations&lt;br&gt;Action Plan&lt;br&gt;Strategies Referrals&lt;br&gt;Support Visits&lt;br&gt;(Caseload 20-25 per Year)</td>
<td><strong>Core Classroom</strong>&lt;br&gt;4 hrs weekly - 14 weeks&lt;br&gt;Pre and Post Assessment&lt;br&gt;Classroom Action Plan&lt;br&gt;Strategies&lt;br&gt;Weekly Tech Assistance&lt;br&gt;Center Wide Training&lt;br&gt;2 Child-Specifics&lt;br&gt;Teacher &amp; Director Support&lt;br&gt;(Caseload 10-12 per Year)</td>
<td><strong>Core Classroom</strong>&lt;br&gt;Intensive Site&lt;br&gt;6 hrs weekly - 1 academic yr&lt;br&gt;Staff Needs Assessment&lt;br&gt;Policy Review&lt;br&gt;Center Action Plan&lt;br&gt;Behavioral Health Team&lt;br&gt;2 Center Trainings&lt;br&gt;5 Child-Specifics&lt;br&gt;3-4 Core Classrooms&lt;br&gt;Director Support&lt;br&gt;(1 site is 1/3 caseload per Year)</td>
</tr>
</tbody>
</table>

---

Advanced Behavioral Health
Guidelines for Think Tank Discussion

• What are the things that will help us to get to the outcome?
• What are the things that might get in the way?
• What community assets will be necessary to make the change happen?
• Who else should be involved?

Then determine

What specific actions should we take?

• What recommendations do you have for continued efforts?
• What key steps should we take to ensure infant and early childhood mental health issues are addressed?
  • Timelines and "critical success factors" (i.e. How would we know we got it right?)
  • Identify owners (“shepherds”) to convene others to see this through.
Closing and plan a follow up meeting
Follow up “Shepherds”
Diane Dellanno and Gerry Costa
with others

1. Developing a consensus on conducting a study of expulsion/suspension practices in New Jersey

2. Promoting a policy agenda to investigate, fund and implement an IECMH model in New Jersey.
Visit to Yale- June 7, 2017
Dr. Walter Gilliam & Dr. Chin Reyes

• Team:
  – Gerry Costa and Charles Matteis
  – Eden Kyse and Lina Acosta (CREEHS)
  – Diane Dellanno (ACNJ)

• Discuss plans for NJ Study – Yale team shared research materials and protocols.

• Considering scope of study

• Keeping state partners informed

• Contact by Foundation to possibly support funding

• Will keep all informed.
New Jersey Career Connections
Cornerstone beliefs

1. The labor market is increasingly complex and fast-moving.

2. At many points in their lives, all New Jerseyans will need to make decisions about their careers.

3. All New Jerseyans need to develop the skills necessary to manage their careers.
Cornerstone beliefs

4. Individuals look to a wide variety of organizations and institutions when they need assistance with a career decision or job search.

5. By working together and harnessing our collective expertise, we can improve the quality of career navigation assistance.
A three part response
The New Jersey Career Connections Initiative

Service Model
Network of Partners
Website
The Model
1. Accept change
2. Take care of yourself
3. Connect with people
4. Make a plan
5. Be your own spokesperson
6. Embrace technology
Accept change

The Labor Market is, and always has been evolving. So too are the ways in which employers approach staffing and hiring.

• BLS data suggests that people have 11.5 jobs.

• Looking for a job is involves more than sending resumes and searching for job openings.

• Be aware of opportunities outside of the traditional economy – the gig economy, temporary work, consulting – but be focused on achieving your ultimate goal and on how will these more temporary opportunities help you reach your goals.
Take care of yourself

The effects of unemployment have been found to mirror those of clinical depression; and people are more likely to disconnect from their networks.

• You are not alone. Connect to individuals or services providers to get the support you need.

• Time spent understanding your finances in order and managing the stress of unemployment is time well spent.

• You can’t look for a job 100% of the time, make time for your other interests
Connect with people

While estimates may vary, the fact that many jobs are filled prior to being advertised is

• Everyone has a network. If you are unemployed don’t disconnect from your network.

• Focus on activities that expand your network; consider volunteering.

• Technology plays an important role in the process, but people hire people
Make a plan

Your time is valuable. Make the best use of it by forming a plan to reach your goals.

• Focus your efforts on actions that lead towards those goals

• Know your own interests, skills and strengths.

• Know your options: explore the labor market, look for the best fits for you and focus your efforts on those industries or occupations.
Be your own spokesperson

No one is more invested in your success than you. Always be prepared to discuss your skills and experiences in a positive way.

• Focus on what you do well.

• Know what that company is looking for, and help them see how you meet their needs.

• Use your job search as an opportunity to hone and demonstrate the types of skills that employers look for: communication skills, professionalism, adaptability, etc.
Embrace technology

Technology has changed how employers find and hire talent; as well as how they run their business.

• Be prepared to handle online applications and pre-hire assessments.

• If you are not comfortable with technology, practice until you are. Most jobs require some technology related skills.

• Use Social media to build your network and project a “hireable” persona.
Path to Employment
A common model for career guidance and job search assistance.

Plan
- Your Finances
- Get the Support You Need
- The Right Career for You
- Your Motivation
- Just for You

Prepare
- Master the Art of Networking
- Update Your Skills
- Top-Notch Resumes
- Interviewing Skills

Succeed
- Applying and Interviewing
- Lifelong Career Success
Prepare

- Master the Art of Networking
- Update Your Skills
- Top-Notch Resumes
- Interviewing Skills

Train and Education Opportunities
- Understand Your Financial Aid Options
- Learn About Registered Apprenticeships
- Learning on Your Own

Highly Effective Resumes
- Customize Your Resume
- Resume-Writing Assistance
- Cover Letters

Inside the Employer’s Mind
- Your Elevator Pitch

Mock Interview
Thank You Letters

Understanding Social Media
Clean Up Your Digital Footprint
Identifying and Building Your Job Search Network
Networking Conversations
Identify and Prepare Your Professional References
The Website
NEW JERSEY CAREER CONNECTIONS SITES

View a full listing of our New Jersey Career Connections sites

JUST for YOU

Get personalized resources and support for your unique life situation. New Jersey Career Connections offers a wide variety of services including:

- Vocational Rehabilitation Services
- Mature Worker (55+) Services
- Displaced Homemaker Services
- Veteran Services
- Youth Services
- Ex-offender Services
The Network
Current network experience

- Community Colleges & Public Libraries
- Online
- Grantees & Other Partners
- State & County Centers
How do we get there?

• Use the new website to establish a shared vocabulary and set of tools.
• Identify all the points of intersection in the customer experience and build them into the service model.
• Improve the referral process across the network.
Professional development

Coaches

Professionals who provide in-depth personalized assistance to jobseekers using The Path to Employment as a guide:

- Workforce development staff
- Partner agency job developers and counselors
- Grant recipient job developers and counselors

Navigators

Professionals who provide a high-level overview of The Path to Employment experience to:

- support staff at partner agencies or grantees.
- teachers with an interest in work readiness.
- computer lab or resource room employees.
Network goal
Discussion