

## Connecticut Birth to Three System - Focused Monitoring Summary Report

**Agency Name:** LEARN  
**Program:** LEARN: Partners for Birth to Three

**Visit Dates:** March 25-27,2014  
**Report Date:** June 27, 2014

**Priority Area:**  
**As a result of early intervention families are more confident and gain new skills which, help their children develop and learn.**

**Selection Reason:** The return rate and average measure from the Impact on Families Scale of the NCSEAM family survey for the LEARN Birth to Three program were both low when compared to other programs in Connecticut.

**Components of Focused Monitoring**

Desk audit. Agency administrator interview. Reviewed 14 records - representative sample of service coordinators, towns, income levels. Interviewed 14 families by phone. Interviewed 4 of 14 staff (in person and by phone.) Exit meeting on the last day. TA plan to be developed.

**Focused Monitoring Team**

Team Leader: Alice Ridgway    Parent Members: Pam Kelly, Deborah Pagano,    Peer: Bruni Edwards    Other B23 staff: Anna Hollister    PPO: Linda Bamonte

- Hypotheses:**
- 1        LEARN is providing high quality supports to children and families.
  - 2        LEARN is receiving a higher number of referrals from other socio-economic groups this year versus last year and economic stressors on families including late evening appointments may have influenced their perceptions of services.

- Findings**
- 1        LEARN is providing high quality clinical supports to children. The records, families and staff indicated that families are being connected to outside community play groups. The record review also revealed that 36% of evaluations included daily routines and next steps in development. Daily routines were observed in 57% of the IFSP strategies. When looking at the visit notes 43% of the records had recommended strategies embedded into daily routines and 29% reflected discussions about the caregiver's use of the suggestions between visits. Families reported that they valued the clinical expertise of their home visitors and 60% reported that they had strategies to work on at home. The timing of visits was related to child and family outcomes and staff were very accommodating to families needs and schedules. Many families reported that the staff brought in toys and left with them. Only 60% were able to talk about their rights under Part C of the IDEA in a way that indicated that they really knew them. Overall this program could add daily routines to the initial evaluation /assessment process and reports, the next steps and strategies on the IFSPs, and in visit notes. This could have an impact on how families understand what to expect from an early intervention visit as opposed clinical therapy visits at home.
  - 2        When only looking at records for children eligible as of the date of this report in the towns served by LEARN, 59% are insured by Medicaid. LEARN's rate was 57%. 5% of the all the eligible children in those towns live with a foster family or legal guardian. There were only 3% in LEARN. In both cases the rate at LEARN is lower than other programs serving the same towns. However when considering the referral source, DCF was the referral source 3% of the time for all programs not including LEARN and the rate for LEARN was 5% which is higher. Just based on these rates, this hypothesis does not seem to be supported by the data but a recent influx of DCF referrals could be the basis for it.

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### Strengths

Staff were always on time and were reported to be very accommodating to family's schedules. Families report loving their service coordinator and felt staff were very helpful. Staff easily reported tracking and recording children's progress on contact notes and utilizing the Carolina. Families reported that transition planning was discussed early on and those who transitioned had a smooth experience. Families also reported that LEARN staff was responsive in getting back to them outside of their home visits and most said within 24 hours and that they had ample time during visits to express needs/ask for help. LEARN staff were sensitive to cultural preferences.

### Measures out of compliance that must be verified as corrected by 6/27/15

Monitoring Measure*	Measure	Results From On-site Visit	Minimum Criteria
1	Form 1-4 Consent for Evaluations and Assessments is present, complete, and accurate for <u>all evaluations and assessments</u> .	12/14 (86%)	100%
3	Prior Written Notice Form 1-6 is given to the family for <u>any</u> IFSP meetings initiated by the program or any meeting requested by the parent where changes were expected and/or eventually made to the IFSP. Either a copy of the form is present or there is a note about when the form was provided which may be on Form 1-4 for the Evaluation or an approved statement of eligibility form. If no evidence of PWN was found, there are notes in the record about who initiated the IFSP review and there are no changes to the IFSP. (All)	12/14 (86%)	100%

### Measures in need of improvement to be included on the program's improvement plan

8	Report has individualized description of the child's strengths, areas of concern, and next steps in development as they are related to daily routines (1x per area in the one report)	5/14 (36%)	90%
17	IFSP strategies match identified needs (family priorities, referral concerns, & assessment results) and daily routines (All strategies in the IFSP)	8/14 (57%)	90%
34	Strategies in visit notes emphasize naturally occurring learning opportunities embedded into daily routines. (3 consecutive months)	6/14 (43%)	
35	Notes reflect families' use of strategies between visits (3 consecutive months)	4/14 (29%)	

\* Please refer to the Current Monitoring Measures on Birth23.org for the regulatory references as applicable