EARLY CHILDHOOD HOME VISITING COMMUNITY OF PRACTICE

May 28, 2026

MIKE DEWINE
GOVERNOR OF OHIO

Ohio THE HEART OF IT ALL™

AGENDA

- Welcome - Dyane Gogan Turner
- Professional Development Updates – Megan Shuler
- Early Literacy and Kindergarten Readiness Resources – Kristin Farley
- Sparkler-Julie Babcock, Maggie VanDyne & Andrea Tyson
- Central Intake & Referral Update-Dyane
- Regional Consultant Team Updates - Dyane
- Wrap-up

PROFESSIONAL DEVELOPMENT UPDATES

Ohio Department of Children & Youth

WE INVITE ALL HMG HOME VISITING PROFESSIONALS TO PARTICIPATE IN THE PD NEEDS ASSESSMENT SURVEY

- The survey is designed to identify training needs and is highly recommended for completion, although it is not mandatory.
- The survey link will be sent to home visitors and supervisors via email on **Monday, June 1 and will close on Friday, June 12 at 6 PM**.

For any questions regarding the survey, contact hvtraining@childrenandyouth.ohio.gov.

Ohio Department of Children & Youth

Early Literacy and Kindergarten Readiness Resources

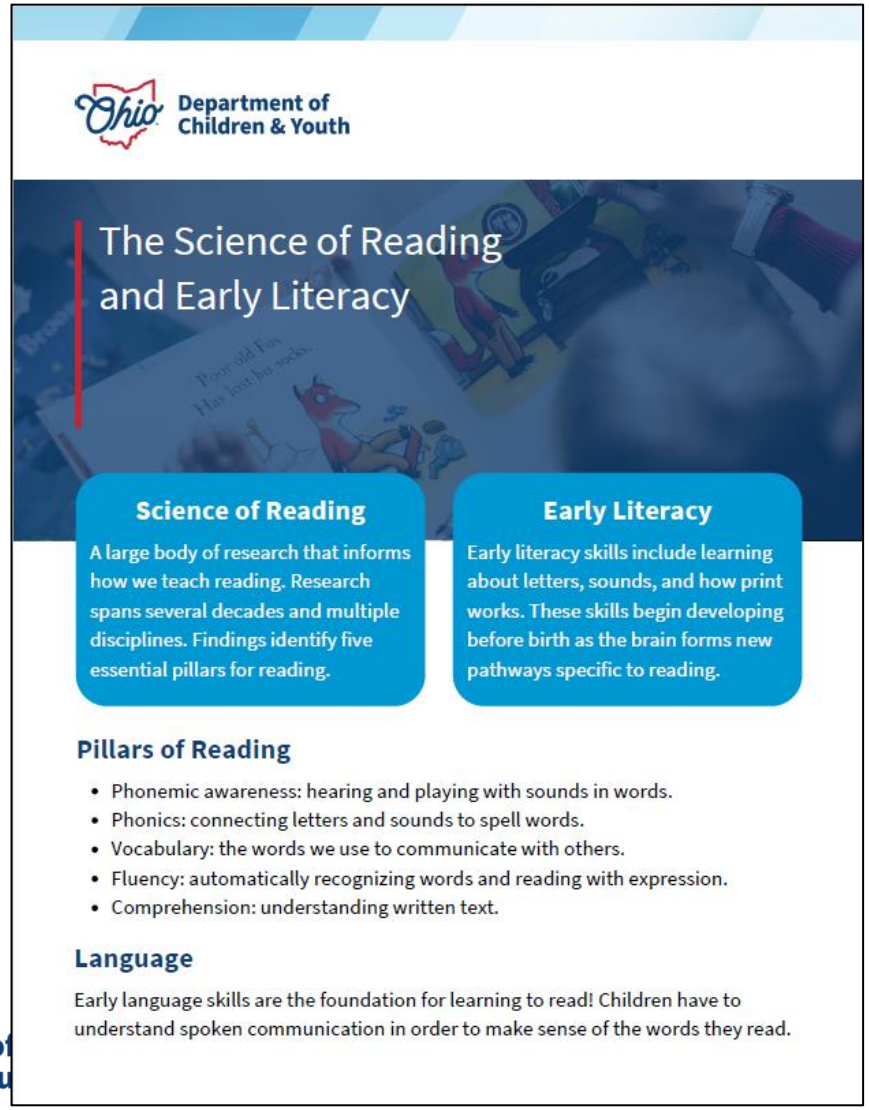
Dr. Kristin Farley, Literacy Specialist

Ohio Department of Children & Youth

LITERACY IN EARLY CHILDHOOD

- Birth-five is critical for language and literacy development.
- Language is the foundation for later reading.
- Research shows that early language and literacy skills are highly predictive of later reading and general school success.
- Parents may benefit from resources for supporting their child's language and literacy development *from birth*.

SCIENCE OF READING



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The Science of Reading and Early Literacy

Science of Reading

A large body of research that informs how we teach reading. Research spans several decades and multiple disciplines. Findings identify five essential pillars for reading.

Early Literacy

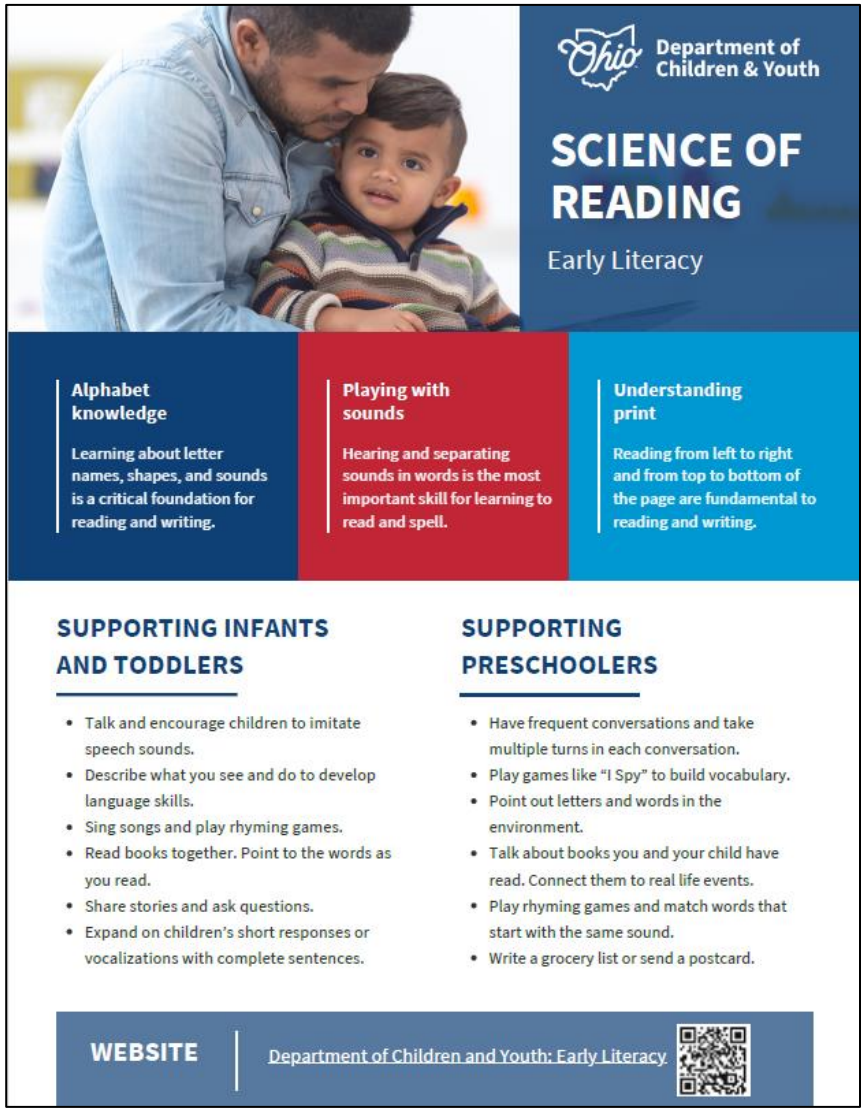
Early literacy skills include learning about letters, sounds, and how print works. These skills begin developing before birth as the brain forms new pathways specific to reading.

Pillars of Reading

- Phonemic awareness: hearing and playing with sounds in words.
- Phonics: connecting letters and sounds to spell words.
- Vocabulary: the words we use to communicate with others.
- Fluency: automatically recognizing words and reading with expression.
- Comprehension: understanding written text.

Language

Early language skills are the foundation for learning to read! Children have to understand spoken communication in order to make sense of the words they read.



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SCIENCE OF READING

Early Literacy

Alphabet knowledge

Learning about letter names, shapes, and sounds is a critical foundation for reading and writing.

Playing with sounds

Hearing and separating sounds in words is the most important skill for learning to read and spell.

Understanding print

Reading from left to right and from top to bottom of the page are fundamental to reading and writing.

SUPPORTING INFANTS AND TODDLERS

- Talk and encourage children to imitate speech sounds.
- Describe what you see and do to develop language skills.
- Sing songs and play rhyming games.
- Read books together. Point to the words as you read.
- Share stories and ask questions.
- Expand on children's short responses or vocalizations with complete sentences.

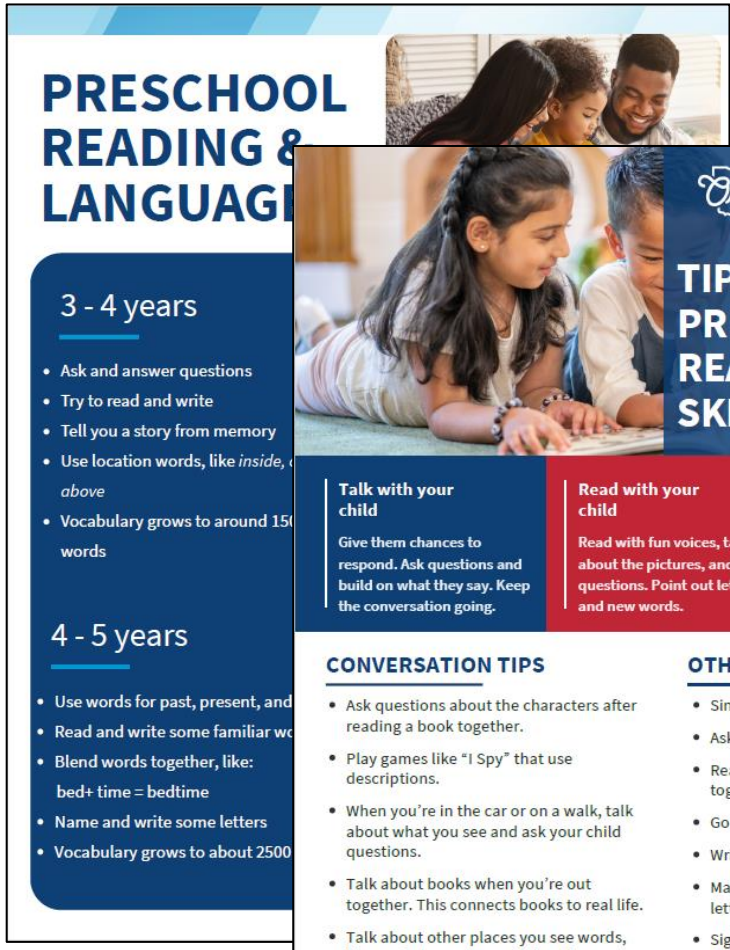
SUPPORTING PRESCHOOLERS

- Have frequent conversations and take multiple turns in each conversation.
- Play games like "I Spy" to build vocabulary.
- Point out letters and words in the environment.
- Talk about books you and your child have read. Connect them to real life events.
- Play rhyming games and match words that start with the same sound.
- Write a grocery list or send a postcard.

WEBSITE | Department of Children and Youth: Early Literacy

LANGUAGE AND LITERACY PARENT GUIDES





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PROFESSIONAL GUIDE



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PARENT LITERACY GUIDES

What professionals need to know

Birth-5 years is a critical period for language and literacy growth. Early language and literacy skills promote kindergarten readiness and positive outcomes later in life, making it important to develop these skills early. This guide will help you use the parent literacy handouts and talk to families about the importance of talking and reading with their children from an early age.

PURPOSE OF GUIDES

- Help parents support their children's language and literacy growth.
- Suggest ways to build language and literacy into routines with no extra time required.
- Provide guidelines for expected language and literacy skills at each age.
- Offer resources if parents have concerns about their child's progress.

HOW YOU CAN HELP

- Provide handouts to parents based on child's age.
- Discuss the importance of building early language and literacy skills.
- Model language and literacy practices.
- Help parents sign up for Dolly Parton's Imagination Library of Ohio.
- Look for warning signs that a child could need additional support.
- Support families through the referral or intervention process, if necessary.
- Help parents download the Sparkler app to complete the ASQ and find activities to do with their child at home.

Scan QR code to download the Sparkler app

Use the access code **OH** to register after downloading.

WARNING SIGNS TO WATCH FOR

*Infant not cooing or babbling
*Child not responsive to caregiver
*Few or no books available
*Limited vocabulary
*Disinterested in books or reading
*Unable to form simple sentences
*Does not follow basic directions
*Speech is difficult to understand
*Extended periods of screen time
*Unable to carry on conversations
*Answers are off-topic

Website

Department of Children and Youth: Early Literacy

Department of Children & Youth

BOOK LISTS

FRIENDSHIP



Nugget and Fang
Tammi Sauer & Michael Slack

A Color of His Own
Leo Lionni

The Cool Bean
Jory John & Pete Oswald

All Are Welcome
Alexandra Alessandri

Mabel Wants a Friend
Ariel Bernstein & Marc Rosenthal

Evelyn Del Rey is Moving Away
Meg Medina & Sonia Sanchez

I Forgive Alex
Kerascoët

The Invisible Boy
Trudy Ludwig & Patrice Barton

Little Taco Truck
Tanya Valentine & Jorge Martin

Strictly No Elephants
Lisa Mantchev & Taeeun Yoo

My Three Best Friends and Me, Zulay
Cari Best & Vanessa Brantley-Newton

Sourgrass
Hope Lim & Shahrzad Maydani

Something Beautiful
Lita Judge

We Disagree
Bethanie Deeny Murguia

My Best Friend
Julie Fogliano & Jilliam Tamaki

Be a Bridge
Irene Latham, Charles Waters, & Nabila Adani

Scan this QR code for more book lists!

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FOSTER CARE AND ADOPTION



Families Are Different
Nina Pellegrini

We Waited for You
Cindy Chupack & Emily Hamilton

A Is For Always: An Adoption Alphabet
Linda Cutting & Leonie Little Lex

A Mother for Choco
Keiko Kasza

Mama's Waves/Daddy's Waves
Chandra Ghosh Ippen & Erich Ippen Jr.

Families Change
Mary Gallagher & Julie Nelson

I Wished for You: An Adoption Story for Kids
Marianne Richmond

Adoption is Both
Elena S. Hall & Lara Norris

How I Was Adopted
Joanna Cole & Maxie Chambliss

You Weren't With Me
Chandra Ghosh Ippen & Erich Ippen Jr.

Just Because I Was Adopted: A Story About Adoption and Forever Love
Dr. P. Shiroma

Delly Duck: Why a Little Chick Couldn't Stay With His Birth Mother
Holly Marlow & Suzy Garland

Kids Need to be Safe: A Book for Children in Foster Care
Julie Nelson & Mary Gallagher

Maybe Days: A Book for Children in Foster Care
Jennifer Wilgocki, Marcia Wright, & Alissa Geis

Scan this QR code for more book lists!

Department of Children & Youth

BOOK LIST GUIDES

Department of Children & Youth

BOOK LISTS

Books to guide your child through big and small moments



The Power of Books

Reading books with your child is more than just a fun activity—it's a powerful tool for helping your child through big and small events in life.

Books can help children celebrate new friendships or family traditions. They can also help children cope during stressful or scary times.

Young children often don't have the words to explain what they're feeling. Seeing a character go through something similar helps children feel less alone and gives them the words they need.

Use the book lists to find books that match what your child is experiencing. Have conversations and talk about your feelings together.

Tips for Choosing and Reading Books

- **Ask questions-** Point out what the characters in the book are doing and feeling. Ask your child if they feel the same or different.
- **Relate-** You might be experiencing the same thing as your child. Tell them how you feel and compare your feelings.
- **Skim-** If the book has lots of text or seems too long, just read some of the words or talk about the pictures.
- **Practice-** Try out activities the characters use to cope or show their feelings in a healthy way.

Click or Scan:

Department of Children and Youth: Early Literacy

TOPICAL BOOK LISTS

What professionals need to know

Reading books with children is a powerful tool for helping them understand the world around them. This is particularly important during major life changes as young children often do not have the language they need to express their feelings or understand their emotions. This guide will help you talk to parents about reading books to support their child through exciting and difficult moments.

PURPOSE OF BOOK LISTS

- Provide a set of topic-specific books that are developmentally appropriate.
- Address a range of life events, including common topics (e.g., friendship) and challenging situations (e.g., death and grief).

HOW YOU CAN HELP

- Provide appropriate book lists to parents and caregivers.
- Walk through the book together, highlighting meaningful moments.
- Suggest questions or conversation starters that help the child relate to the characters and express their feelings.
- Prompt parents and caregivers to share their own experiences with their child.
- Encourage parents and caregivers to help their child practice the same strategy a character used.
- Model how to skim lengthy text for younger children. Suggest wordless books and model how to tell a story through pictures.
- Remind parents that most of these books-and more-are available at the library free of charge.

BOOK LIST TOPICS

- Friendship
- Starting School
- Foster Care and Adoption
- Confidence
- Death and Grieving
- Kindness
- Disabilities

Multi-lingual texts, wordless picture books, and additional topics available.

Website

Department of Children and Youth: Early Literacy

Department of Children & Youth

DOLLY PARTON'S IMAGINATION LIBRARY OF OHIO

Department of Children & Youth

THE LITTLE ENGINE THAT COULD

Book guide

Read and talk with your child to build their early reading skills! Research shows that a child's brain is 80% developed by age three, so read and re-read often. Use this guide to look for ways to talk with your child and extend their fun even after the book ends!

FUN FACTS

- Did you know that trains have been used for over 200 years? They carry people and supplies all over the country every day. The fastest train can travel nearly 300mph!
- The little blue engine has *confidence* that she can help the train. *Confidence* means she believes in herself!

TALK ABOUT IT!

Talk to your child and ask questions, even if they only respond with coos or say 1-2 words. Respond and repeat answers back in full sentences.

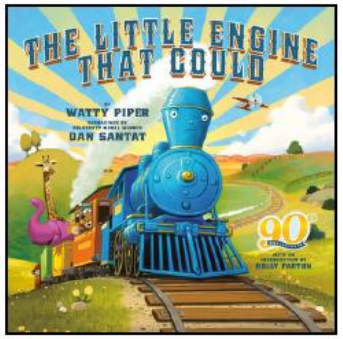
- How many cars can you count on the train? What colors are they?
- What animals or toys would you carry on the train?
- Have you ever tried to do something that was really hard? How did you do it?
- How do you think the toys felt when the other engines wouldn't help them?
- Can you think of a time when you helped someone else? How did you help them?

WEBSITE

https://www.ohioimaginationlibrary.org/

Department of Children & Youth

STRETCH THE STORY!



Keep talking about *The Little Engine That Could* even after the story is done! Here are some fun things you can try at home:

- As your child works on a hard task like crawling or stacking blocks, encourage them with the train's chant, "I think I can!"
- Line up trains, cars, animals, or other toys your child has. Help them count how many toys you have and name each one.
- Tap out the rhythm of the chant, "I think I can!" Try your own chant and rhythm, and have your child tap it out with you. Make the chant go faster or slower and have your child follow your speed.
- Search for extra materials to build your own train. Use materials like empty cereal boxes, toilet paper rolls, or other objects you find.
- Create your own story about helping others. What is the character's problem? How can you help solve it?
- Draw a picture of a train. Choose your favorite color and label it with words like *train*, *engine*, or *caboose*.

From the book The Little Engine That Could by Watty Piper ® 1930. Published by Penguin Young Readers Group, a division of Penguin Random House LLC. The Little Engine That Could, I Think I Can and all related titles, logos and characters are trademarks of Penguin Young Readers Group, a division of Penguin Random House LLC. All rights reserved. Used with permission.

KINDERGARTEN READINESS



Department of Children & Youth

Kindergarten Readiness

WHAT IS KINDERGARTEN READINESS?

Kindergarten readiness is all about helping your child build the skills they need for school.

WHEN SHOULD I START BUILDING THESE SKILLS?

It's never too early to start! Talk and read to your child from birth for healthy brain development.

Why is Kindergarten Readiness important?

Children's brains are changing quickly during their first five years. This is a prime time to help your child develop healthy brain connections that will help them read, count, build friendships, and learn about the world. Children who are ready to start kindergarten are more likely to be skilled readers by third grade and graduate high school compared to children who are not ready for kindergarten.

How can I help my child be ready for kindergarten?

Kindergarten readiness includes knowing letters and sounds, numbers, and shapes. It also includes problem solving and social skills, like sharing and following simple directions. To help build all of these skills, talk to your child often and ask questions. Point out letters, numbers, and shapes you see, such as store names and addresses. See which toys sink or float in the water during bathtime. You can build skills during daily routines with your child without needing extra time!



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KINDERGARTEN READINESS

Activities at home

Talk about print

Print is everywhere! Point out letters on road signs and match them with sounds. Look for numbers and shapes like address numbers above rectangular doors or square windows.

Solve problems

Ask questions to help your child think of new ways to solve a problem. Show them how you would do it! Try thinking out loud to help them hear how you solve your own problems.

Role play

Pretend play with your child to help them learn about feelings. Act like you are excited, sad, or angry and show your child how to share your feelings in appropriate ways.

ACTIVITIES

- Go for a walk and collect leaves, sticks, or other items. Compare their shape, color, or size.
- Put together a simple puzzle to work on solving problems and sitting still.
- Read books and write together to name and write letters.
- Make silly faces in a mirror. Talk about your emotions with each face you make.
- Play "I Spy" with letters and sounds. Look for objects that start with the same sound or letter.
- Play games with simple rules and help your child take turns.
- Sing songs and read favorite books together. Ask questions and connect to your child's life.
- Cook a meal together! Help your child read the recipe and measure ingredients.

RESOURCES

For more activities you can do at home, download the Sparkler app for free!

Scan QR code to download the Sparkler app

Use the access code OH to register after downloading

Enroll your child in Dolly Parton's Imagination Library of Ohio for free monthly books!

WEBSITE DCY: Kindergarten Readiness

Department of Children & You

KINDERGARTEN READINESS CARDS





Ohio Department of Children & Youth

KINDERGARTEN READINESS CARDS

Department of Children & Youth

KINDERGARTEN READINESS CARDS

Birth to School Readiness



Readiness starts at birth

Many people think that children start getting ready for kindergarten around four or five years old, but they actually start learning the minute they're born! Babies are always noticing new things and trying to make sense of the world around them. The good news is that simple, everyday activities can have a big impact on how your child grows.

Small, daily actions

Families can practice kindergarten skills, like learning about letters, numbers, sharing, and taking care of their own needs, anytime and anywhere. The Kindergarten Readiness cards have tips and fun activities that you can enjoy with your child during everyday routines, such as bathtime, riding in the car, waiting in line, or taking a walk.

It's never too early or too late, so check out the Kindergarten Readiness cards for a new activity to try today!

Using the cards

Each Kindergarten Readiness card begins with an easier activity and adds more challenging ones to try as your child grows. Choose any card to start with and do the first activity. If it's easy for your child, go to the next one.

- **Talk**- Take turns talking and listening to your child. Even babies answer with sounds and smiles!
- **Repeat**- Try activities more than once. This helps your child learn new skills and get ready for what comes next.
- **Connect**- Connect the activities to your child's life. This makes learning meaningful and exciting.
- **Read**- Read books and look at pictures together often! Name pictures or skip some words when books are long.

Website
DCY Kindergarten Readiness

Department of Children & You

KINDERGARTEN READINESS CARDS

What professionals need to know

Kindergarten readiness begins the day children are born as they learn about language, numbers, and the world around them. Parents can do simple things during daily routines to help develop skills in language, literacy, math, science, social skills, and movement.

PURPOSE OF CARDS

- Support children's kindergarten readiness skills from birth through age five.
- Suggest ways to build kindergarten readiness activities into daily routines with no extra time or cost required.
- Promote small, everyday interactions with children that set them up for lifelong learning.

HOW YOU CAN HELP

- Provide cards to parents and caregivers. Look through them together so you can answer their questions.
- Encourage parents to hook the cards to a diaper bag, keychain, or purse so they see them and remember to use them frequently.
- Discuss the importance of building kindergarten readiness skills.
- Model language, literacy, math, and science practices.
- Model ways to build children's physical skills.
- Emphasize that parents can build skills during routine parts of the day.
- Direct parents to the DCY website for more Kindergarten Readiness activities and resources.
- Help parents download the Sparkler app and sign up for Dolly Parton's Imagination Library of Ohio.

WHY KINDERGARTEN READINESS MATTERS

Children who are ready for kindergarten are more likely to:

- Learn to read sooner.
- Be proficient readers by third grade.
- Graduate high school.
- Have higher-paying jobs.
- Have better physical and mental health.

Website
DCY Kindergarten Readiness

Department of Children & Youth

HOW CAN YOU HELP?

- Explain the importance of language, literacy, and kindergarten readiness.
- Help parents complete the ASQ and enroll in Dolly Parton's Imagination Library of Ohio.
- Provide handouts and practice activities during visits.
- Observe children's language skills and model conversations.
- *It's never too early or too late to start!*

EARLY LITERACY WEBSITE



https://childrenandyouth.ohio.gov/for-families/early-care-education/early-literacy

- Science of Reading handout
- Parent language and literacy handouts and guide
- Book lists
- Launch Dolly Parton's Imagination Library of Ohio site for book guides

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KINDERGARTEN READINESS WEBSITE

https://childrenandyouth.ohio.gov/for-families/early-care-education/kindergarten-readiness

- Birth to School Readiness
  - Kindergarten Readiness handout
  - Flipbook and accompanying guides
- Family Resources
- Tip Sheets (Talk, Read, & Sing Together!)

Ohio Department of Children & Youth

CONTACT

- Dr. Kristin Farley, Literacy Specialist
- kristin.farley@childrenandyouth.ohio.gov
- childrenandyouth.ohio.gov

Ohio Department of Children & Youth

SPARKLER

Department of Children & Youth

Help Me Grow

Ohio's Developmental Screening Program using the Ages & Stages Questionnaires® (ASQ)

Presented by:

Julie Babcock - Bright Beginnings

Senior Project Coordinator

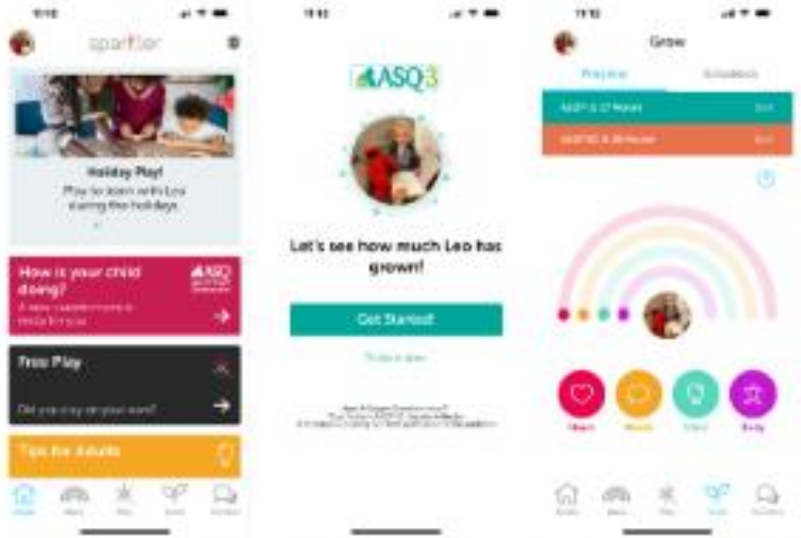
jbabcock@brightbeginningskids.org

WHAT ARE THE ASQ-3s AND ASQ:SE-2s?

- Parent- or caregiver-completed screening tools that encourage parent/caregiver involvement
- Series of questionnaires for children ages 1 month to 5 ½ years (ASQ-3) and 6 years (ASQ:SE-2)
- Tools to accurately identify children at risk for developmental or social-emotional delay
- Tools to educate adults about child development and guide developmental promotion
- Should NOT be used with children on an IFSP or IEP

THE SPARKLER EXPERIENCE

An App For Families



Sparkler is a mobile app in English, Spanish, and Chinese (and soon Arabic & French), on Android/iOS, smartphone/tablet. Parents get:

1. Developmental screening (ASQ-3 and ASQ:SE-2) to check in on their child's development
2. A library of 2000+ playful activities
3. A library of evidence-based tips for parents
4. Connection with linked providers

A Dashboard for Providers



Early Care and Education providers, medical providers, and other professionals can use Sparkler's Dashboard to monitor and engage with families. They can:

1. Download data & reports
2. Understand individual families' engagement/needs
3. Send and receive messages
4. Identify play activities/parent tips to support early childhood development

Developmental Screenings





Available for FREE for all Ohio children through age 5.

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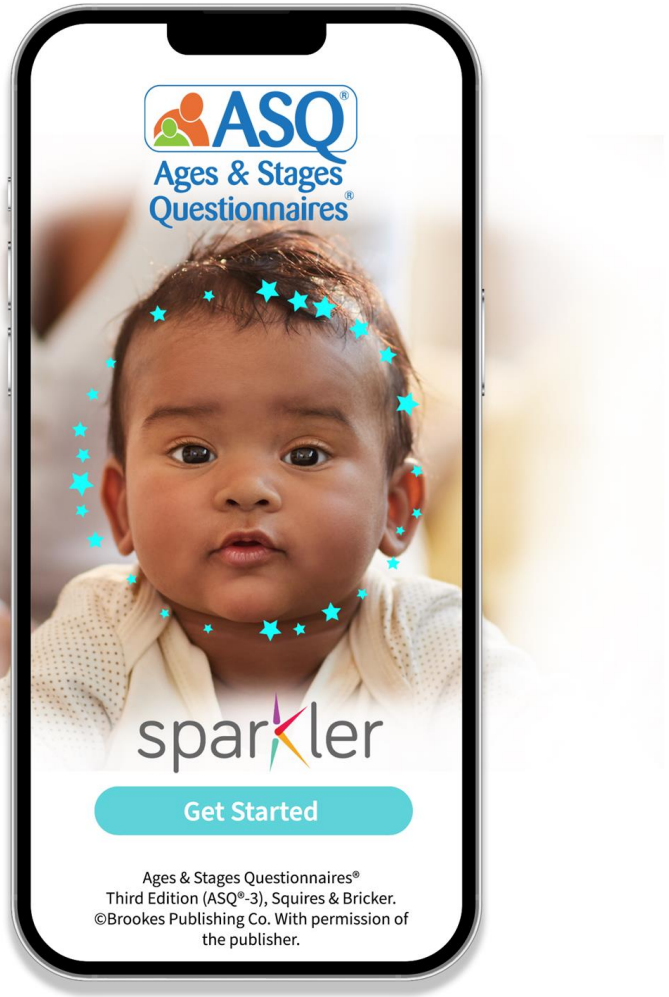
WHAT IS THE SPARKLER: PLAY FOR PARENTING APP?



Mobile app available on Android/iOS

- Complete the ASQ-3 and ASQ:SE-2 (social-emotional) to track their child's development
- Access libraries of 2000+ playful activities and evidence-based development tips for parents
- Connect with partner providers

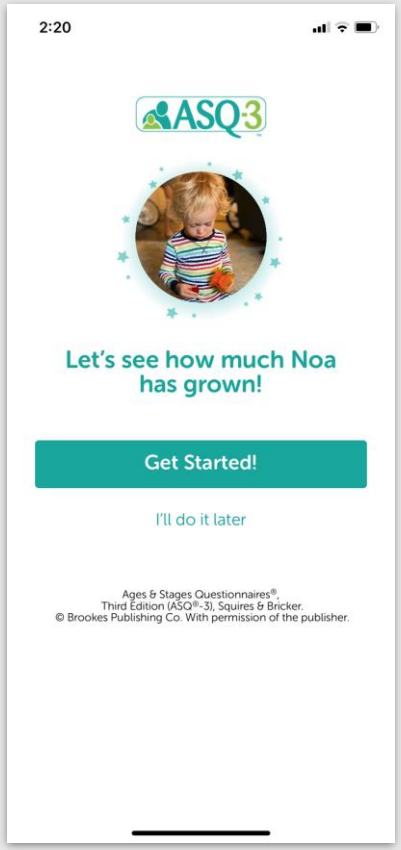
Access Code: OH

Ohio Department of Children & Youth

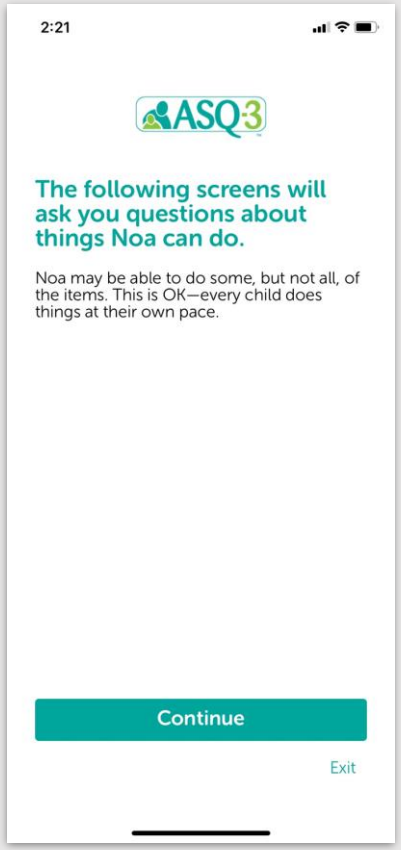
SPARKLER'S DEVELOPMENTAL SCREENING FUNCTIONALITY

Sparkler provides developmental screening (the ASQ-3 and ASQ:SE-2) to families via smartphone or tablet. The following show screenshots from the live app.

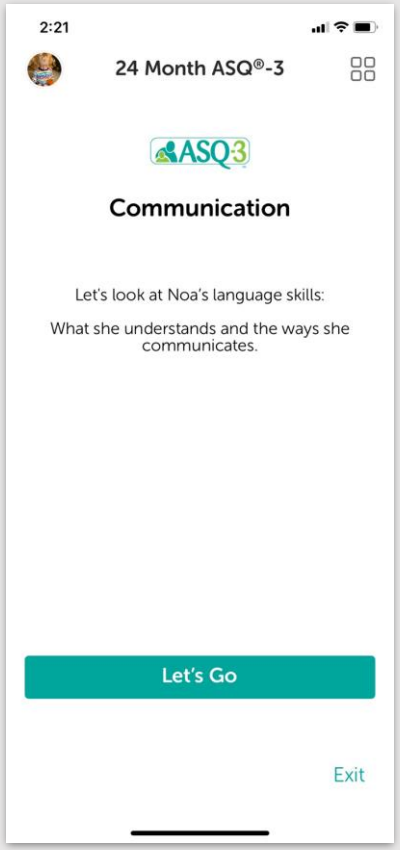
Welcome Screen



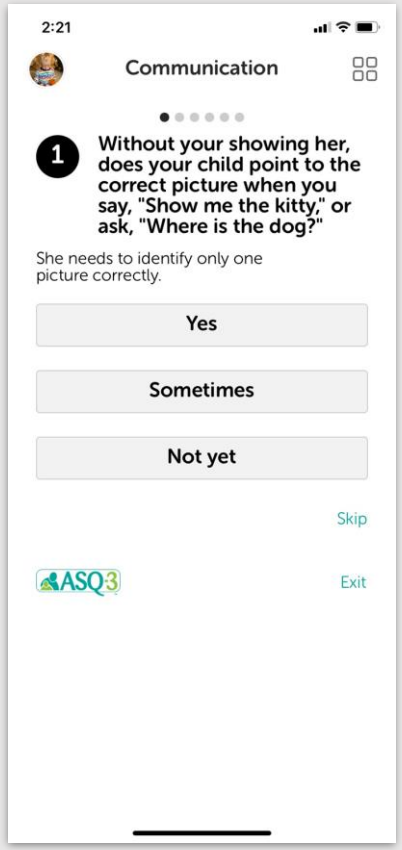
What to Expect

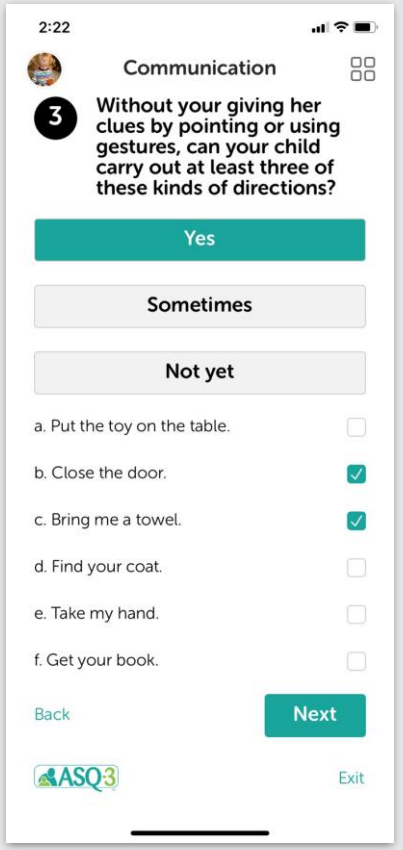


Section Intro

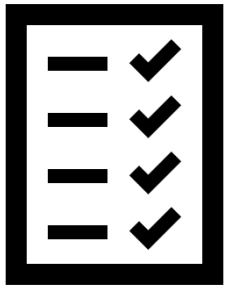


Different types of multiple choice and free response questions

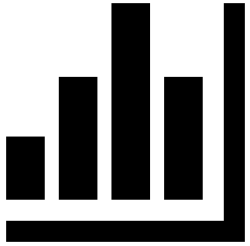




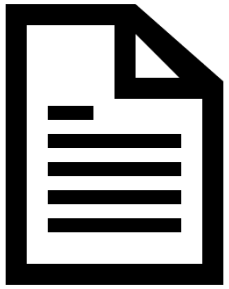
WHAT HAPPENS WHEN A FAMILY TAKES AN ASQ?



Family completes and submits ASQ within the Sparkler app.



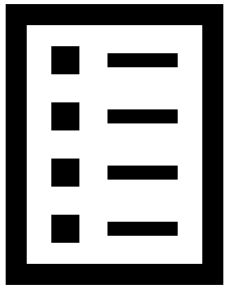
Scores are calculated and Sparkler creates a family-facing report.



CIR and any connected providers see that an ASQ is completed and can view the report.



A developmental screening specialist reaches out to the family to discuss and share the family-facing report.



The developmental screening specialist complete a follow-up form.

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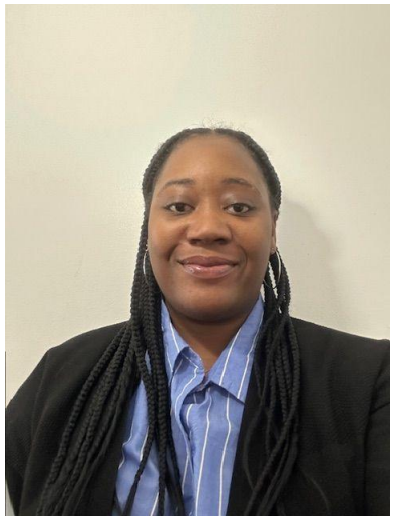
MEET OUR DEVELOPMENTAL SCREENING SPECIALISTS



Taylor Benford



Jasmyn Young



Betty Gizzo

Ohio Department of Children & Youth

SPARKLER APP





40× increase from SFY24 to SFY26 YTD



136% increase in one year



In just two years, Sparkler scaled from 605 screenings to over 40× that volume, reaching more than **20,000 children** and connecting hundreds to critical early childhood services.

- **555** total service connections
- **318** service connections in just two quarters

Ohio Department of Children & Youth

SPARKLER PROGRAM PARTNERS



Early Care and Education providers, home visitors, medical providers, and other professionals can use Sparkler's Dashboard to monitor and engage with families.

- View ASQ completions and scores
- Complete the free ASQ online screening
- Explore a comprehensive library of play-based activities to enhance lesson planning
- Download customized reports to share with families
- Follow a child's developmental progress
- and a lot more!

More at **helpmegrow.org/ASQproviders**

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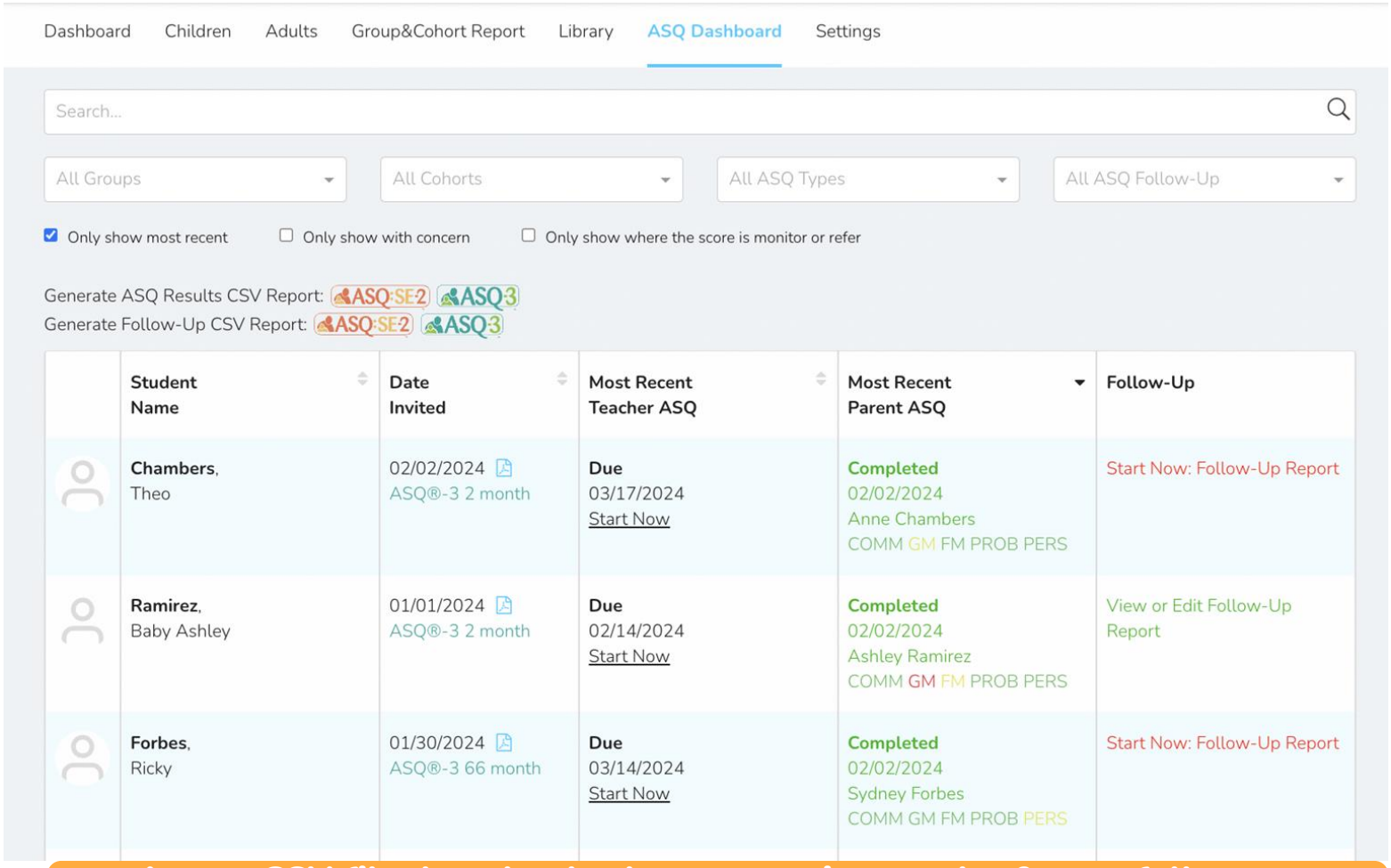
ASQ DASHBOARD: SCORES OVERVIEW



Access CSV file downloads about screening results & your follow up recommendations.

From the ASQ Dashboard, providers can:

- Complete follow up form
- Complete provider screening
- Download family-facing reports
- Download spreadsheets
- View families' responses and scores
- Send ASQ results
- See historical results
- Click to see parents' concerns
- Sort and filter

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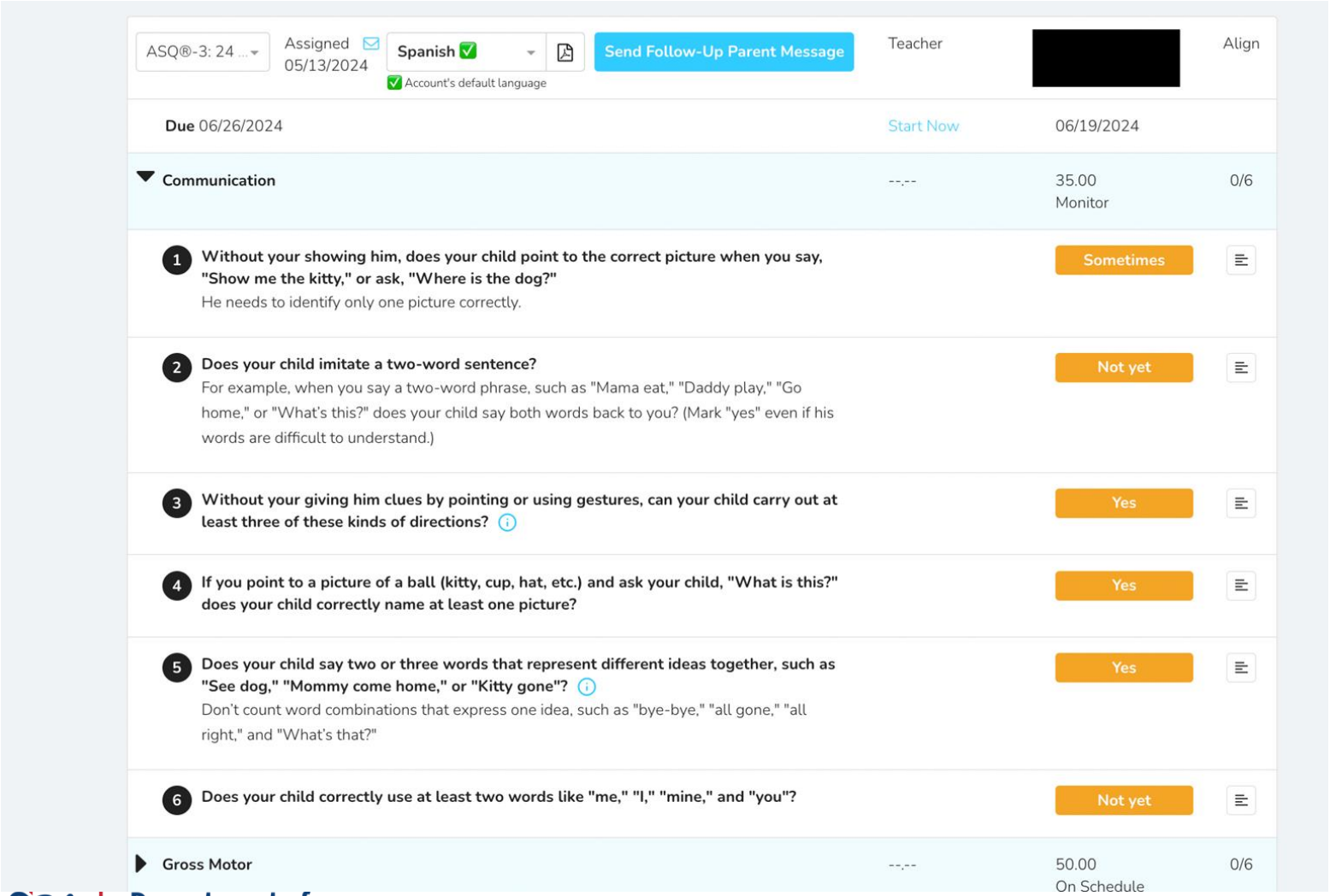
ASQ DASHBOARD: INDIVIDUAL QUESTION RESPONSES



To view the results on screen:

1. Click on the child's name
2. Use the arrows to expand each domain and see all the answers
3. You can see the summary scores at the top.

2 OPTIONS FOR HV PROVIDERS TO UTILIZE OHIO'S DEVELOPMENTAL SCREENING PROGRAM

Parent Completes ASQ
(preferred method)

1. Parent downloads the Sparkler app
2. Parent links account with provider using a unique access code
3. Parent completes ASQ on Sparkler app
4. HMG calls parents with results
5. Provider views results on Sparkler dashboard

Home Visitor and Parent Completes ASQ Together

1. HV assists parents in downloading the Sparkler app and linking to program
2. HV and parent work through the screening questions together
3. HV reviews scores with caregivers and provides supports as needed

Both options require providers to become Program Partners through Ohio's HMG Central Intake and allow for immediate viewing of results

SPARKLER LIBRARY

From Sparkler's Library, providers can search by age, skill, or keyword to find play activities or parent tips that can address a parent's concern. They can download them in all available languages and then send them (as a push notification) to families.

Sign Out

Dashboard | Children | Adults | Group Report Report | Library | ASQ Dashboard | Settings

Activity Cards | Tips

Toddler 3 (30-36M) | Counting & Number

Name	Description	Age Ranges	Skills	Domains	Actions	
Count Your Steps	Go on a Counting Walk	T1, T2, T3	Counting & Number, Curiosity	Mind, Heart	Send	English
Ice Cream Chef	Make ice cream	B4, T1, T2, T3, L3, L4, L5, PM	Counting & Number, Persistence	Mind, Heart	Send	English
What do you see?	Read magazines and catalogs	T2, T3	Counting & Number, Expression	Mind, Words	Send	English
Target Toss	Toss balls into the target	T2, T3	Big Muscle, Counting & Number	Body, Mind	Send	English
How Many?	Count the Animals	T1, T2, T3	Counting & Number, Sounds & Letters	Mind, Words	Send	English
Salad 1-2-3	Count and make a salad	T1, T2, T3, L3, L4, L5, PM	Counting & Number, Flexible-thinking	Mind	Send	English
Jump Over the Crack	Jump while walking	T2, T3	Big Muscle, Counting & Number	Body, Mind	Send	English

Countdown
Get ready for launch

Play and everyday interactions build brains, helping children grow strong hearts, words, minds, and bodies! This is an activity from Sparkler Learning. Scan QR code to play along in your Sparkler app! Press "We Did It" when you're done to keep track of all you accomplish.



Materials: None
Skills: Imagination, Counting & number

Instructions
1. Before Apollo 11 started its historic trip to the Moon, there was a countdown, when Mission Control made sure all systems and people were ready.
2. Let's count down together from 10 to 1.
3. Let's jump up and shout "lift off" at the end.

Stretch
Let's make up our own countdown that we can use before we leave home to make sure we're not forgetting anything: Shoes! Jackets! Bags! Keys! Lift off! Make a chart with all the things that we must remember and the numbers 10 to 1.

What You Can Do
Count the things around you — and give Your child the chance to practice using numbers and counting in his/her/their everyday life.

Simplify
Start at 3 and count down to 1. Say "Let's go!" at the end: 3 - 2 - 1 - Let's go!

Words To Use
Moon - a natural satellite that orbits the Earth and reflects the Sun's light Count - say the numbers in order Mission Control - people on the ground who direct the flight of a spacecraft

Why
Practicing counting up and down helps Your child master the numbers, an important prerequisite to learning math.

If you have questions, please contact your school/program or email Sparkler at sparkler@playsparkler.org

sparkler

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CHILD TAB: VIEW HISTORY OF ASQS AND ENGAGEMENT



Maria
L
Age
4 years 4 months
ASQ Surveys

Caregivers EDIT
Sparkler Parent (main)
Teacher
None
Group Name
Demo
Cohort
Cohort N/A

Engagement

44 Total Plays
0 Total Plays in the last 7 days

Interactivity

8 Photos Uploaded
0 Photos Uploaded in the last 7 days

Playpack	Card	Date	Feedback Liked	Feedback Level	Feedback
Camp Sparkler 2025: Working Together	Playdough Portions	07/26/2025 06:13 pm	Liked	Just Right	She loves signing more and feels validated when we know what she is trying to tell us and respond appropriately.
Summer	Bubbles	07/18/2025 01:31 am	Liked	Just Right	
Milestone Activities: Body	Clean Up Crew	12/10/2024 08:53 pm	Liked	Just Right	
Outdoor Time	Plant Shapes	11/01/2024 11:40 am	Liked	Just Right	
The Fall	Fall Walk	09/28/2024 01:28 pm	Liked	Just Right	We saw lots of Canadian geese flyingin V formation.

7
Photos Uploaded



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Clicking into a child's profile from the main "Child" page allows a provider to see the child's history of play/engagement + screening. From here, the provider can also send/receive messages with the parent/caregiver under "messaging."

BENEFITS FOR PROVIDERS

- **Cost effective** and free to use for Ohio's providers and caregivers
- Increases **communication** with parents
- **Improved** child outcomes with ongoing monitoring
- **Immediate** access to screening results and customizable reports that can increase partnerships with parents/caregivers
- Supplemental **content** available through the Sparkler Library

BECOMING A SPARKLER PROGRAM PARTNER TODAY!
WWW.HELPMEGROW.ORG/ASQPROVIDERS



STEP 1:

Watch this quick Sparkler Provider Introduction video.

Watch Sparkler Video

STEP 2:

Sign the Program Partner Personal Information Protection Policy.

Sign Policy

STEP 3:

Complete the Sparkler Learning Program Partner Application.

Complete Application

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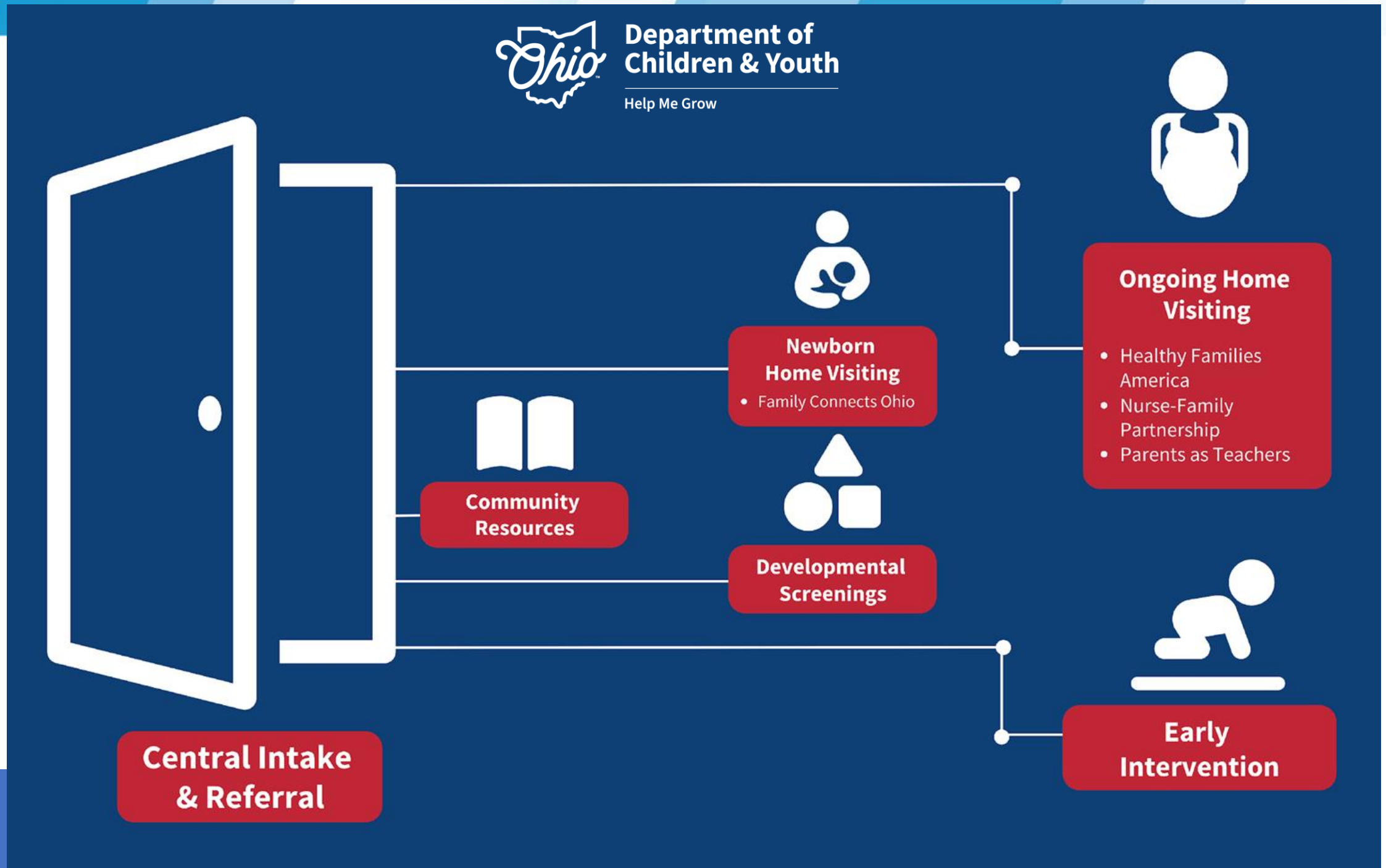
Department of Children & Youth
Help Me Grow
Central Intake & Referral
Community Resources
Newborn Home Visiting
• Family Connects Ohio
Developmental Screenings
Ongoing Home Visiting
• Healthy Families America
• Nurse-Family Partnership
• Parents as Teachers
Early Intervention

Get connected or refer to Help Me Grow services today!



Complete a referral form online at **www.helpmegrow.org**.



Call **(800) 755-GROW (4769)** to speak with an intake specialist.



Email a completed referral form to **hmgreferrals@helpmegrow.org**.



Fax completed referral forms to **(855) 418-3322** or **(855) 318-3322**.

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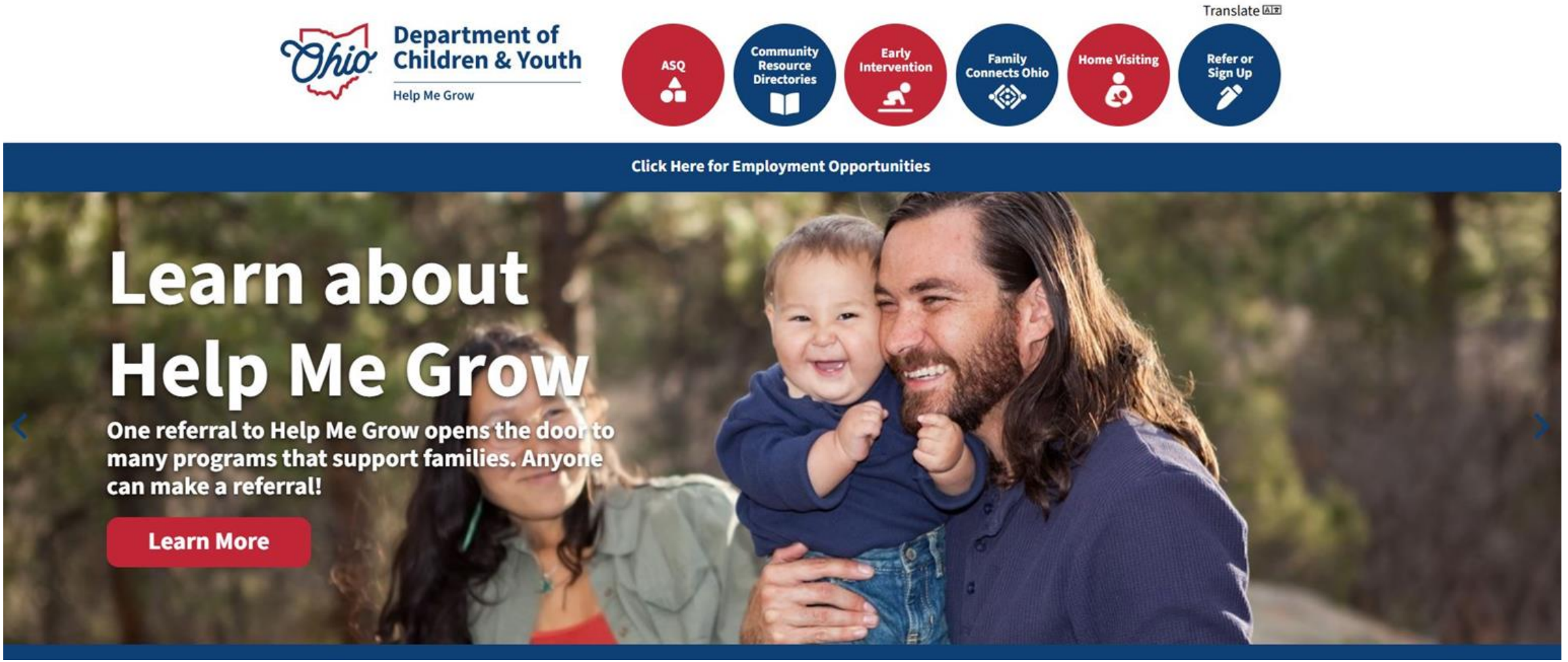
WWW.HELPMEGROW.ORG



QUESTIONS?

Julie Babcock
jbabcock@brightbeginningskids.org

Maggie VanDyne
mvandyne@brightbeginningskids.org

General Mailbox
asq@helpmegrow.org

CENTRAL INTAKE & REFERRAL (CIR)

Ohio Department of Children & Youth

REFERRAL HOLD REQUESTS

- DCY implemented a new process for referral hold requests. The providers must submit a form to their DCY HV TA Consultant. Once approved, DCY will share it with CIR to implement across all applicable CIR staff. DCY HV TA Consultants will be following up with HV providers periodically to see about removing referral holds in place.
- CIR is not to accept any new referral hold requests unless they come through the DCY approval process.
- OCHIDS does not support a specific capacity number below the provider's contracted capacity number. A provider either needs to be open to receive referrals or closed to referrals. For example, if a provider wants to accept no more than 90 families (and is currently at that threshold) and their contract capacity is 120, they will need to submit the form to their HV TA Consultant to request a hold. When the provider has openings (i.e. exited a few and now at 85), a request to release the hold will need to be made to their DCY HV TA Consultant. Once that 90 mark is hit again, a new form will be needed for CIR to hold referrals again.
- Providers cannot request CIR to just place all families on a waitlist if they have capacity, unless they have submitted a hold request form to DCY and it has been approved.

EXPANSION SUPPORT ACTIVITIES

- HFA & PAT expansion applications for current agencies
- Competitive FCO and NFP expansion through separate Request for Grant Applications
- Considering HFA & PAT competitive expansion
- Family engagement & satisfaction survey
- Salaries/benefits survey
- PD Assessment
- Developing a multi-faceted plan to foster recruitment and retention for the workforce and for families.

HOME VISITING FAMILY ENGAGEMENT PROJECT



Outreach and awareness

Building program awareness and referrals



Recruitment and enrollment

Efforts to enroll families and a family's enrollment decision



Retention and active participation

Continued family attendance and responsiveness during services

Expect a survey email from eyates@achievablesolutions.org mid-June.

Ohio Department of Children & Youth

REGIONAL CONSULTANT UPDATES

Ohio Department of Children & Youth

REGIONAL CONSULTANT UPDATES

- Melissa Cox joins our team 6.1.26. Welcome, Melissa!
- Kira Prince transitioned to OOD 5.18.26.
- We are working on developing a 5-region map for the regional consultant team assignments. Our plan is to share next month.
- The NFP Request for Grant Agreement (RFGA) and HFA/PAT expansion application are moving through the process.
- Last CoP & Regional follow-up:
    - Time out time is a security issue.
    - GMS may have multiple users, but the primary user receives messages.
    - Sending last regional meeting Q&A with today's slide deck.

SAFE SLEEP ASSESSMENT

- An OCHIDS release is planned for 6.3.26. Please be out of the system after 4 p.m.
- Main update related to NFP and Medicaid.
- The DCY 00195 Help Me Grow Home Visiting Safe Sleep Assessment was updated January 2025.
- OCHIDS will be updated with the June 2026 release.

SAFE SLEEP ASSESSMENT

- New questions in the "**Sleep Location"**
  - 3. "Is baby sleeping in the parents' room, close to the parents' bed, but on a separate surface designed for infants, ideally for at least the first 6 months?"
  - 19. "Does baby have a safe place to sleep at all locations where they will sleep?"
- New section after "Sleep Environment" called **"Sleep Surface"**
  - 7. "Does baby sleep on a firm, flat, non-inclined sleep surface?"

SAFE SLEEP ASSESSMENT

- New question In the “**Smoking”** section**,** if I select "Yes" and "Outside", I should see a section for "Smoker's Clothing"
    - 10. "If you smoke outside, do you change clothes before holding your baby?"
        - Added an "N/A" option
- New questions in the **"Breastfeeding"** section
    - 13. "If baby is not breastfeeding, is there a condition or circumstance that is preventing mom or baby from breastfeeding?"
    - 14. "After breastfeeding, is your baby placed back in the crib to sleep?"

SAFE SLEEP ASSESSMENT

- New question in the **"Tummy Time"** section
    - 16. "Do you provide supervised tummy time while the baby is awake?"
- Added an "N/A" option New section after "Smoking" called **"Weighted Items"**
    - 17. "Do you use a weighted blanket, weighted sleepers, weighted swaddles, or other weighted objects?"

SAFE SLEEP ASSESSMENT

- New section after "Sleep Position" called **"Swaddling Position"**
  - 18. "If swaddled, is baby placed on their back to sleep?"
- New section after "Tummy Time " called **"Health Habit Safety"**
  - 21. "Staff presented and reviewed the importance of avoiding alcohol, marijuana, opioids, and illicit drug use during pregnancy and after birth"

SAFE SLEEP ASSESSMENT: SELECT ONE OPTION

19. Does your baby have a safe place to sleep at all locations where they will sleep?	☐ Yes ☐ N/A ☐ No ☐ Safe sleep referral made	☐ Observed ☐ Parent reported	☐ Education Provided
20. Staff presented and reviewed DCY ABC's of Safe Sleep materials, and "What does a safe sleep environment look like?" handout.	☐ Yes ☐ No ☐ Parent declined ☐ Safe sleep referral made	Others educated: ☐ Father of baby ☐ Grandparent ☐ Other _____	
21. Staff presented and reviewed the importance of avoiding alcohol, marijuana, opioids, and illicit drug use during pregnancy and after birth.	☐ Yes ☐ No ☐ Parent declined ☐ Substance use disorder treatment referral made		

- **19.** Mark Yes, No, or N/A. Do not mark referral here.
- **20.** Mark Yes, No, or Parent declined. Do not mark referral here.
- **21.** Mark Yes, No, or Parent declined. Do not mark referral here.
    - Designate Referrals made in Progress Notes. For Referral To/Follow-up: mark Injury Prevention for Safe Sleep and SAOD for Substance Use Referrals.

Next Community of Practice Call:

Thursday, June 25, 2026 from 1 p.m. to 2 p.m.

Fatherhood
Waitlist Updates

Ohio Department of Children & Youth

WHERE TO SEND QUESTIONS

- Data related questions: Regional consultant (preferred) or Homevisiting@childrenandyouth.ohio.gov and Ashleigh.Bope@childrenandyouth.ohio.gov for MIECHV

- Programming/OCHIDS: Regional consultant (preferred) or Homevisiting@childrenandyouth.ohio.gov

- Professional development/training/credentialing: hvtraining@childrenandyouth.ohio.gov

REGIONAL CONSULTANTS

Region 1
Vacant

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THANK YOU!

Ohio Department of Children & Youth



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DO WHAT'S RIGHT FOR KIDS.