

REACH

a monthly e-newsletter for Delaware's early childhood and school age programs



July 2020



You're here for Delaware's children and families.

We're here for YOU!



SUPPORTING OUR
COMMUNITIES TOGETHER
through COVID-19

The banner features a city skyline at night with glowing blue lines connecting various points, symbolizing a network or community. The text is centered in a white box.

MESSAGE FROM THE DIRECTOR

Dear Members of the Early Care and Education Community of Delaware:

Summer is here, and with it, our new reality that we must all continue to work together to keep our communities safe and healthy. As the new Director of the Delaware Institute for Excellence in Early Childhood (DIEEC), I look forward to working with you and designing new and innovative services that directly respond to your program's needs. In this new role, the first thing I want to say to Delaware's early childhood professionals is THANK YOU! Thank you as you continue to adapt to meet the changing needs of operating an early care and education program during this historic time.

Here at DIEEC, we recognize the effort it requires to develop and implement new health and safety protocols and actively engage families in the "new normal." We are amazed at your innovation, persistence, and creative problem-solving abilities. We are genuinely appreciative of your efforts, and we know that children and families benefit from your work. We are also here to help as you navigate this reopening phase.

In this newsletter, you will find articles on creative ways early care and education programs are open and serving families. Also, there is information on upcoming professional development opportunities on social-emotional resilience. If you have additional questions about reopening, please contact us directly at delawarestars@udel.edu or contact your licensing specialist. We look forward to continuing to partner with Delaware's early care and education programs this summer and beyond.

With Gratitude,
Rena Hallam, Director DIEEC

[Delaware's Child Care and COVID -19 Site](#)



Expanding Our Kid's World (EOKW) Stays Connected During COVID-19

The team from Expanding Our Kid's World (EOKW) in Smyrna, Del. sprang into action in anticipation of COVID-19 closures. Director Marlena George and her staff quickly created and implemented a plan that facilitated the center connecting and supporting its community - even while closed.

For Families...

The center created a private Facebook group to provide an easy channel to communicate with parents and families with the most updated information on operations and to stay connected.

Teachers posted resources in the Facebook group for families to keep their children engaged at home. The resources included COVID-related topics such as art projects to try, sight word activities, and different ways to work on fine motor skills.

For Children...

Staff from all classrooms read books for children to hear a story from a familiar voice. Each week a different staff member shared a story that was a classroom favorite.

At EOKW, it also is a tradition to celebrate National Scribble Day to support the value in all artwork. Ms. Marlena recorded herself reading the book "I'm Not Just a Scribble" and discussed the importance of creativity, and encouraged students to create their own scribbles and share them. The center also participated in the Week of the Young Child, virtually. During the week, each day had a theme supported by a book reading and families and staff dressing up.

For the Community...

Ninety percent of the staff participated in a parade to see families and drop off the center's famous cereal bars. Some teachers also delivered small goodie bags to their students with stickers, bubbles, and a positive note. The center held an outdoor drive-in graduation ceremony for their preschool classes. Families sat outside their vehicles with face coverings on while their children sat six-feet apart. The graduates sang a few songs, received their awards, and families honked, beeped, and cheered for the future Kindergarten students.

And Now....

EOKW is now open and taking all necessary precautions to help ensure that everyone that enters the building is safe. "We truly believe that our attitudes and behaviors impact our students' attitudes and behaviors. We try to be as positive and optimistic as possible so that our students can feed off of our positive energy," Ms. Marlena said. She also adds that staff is always so energetic and excited to wear masks and they praise proper hygiene practices.

To help convey the positivity, each staff member wears a badge with a smiling photo so the children know the same face is under the face covering.



Child Care Center Provides Hope During Tough Times

After the state-wide stay at home order was issued by Governor John Carney in March, The Little People Child Development Center opened one facility as an essential child care site at their Newark location.

Families utilizing the site during this time were working longer hours and either did not have time to shop for food, or were afraid to go into the grocery store for fear of the virus. In many cases, it was clear that some of these parents were faced with the incredibly difficult decision of either paying for their child's care or putting food on the table.

Janice Palmer, The Little People's owner, knew she had to do something to help.

After DOT Foods in Bear made a large contribution to the center, Janice conceived the idea of a food drive. From there, Janice connected with BJ's in New Castle, who donated water, distribution bags for the food, snacks, and more.

During the first food drive in late March, Janice's staff and volunteers handed out nearly 13 carloads of food and supplies to the community. "We were astounded by the turnout," said Janice. "We distributed our entire supply to more than 185 people total in under two hours."

The turnout at the food drive was a major indicator that the need was huge, and wasn't going to subside anytime soon. They had to do more.

Janice eventually formed a nonprofit, A House of Hope, to keep the work going, and continued her partnership with BJ's, as well as local All-State, ACME, DOTS, and Costco stores. During the past few months, A House of Hope has received over \$41,000 in donations, made deliveries to various teams/departments at Christiana Hospital, DE State Police (Troop 2), the USPS, and over 800 families total around the local community. With limited contact to keep safety measure intact, Janice's overall goal is to ease the financial burden that COVID-19 has put on many families in Delaware. If you or someone you know needs assistance with food insecurity, please call Little People Child Development Center at 302-832-1891 and leave your name, phone number, and email address to get the latest information on upcoming food drives.





PD Answers Call with Offering for Managing Stress and Building Resilience

COVID-19 has turned our world upside down, leaving all of us looking for ways to cope and manage through this crisis. We know early childhood professionals are on the front lines having to deal with the stresses that children and families are feeling, as well as their own health and wellness.

In response to the pandemic, DIEEC is providing professional development with resources and practices that support children's social/emotional development, and teach strategies for you to become more resilient.

The offerings include:

"Stress and Resilience"-Stress is real, and it can be toxic. We can counter the toxic effects by focusing on what we can control and by building core capabilities. This workshop uses videos and an online game to teach how to have a positive response to stress and create healthier communities. One of the ways to counter toxic stress and build resilience is to support executive function skill-building in the classroom. This workshop explores how to build executive function skills by creating classroom environments and activities for children to practice these important skills. This training is a virtual course to be completed on your schedule. It requires that you access email and complete and submit a Google form (which will be sent in your email.) This course is at the introductory level and addresses Professionalism Competencies.

"Mindfulness: A Resilience Practice"-This module will encourage participants to take care of themselves by reducing stress and optimizing their effectiveness as early childhood educators. This approach captures the notion of teaching from the inside out -a phrase that highlights the importance of promoting core resilience skills among educators. Resilient educators are more capable of creating and maintaining nurturing, supportive, and effective learning environments while prioritizing their well-being. This workshop will teach educators about practices that will help them manage stress and build resilience, pause, and focus on the present moment. Also, participants will learn practices to teach children to use their senses to focus on what is happening in the current moment, leading to a calm state. This workshop is an



Ages and Stages Questionnaire (ASQ) Manual Available from the Office of Early Learning (OEL)

For the first time, an ASQ manual is available to provide step-by-step instructions for early childhood professionals. The manual covers all your responsibilities from reaching out to families to completing the ASQ and the school districts' responsibilities.

Check out **UPDATED the manual** at the end of this publication.

Stars TAs - We're Here to Help!

Although your practice may look different right now, your Stars Technical Assistants (TA) can still support you in providing safe and enriching experiences for your children and their families. Reach out to your Stars TA to discuss your individual needs specific to your program, and we will work with you side-by-side to help navigate these challenging times.

While we tailor your support for your program's needs, these are a few popular options that we are offering:

Meeting State Covid-19 Requirements: In conjunction with the weekly webinars on the Reopening your Child Care document, we can help you develop and fine-tune your systems and build your leadership capacity. Your TA will work with you to help you navigate the guidance from this document. You can then design a plan that works best for your program while addressing your children, staff, and families' health and safety.

Community of Practice: These groups gather through Zoom weekly to discuss common concerns and problem-solve solutions. Let your Stars TA know if you would like to join a team.

Give your Generalist TA a call to identify ways we can help.

introductory level course, and the focus is on the Social/Emotional Competencies. It is a live Zoom training. Participants can join the live Zoom using a link they will be sent in an email, or they can watch the recording that will be sent out the day after the Zoom workshop. Participants must also be able to complete a workbook and email it to DIEEC for credit hours.

"Crisis to Calm: Using Communication and Curriculum"-

The current pandemic has impacted most children. Early childhood educators play a critical role and will likely support many young children affected by a crisis event, including the pandemic. Participants will learn about the principles of effective communication with children about scary or difficult events, such as COVID-19. Participants will also explore ways to support children during a crisis through play, music, art, and read-aloud. This workshop focuses on the Social/Emotional Competencies. The level is introductory, and the target audience is early childhood teachers for ages 3-8. This is a two-part training. Each part will be a two-hour live Zoom. Participants can join the live Zoom sessions using a link sent in an email, or they can watch the recordings sent out the day after the Zoom workshops. Participants must also be able to complete the workbooks and email them to DIEEC for credit hours

Delaware Institute for Excellence in Early Childhood

Delaware Stars for Early Success, website: www.delawarestars.udel.edu

DIEEC Professional Development, website: www.dieecpd.org

Main: (302) 831-3239 | Fax: (302) 831-4223



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Excellence in
Early Childhood



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A Step by Step Guide for Providers

ASQ:3 & ASQ:SE2

From Set-Up to Send-Off



This ASQ screening project is sponsored by the Delaware Department of Education, Office of Early Learning in collaboration with the Delaware Department of Health and Social Services, Delaware school districts, Delaware STARs, Head Start, 211, & Delaware Readiness teams.



Last Updated: 6/10/2020

ASQ:3 & ASQ: SE2
A Step by Step Guide for Providers

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ASQ:3 & ASQ: SE2

A Step by Step Guide for Providers

Early Learning Provider's Responsibilities:

1. Participate in the Introduction to the ASQ: 3 and ASQ: SE2 training available through Delaware Institute for Excellence in Early Childhood (DIEEC) <https://www.dieec.udel.edu/>
2. Register your program by contacting Jenny Grady at Jenny.Grady@doe.k12.de.us.
 - Send you program name, contact person, phone number, address with email
3. If you have not set up your password or been online yet, please contact Jenny Grady and follow the directions above to have welcome message resent to set up your passwords
4. Once you are registered, you will receive an email from donotreplybrookes.com to set up your password.
 - The link to set up passwords is only valid for 24 hours. If you miss the timeline, the portal will say the link has expired and you need to contact Jenny to have it resent.
 - You will have 2 different accounts, each with their own password; one for Birth to Three and one for your school district.
5. Educate families about the importance of developmental screenings and milestones:
 - **FREE** resources are available through DE Thrives at <https://dethrives.com/>
 - <https://dethrives.com/product/eccshrsacoiin-developmental-screening-brochure> explains the importance of developmental screening
 - <https://dethrives.com/product/eccshrsacoiin-developmental-milestones-pocket-guide> and <https://dethrives.com/product/eccshrsacoiin-developmental-milestones-wheel-chart> provide developmental milestone information.

Completing the ASQ:

6. Send invitation letter to families to complete ASQ.
 - Invitation letters are found in the appendix and can also be found on your District's early learning website.
 - i. **Enter the name of your specific child care in the blank space so that parents know how it should be noted on the screening.**

ASQ:3 & ASQ: SE2

A Step by Step Guide for Providers

- Screenings are completed based on age and where the child attends child care, not where they live (district of residence). You must use the portal for the district where your child care is physically located or the Birth to Three portal (depending on the child's age).
- **DO NOT ENTER YOUR CHILDREN'S PROFILES. THEY WILL BE ADDED BY THE PARENTS WHEN THEY COMPLETE THE SCREENINGS**

VERY IMPORTANT

Only share the link the family needs. If the child is under 35 months, only send the Birth to Three Link. If a family completes the ASQ screening using the incorrect link, it takes longer for the screenings to make it into your portal for review.

7. Access the online ASQ program to monitor completion of ASQ screenings, following up when necessary to ensure parent completion of both the ASQ: 3 and ASQ:SE-2.
8. If the family does not complete the ASQ screenings, the early learning provider should request consent to screen from the family for the teacher to complete the screening. The teacher completing the screening must be an individual who spends at least 20 hours per week with the child.
 - Consent to Screen form is found on Birth to Three and district's early learning website. Send home for families to sign and keep for Stars verification.
 - A generic consent form can be found in the appendix.

BYPASSING PARENTS NOT AN ACCEPTABLE PRACTICE

Brookes publishing recommendation is that only someone who spends at least 20 hours a week with the child complete the screening AND only IF the parent approves this option. This is not the standard expectation.

Parents are the ones who should be completing the questionnaire.

Center staff completing the ASQ should be the exception to the rule, not the standard practice.

9. If a family completes the screening on paper, the early learning provider is responsible to put the information online **through the Family Access Portal ONLY. Entering results any other way creates major problems!**

ASQ:3 & ASQ: SE2

A Step by Step Guide for Providers

- 211 is available to assist with this task. If interested, contact them to develop a plan
10. If you are manually adding children's screenings, please send a list of those children to Birth to Three and/or your school district.
 - **Remember to add children's screenings through the Family Access Portal**
 11. When families submit a screening, it will go directly to Birth to Three or school district for review
 12. Birth to Three or school district will be responsible to provide screening results to the family and make appropriate referrals.
 13. Your program will be listed as a provider within the Birth to Three and school district portal , therefore, you will have direct access to screening results
 - A "Cheat Sheet " is attached to with directions to help you find your results and set up Alerts
 14. Notify Birth to Three and the school district ASAP if you are up for Stars re-verification. *One month notice is advised.*
 15. **Be proactive.** Check to make sure all children in your program have ASQ's and work with your district to assure you will meet the standard. Don't wait until the Stars is re-verifying your program to check your list.
 16. Screenings for children entering kindergarten and exiting the Birth to Three program will be archived at the end of each school year.

Notes:

Please give Birth to Three and school districts 2 weeks to review screenings and place them into your program; however be patient during high volume screening times, such as the beginning of the school year, as review times may be delayed.

Screenings are to be entered on the Family Access Portal ONLY.

Referral Status Updating: Initial recommendations will be input online; it is the provider's responsibility to follow up regarding the status of referral. A release of information form must be signed by the parent to gather more information from referral partners.

ASQ:3 & ASQ: SE2
A Step by Step Guide for Providers

Birth to Three and School Districts Responsibilities:

1. Reach out to early learning providers regarding screening and resources
2. Share consent to screen and any other form needed by the early learning provider on the Birth to Three your school district website.
3. Review completed screenings at least once every two weeks
 - a. Indicate in notes the initial follow up recommendations
4. Work with early learning providers to assure all screenings are in their provider list for Stars re-verification
5. Share results of screenings and follow-up activities with families who complete online ASQ screenings.
6. Make appropriate referrals
7. Maintain records regarding referrals and eligibility
8. Archive screenings for children entering kindergarten

ASQ:3 & ASQ: SE2 **A Step by Step Guide for Providers**

ASQ Cheat Sheet for Child Cares

Below are excerpts from the ASQ Provider Manual. You have access to this manual and tutorials under the "Help" section of the Quick Links on the bottom right side of the screen.

Direct Link to Online ASQ Manuals: <https://www.asqonline.com/help/default.htm>

Finding Documents, Including Screenings

- Click on Screening Management on top.
 - Find Documents on header on the left side of the screen
 - Click on "View/Print Documents"
- All documents are listed, can be downloaded and printed

Viewing Screenings

- To begin, sign onto the Birth to Three or School District.
 - On the top of the page, it will tell you which program you have signed into.
- Click on Child Profiles tab in the green tool bar
 - If looking for a specific child, fill out the top portion
 - The bottom of the page lists the child profiles.
- Click on view all to see all of the children.
- Click on the child's name to see the screening

Below are directions to set up Alerts so that you will be notified every time a screening has been assigned to your program.

My Alerts

As a Provider, you have the ability to set up personal alert messages regarding various ASQ Online functions, which can be sent to yourself via text message or email. These messages can be task reminders, screening alerts, and Family Access alerts. In addition, you can select your preferred time zone for texting and emailing.

NOTE: Standard text messaging rates apply to each text message alert received as provided in your wireless rate plan (contact your carrier for pricing plans and details). Email alerts will be subject to standard Internet access and usage charges imposed by your Internet service provider.

1. Go to profile on top
2. Click on "My Alerts" on the left under "Quick Links"

ASQ:3 & ASQ: SE2

A Step by Step Guide for Providers

3. Click on Family Access Alert
4. The last 2 choices allow you to schedule how and when you would like to be alerted when screenings are assigned to you.
5. If you choose to receive these messages at each occurrence, set the status to "On" from the status drop-down menu.
6. If you choose to receive these messages daily: In the "Time" column, select the time you wish to receive these alerts, from the drop-down menu.
7. If you choose to receive these messages weekly: In the "Time" column, select the day of the week you wish to receive these messages, from the "Day" drop-down menu. Then select the time of day you wish to receive these messages, from the "Time" drop-down menu.
8. To ensure you receive these messages, set the status to "On," from the "Status" drop-down menu.
9. Click the *Save Changes* button at the bottom of the page.

Notes:

If you choose to receive both an email and text message alert, you don't have to receive them both at the same time. You can customize the day and time you wish to receive each one.

If you have selected to be alerted via text message, you must have a mobile phone number saved in your profile.

To Determine the Screening Recommendations:

1. Check the follow up section on the Summary Sheet
2. Check the notes section of the screening
3. Reach out to the school district to determining progress in referral, however, the district requires a Release of Information to share this information and may be unable to provide it.

Appendix

Appendix

ASQ Links, Birth to Three, and School District Contacts

Release of Information Form

Consent for Screening, English

Consent for Screening, Spanish

Invitation letters for each School District (listed in alphabetical order)

Invitation Letter, Spanish- MUST INSERT DISTRICT NAME AND LINKS

School & Community ASQ Partnership Agreement

Appendix

ASQ Links

February, 2020

Birth to Three Children 0-35 Months of Age	
English Link	Spanish Link
https://www.asqonline.com/family/c84b52	https://www.asqonline.com/family/7dea9a
Point of Contact:	Susan Gamel- McCormick Email: Sue.Gamel-McCormick@delaware.gov Phone: 302-376-4404

School District Children 36-60 Months of Age	
Appoquinimink School District	
English Link	Spanish Link
https://www.asqonline.com/family/60e6af	https://www.asqonline.com/family/01f752
Point of Contact:	Meghan Townsend Email: childfind@appo.k12.de.us Phone: 302-376-4404
Brandywine School District	
English Link	Spanish Link
https://www.asqonline.com/family/4e042b	https://www.asqonline.com/family/b70f8b
Point of Contact:	Joan McNamara Email: childfind@bsd.k12.de.us Phone: 302-479-2600
Caesar Rodney School District	
English Link	Spanish Link
https://www.asqonline.com/family/77e922	https://www.asqonline.com/family/9abad1
Point of Contact:	Linda Davis Email: childfind@cr.k12.de.us Phone: 302-697-2173
Cape Henlopen School District	
English Link	Spanish Link
https://www.asqonline.com/family/db127d	https://www.asqonline.com/family/a593ec
Point of Contact:	Susan Berry Email: childfind@cape.k12.de.us Phone: 302-645-6686
Capital School District	
English Link	Spanish Link
https://www.asqonline.com/family/15f3cc	https://www.asqonline.com/family/3a290c
Point of Contact:	Pamela Nichols Email: childfind@capital.k12.de.us Phone: 302-857-4241

Appendix

<u>Christina School District</u>	
<u>English Link</u>	<u>Spanish Link</u>
https://www.asqonline.com/family/9bec47	https://www.asqonline.com/family/d73ba6
Point of Contact:	Tamara Love Email: childfind@christina.k12.de.us Phone: 302-454-2047 or 302-429-4175
<u>Colonial School District</u>	
<u>English Link</u>	<u>Spanish Link</u>
https://www.asqonline.com/family/87b4f3	https://www.asqonline.com/family/85e5ac
Point of Contact:	Jennifer Vikari and Marissa Pedicone Email: childfind@colonial.k12.de.us Phone: 302-429-4088
<u>Indian River School District</u>	
<u>English Link</u>	<u>Spanish Link</u>
https://www.asqonline.com/family/c8d8ee	https://www.asqonline.com/family/690106
Point of Contact:	Andrea King Email: childfind@irsd.k12.de.us Phone: 302-436-1070 ext 1163 302-732-1346
<u>Lake Forrest School District</u>	
<u>English Link</u>	<u>Spanish Link</u>
https://www.asqonline.com/family/43b5a4	https://www.asqonline.com/family/4e17bb
Point of Contact:	Dawn Troyer Email: childfind@lf.k12.de.us Phone: 302-284-9611 ext 123
<u>Laurel School District</u>	
<u>English Link</u>	<u>Spanish Link</u>
https://www.asqonline.com/family/fb9b0a	https://www.asqonline.com/family/239eb1
Point of Contact:	Kedra Deputy Email: childfind@laurel.k12.de.us Phone: 302-875-6105
<u>Milford School District</u>	
<u>English Link</u>	<u>Spanish Link</u>
https://www.asqonline.com/family/130fac	https://www.asqonline.com/family/a2e958
Point of Contact:	Jeri Turner Email: childfind@msd.k12.de.us Phone: 302-422-1650 ext 217 302-424-5474
<u>Red Clay School District</u>	
<u>English Link</u>	<u>Spanish Link</u>
https://www.asqonline.com/family/9f1da1	https://www.asqonline.com/family/975798
Point of Contact:	Karen Kozlowski Email: childfind@redclay.k12.de.us Phone: 302-992-5574

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Seaford School District	
<u>English Link</u>	<u>Spanish Link</u>
https://www.asqonline.com/family/85334a	https://www.asqonline.com/family/a51f9b
Point of Contact:	Lisa Doyle Email: childfind@seaford.k12.de.us Phone: 302-629-4587 ext. 1635
Smyrna School District	
<u>English Link</u>	<u>Spanish Link</u>
https://www.asqonline.com/family/480053	https://www.asqonline.com/family/ee9bbd
Point of Contact:	Carissa Stevens Email: childfind@smyrna.k12.de.us Phone: 302-659-6287
Woodbridge School District	
<u>English Link</u>	<u>Spanish Link</u>
https://www.asqonline.com/family/f900ff	https://www.asqonline.com/family/03c6ea
Point of Contact:	Adriana Ignudo Email: childfind@wsd.k12.de.us Phone: 302-337-7990 or 302-337-7998

Appendix

Consent for Release of Information

I, _____ give permission for information to be shared about my child between the child care and Birth to Three or School District.

Child Information	
Name:	DOB:
<input type="checkbox"/> I give permission for the child care noted below to communicate with the individuals and agencies below.	

Child Care Information	
Name:	Contact Person:
Phone Number:	Email:

Please check Child's Age Group:

- ☐ Birth to Three Program (Children under 35 months of age)
☐ Choose an item. (Children above 35 months of age insert district)

Information to be shared:

- ☐ Discuss follow up to ASQ screening
☐ Developmental Testing
☐ Individual Family Service Plan (IFSP)
☐ Individual Education Plan (IEP)

I give consent to share the information noted above.	
Parent Signature:	Date: Click here to enter a date.
Printed Name:	

Appendix

Parent Consent to Screen Ages and Stages Questionnaires ASQ: 3/ASQ: SE-2

The first 5 years of life are very important for your children because this time sets the stage for success in school and later in life. During infancy and early childhood, your child will have many experiences and learn many skills. It is important to ensure that each child's development proceeds well during this period.

As part of consenting to do the ASQ screenings, I understand that screening information entered online will be shared with the Delaware Department of Education, Office of Early Learning, the Delaware Department of Public Health and Delaware Health and Social Services to determine overall developmental trends that will help with budget and resource decisions. Screening results will also be shared with your childcare provider, because they must keep track of completed developmental screenings (required by Delaware STARS) and your district of residence if there is a concern.

Please review the options listed below and place a check mark next to the one you choose for the screening program.

- ☐ I have read the information about the ASQ: 3 and ASQ:SE-2, and I wish to have my child participate in the screening program. I will fill out the questionnaire about my child's development and promptly return the completed questionnaires.
- ☐ I have read the information about the ASQ: 3 and ASQ:SE-2, and wish to have my child's teacher complete the questionnaires.
- ☐ I do not wish to participate. I have read the information about the ASQ: 3 and ASQ: SE-2 and understand the purpose of this program.

Child's Name: _____

Parent/Guardian Name: _____

Parent/Gaurdian Signature: _____ Date: _____

Appendix

Consentimiento de los padres para la detección Cuestionarios de edades y etapas ASQ: 3 / ASQ: SE-2

Los primeros 5 años de vida son muy importantes para sus hijos porque esta vez sienta las bases para el éxito en la escuela y más adelante en la vida. Durante la infancia y la primera infancia, su hijo tendrá muchas experiencias y aprenderá muchas habilidades. Es importante asegurarse de que el desarrollo de cada niño continúe bien durante este período.

Como parte del consentimiento para realizar la evaluación de LA ASQ, entiendo que la información de cribado introducida en línea se compartirá con el Departamento de Educación de Delaware, la Oficina de Aprendizaje Temprano, el Departamento de Salud Pública de los Estados Unidos de Delaware, y para determinar generalmente tendencias de desarrollo que ayudarán con las decisiones presupuestarias y de recursos. Los resultados de la detección también se compartirán con su proveedor de cuidado infantil, ya que deben realizar un seguimiento de las pruebas de detección de desarrollo completadas (requeridas por los TESTAR sin embargo) y su distrito de origen si hay una preocupación.

Revise las opciones que se enumeran a continuación y coloque una marca de verificación junto a la que elija para el programa de selección.

- ☐ He leído la información sobre el ASQ: 3 y ASQ:SE-2, y deseo que mi hijo participe en el programa de detección. Llenaré el cuestionario sobre el desarrollo de mi hijo y devolveré rápidamente los cuestionarios completados.
- ☐ He leído la información sobre el ASQ: 3 y ASQ:SE-2, y deseo que el maestro de mi hijo complete los cuestionarios.
- ☐ No deseo participar. He leído la información sobre el ASQ: 3 y ASQ: SE-2 y entiendo el propósito de este programa.

El Nombre del niño: _____

Nombre del padre/tutor: _____

Firma impresa del
padre/tutor: _____ Fecha: _____

Appendix

Dear Families,

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Please use the following link for the Ages and Stages Screening:

Children birth to 35 months of age:

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

Children 36 Months to 60 months:

Appoquinimink School District Links (children 3-5)

English : <https://www.asqonline.com/family/60e6af>

Spanish: <https://www.asqonline.com/family/01f752>

Thank You.

Appendix

Dear Families,

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Please use the following link for the Ages and Stages Screening:

Children birth to 35 months of age:

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

Children 36 Months to 60 months:

Brandywine School District Links (children 3-5)

English: <https://www.asqonline.com/family/4e042b>

Spanish: <https://www.asqonline.com/family/b70f8b>

Thank You.

Appendix

Dear Families,

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Please use the following link for the Ages and Stages Screening:

Children birth to 35 months of age:

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

Children 36 Months to 60 months:

Caesar Rodney District Links (children 3 – 5)

English: <https://www.asqonline.com/family/77e922>

Spanish: <https://www.asqonline.com/family/9abad1>

Thank You.

Appendix

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Please use the following link for the Ages and Stages Screening:

Children birth to 35 months of age:

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

Children 36 Months to 60 months:

Capital School District Links (children 3-5)

English: <https://www.asqonline.com/family/15f3cc>

Spanish: <https://www.asqonline.com/family/3a290c>

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Appendix

Dear Families,

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Please use the following link for the Ages and Stages Screening:

Children birth to 35 months of age:

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

Children 36 Months to 60 months:

Christina School District Links (children 3-5)

English: <https://www.asqonline.com/family/15f3cc>

Spanish: <https://www.asqonline.com/family/3a290c>

Thank You.

Appendix

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Please use the following link for the Ages and Stages Screening:

Children birth to 35 months of age:

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

Children 36 Months to 60 months:

Colonial School District Links (children 3-5)

English: <https://www.asqonline.com/family/87b4f3>

Spanish: <https://www.asqonline.com/family/85e5ac>

Thank You.

Appendix

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Please use the following link for the Ages and Stages Screening:

Children birth to 35 months of age:

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

Children 36 Months to 60 months:

Indian River Links (children 3-5)

English: <https://www.asqonline.com/family/c8d8ee>

Spanish: <https://www.asqonline.com/family/3c86a1>

Thank You.

Appendix

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Please use the following link for the Ages and Stages Screening:

Children birth to 35 months of age:

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

Children 36 Months to 60 months:

Lake Forrest Links (children 3-5)

English: <https://www.asqonline.com/family/43b5a4>

Spanish: <https://www.asqonline.com/family/4e17bb>

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Please use the following link for the Ages and Stages Screening:

Children birth to 35 months of age:

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

Children 36 Months to 60 months:

Laurel School District Links (children 3 – 5)

English: <https://www.asqonline.com/family/fb9b0a>

Spanish: <https://www.asqonline.com/family/239eb1>

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Dear Families,

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Please use the following link for the Ages and Stages Screening:

Children birth to 35 months of age:

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

Children 36 Months to 60 months:

Cape Henlopen School District /Little Vikings (children 3-5)

English: <https://www.asqonline.com/family/db127d>

Spanish: <https://www.asqonline.com/family/a593ec>

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Please use the following link for the Ages and Stages Screening:

Children birth to 35 months of age:

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

Children 36 Months to 60 months:

Milford School District Links (children 3 – 5)

English: <https://www.asqonline.com/family/130fac>

Spanish: <https://www.asqonline.com/family/a2e958>

Thank You

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Children birth to 35 months of age:

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

Children 36 Months to 60 months:

Laurel School District Links (children 3 – 5)

English: <https://www.asqonline.com/family/fb9b0a>

Spanish: <https://www.asqonline.com/family/239eb1>

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Appendix

Dear Families,

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Please use the following link for the Ages and Stages Screening:

Children birth to 35 months of age:

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

Children 36 Months to 60 months:

Red Clay School District Links (children 3 – 5)

English: <https://www.asqonline.com/family/9f1da1>

Spanish: <https://www.asqonline.com/family/c1a9c5>

Appendix

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Please use the following link for the Ages and Stages Screening:

Children birth to 35 months of age:

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

Children 36 Months to 60 months:

Seaford District Links (children 3 – 5)

English: <https://www.asqonline.com/family/85334a>

Spanish: <https://www.asqonline.com/family/a51f9b>

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Please use the following link for the Ages and Stages Screening:

Children birth to 35 months of age:

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

Children 36 Months to 60 months

Smyrna District Links (children 3 – 5)

English: <https://www.asqonline.com/family/480053>

Spanish: <https://www.asqonline.com/family/ee9bbd>

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Appendix

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Please use the following link for the Ages and Stages Screening:

Children birth to 35 months of age:

English : <https://www.asqonline.com/family/c84b52>

Spanish : <https://www.asqonline.com/family/7dea9a>

Children 36 Months to 60 months:

Woodbridge District Links (children 3 – 5)

English: <https://www.asqonline.com/family/f900ff>

Spanish: <https://www.asqonline.com/family/03c6ea>

Thank You.

Appendix

Querida familia,

Bienvenido a nuestro programa de detección y monitoreo. Debido a que los primeros 5 años de vida de su hijo son tan importantes, queremos ayudarlo a proporcionar el mejor comienzo para su hijo. Como parte de este servicio, proporcionamos los Cuestionarios de edades y etapas, Tercera edición (ASQ: 3) y Edades y etapas: Social Emocional 2 (ASQ: SE: 2) para ayudarlo a realizar un seguimiento del desarrollo de su hijo. El examen de desarrollo es muy importante, como los exámenes de visión y audición. Cuanto antes se identifiquen los retrasos, antes se podrán abordar antes de que crezcan.

El cuestionario se proporcionará al menos una vez al año. Se le pedirá que responda preguntas sobre algunas cosas que su hijo puede y no puede hacer. El cuestionario incluye preguntas sobre la comunicación de su hijo, motricidad gruesa, motricidad fina, resolución de problemas, habilidades sociales personales e interacciones con adultos y niños.

Si el cuestionario muestra que su hijo se está desarrollando sin preocupaciones, le proporcionaremos algunas ideas sobre cómo fomentar el desarrollo de su hijo y le proporcionaremos el próximo cuestionario en el momento adecuado. Si el cuestionario muestra posibles inquietudes, lo contactaremos para obtener una evaluación más complicada para su hijo. La información solo se compartirá con otras agencias con su consentimiento por escrito. Esperamos su participación en nuestro programa.

Nuestro distrito también colabora con el programa de intervención temprana Birth to Three para que los padres de bebés y niños pequeños en nuestro distrito puedan evaluar a sus hijos utilizando el enlace que se proporciona a continuación. Cuando complete el perfil de su hijo, responda la pregunta: "¿Dónde asiste su hijo al preescolar anotando _____? Complete el examen antes de _____

Utilice el siguiente enlace para la detección de edades y etapas:

Niños desde el nacimiento hasta los 35 meses de edad:

Inglés: <https://www.asqonline.com/family/c84b52>

Español: <https://www.asqonline.com/family/7dea9a>

Niños de 36 meses a 60 meses:

Insert School District Here (niños 3-5)

Inglés: [Insert School District English Link Here](#)

Español: [Insert School District Spanish Link Here](#)

Gracias.

Appendix

SCHOOL & COMMUNITY ASQ PARTNERSHIP MEMORANDUM OF AGREEMENT

A School Business Partnership is solidified by a formal written and signed agreement called a MOA (Memorandum of Agreement) between the business or organization and the school. Although not legally binding, it is useful for clarifying the expectations of both parties and supports good communication.

The following pages are the main components of the agreement.

Suggestions: This agreement provides a sample for your district to use. Please use the fillable form and make changes as needed.

Note to Schools: If there are standard practices you do for your business partners, e.g. promote them in your newsletters, you can further personalize the MOA template to include that line automatically. Add in your complete contact information at the end to be reused every time you finalize a MOA.

Save your school's personalized template to your desktop!

Appendix

DELAWARE ASQ PARTNERSHIP

BETWEEN

Click for Drop Down List

School District

AND

Click here to enter text.

Childcare Name

In _____ of 20____, discussions were held between

Click here to enter text., and

[Name, Title, and School of at least 1 representative from school]

Click here to enter text..

[Name, title and childcare from at least 1 representative from childcare]

From the discussions, the following was agreed:

_____ will:

(Childcare)

Objectives:

1. Work with families to complete the ASQ:3 and ASQ:SE:2 developmental screenings
2. Assure all screenings are entered online to the school district ASQ portal
3. 3. Educate families regarding the importance of developmental screening

Refer to system as the “ASQ Partnership”

Other programs may be introduced as the needs of the school are identified and the capabilities of the business are matched.

_____ will:

(School District)