



MHVI FY19 Early Language & Literacy Key Driver Diagram

Primary Drivers

Secondary Drivers

Specific Ideas to Test

PD1: Home visitors have knowledge and support to promote ELL development

1. Home visitors have foundational knowledge of ELL development in children.
2. Home visiting program has caregiver education materials to support ELL development.
3. Home visiting supervisor provides ongoing, responsive and effective supervisory support to increase home visitors' ability to support ELL skills.
4. Home visitors are trained in the ASQ-3 in accordance with model guidance.

- **Home visiting program provides regular training for home visitors on ELL development (e.g. online/in-person trainings, webinars, etc.)**
- **Home visiting program offers home visitors practical tips/techniques to support families in strengthening child's ELL development**
- Home visitors are trained in the caregiver education materials (e.g., ASQ-3 Learning Activities) the program uses to support ELL development & receive ongoing professional development
- Home visitors receive regular reflective supervision that provides time & space to discuss family successes & barriers related to ELL
- Supervisor observes home visits quarterly, using an observation tool such as the HVORS, to support home visitor skill building related to ELL promotion
- Home visiting program develops and utilizes protocol for conducting ASQ-3 developmental screening

PD2: Caregivers have knowledge, support, and skill to promote ELL development

1. Home visitors assess children's ELL development with caregivers regularly and identify communication delays early.
2. Caregivers know the benefits of early language and literacy promotion.
3. Home visitors support caregivers in recognizing opportunities for ELL development.
4. Home visitors facilitate ELL skill building activities and/or strategies with caregivers.

- Home visitors complete ASQ-3 developmental screening with caregivers in accordance with the program's protocol
- Home visitors review and discuss ASQ-3 scores with caregivers after each screening
- Home visitors utilize ASQ-3 results to plan visits focused on ELL development
- **Home visitors describe communication-related milestones to caregivers and support caregivers in understanding the importance of these milestones to overall ELL development**
- Home visitors engage in conversations with caregivers about language and literacy development at every home visit
- **Home visitors ask caregivers if they are singing, reading, and telling stories, and they share with caregivers why these activities support ELL development**
- Home visitors provide caregivers with feedback on observed ELL interactions at every home visit
- Home visitors reinforce positive ELL interactions that caregivers display with children at every home visit
- Home visitors role model being an interactive language partner with caregivers (e.g. responding to children's non-verbal communication cues, taking turns ('my turn, your turn' pattern), etc.)
- **Home visitors work with caregivers to incorporate reading, singing, and storytelling into daily routines (e.g. Talk, Read, Sing Together Everyday Tip Sheets: <https://www.acf.hhs.gov/ecd/talk-read-and-sing-together-every-day>)**
- **Home visiting program establishes a lending library for home visitors to provide caregivers with new stories to share at each home visit**
- **Home visiting program establishes and utilizes caregiver-friendly activity forms to support caregivers in practicing language and literacy skills with child between visits**
- **Home visitors utilize ASQ-3 Learning Activities with caregivers to support ELL development in the Communication Subscale**
- **Home visitors utilize model specific lessons/materials to support ELL development**

PD3: Home visitors promote connections to community resources that support ELL development

1. Home visiting program establishes and maintains relationships with key community ELL partners and resources.
2. Home visitors connect families with key community ELL partners and resources to support ELL development in children.

- Home visiting program develops strong relationships with key community ELL partners and resources
- **Home visiting program establishes and maintains a directory of key community ELL partners/resources and the services they offer to share with families**
- Home visiting program develops and utilizes shared protocols/process maps with Early On for red flag/positive screen, referral, and follow-up
- **Home visiting program develops, updates, and utilizes calendar/schedule of community events that support ELL development**
- Home visiting program adds an ELL section to their regular newsletter that highlights activities/events going on in the community that support ELL development
- **Home visiting program supports caregivers in obtaining a library card to access books and ELL activities (e.g. weekly story time, etc.)**

Aim Statement:

By September 1, 2019, the MHVI Early Language & Literacy QI Learning Collaborative will decrease the percent of children who score in the grey or black areas on the Communication Subscale of the ASQ-3 from X% to X%.