What is Universal Developmental Screening & Promotion?

Universal Developmental Screening & Promotion (UDSP) provides information, training, tools, and connections among early childhood providers to ensure all families have a deep understanding of their child's development and that all King County children receive culturally appropriate, high-quality developmental screening throughout early childhood. Through warm, relational approaches, families are supported and connected with a wide range of growth and wellbeing resources. UDSP promotes the delivery of services in ways that are most accessible to families. Practices are culturally rooted, informed by families and delivered in preferred languages. Early childhood providers promote belonging, by making efforts to celebrate milestones, reduce stigma, and address misconceptions about developmental delays, disabilities, and mental health concerns.

How should I use these posters?

The following posters summarize provider-reported data for UDSP activities that took place in 2024. They include a summary of success and challenges reported by providers, demographics of those served by UDSP programming, and outcomes for participants.

As you look at these posters please reflect on:
1. What stood out or surprised you about the data?
2. What questions do you have about the data?
3. What data would you like to see or explore next time?

King County
Best Starts for KIDS

What Outcomes Did UDSP Achieve? (Performance Measure Overview)

How Much: In 2024, UDSP....

Served **432 caregivers, 1,870 children**, & **screened 1,455 of those children** through Family-Facing Developmental Programs.

Held **369 workshops**, trainings, or events on developmental topics and **reached 1,450 people** through Community Designed Learning Opportunities.

Engaged **15 Parent Champions** across **6 pilots**. Parent Champions reached **179 participants** through mentorship and other supports.

How Well:

88%
of families were satisfied with the quality of services received

90%
of participants learned something new from programming

91%
of participants found programming respectful of their community's needs & experiences

Better Off:

99%
of families increased or maintained protective factors

73%
of families who needed follow up received a warm connection

89%
of participants reported they could apply what they learned

88%
of participants reported they benefitted from the collective wisdom of the community

King County
Best Starts for KIDS

Success: Centering Culturally & Linguistically Relevant Programming

UDSP excelled at serving communities in culturally and linguistically relevant ways, with many organizations strengthening or expanding capacity to equitably serve more people in 2024. Narrative reports highlighted the diversity of communities served and outlined how organizations strengthened or expanded programming to reach participants in ways accessible to them. Centering culturally-specific programming and language access was a common value across reports. Many reports highlighted the importance of a cultural match between providers and community:

"Workshops and resources were **tailored to our community's unique cultural and linguistic needs,** fostering trust and addressing barriers. **The combination of peer support, culturally responsive programming, and a focus on equity made a big difference.**"

"As we **expanded our capacity, we adapted the program to be culturally relevant** and focused on fostering organic conversations about the benefits of screenings for the well-being and support of the entire family."

"For example, at [cultural event], we had **many families come up and be excited about both of the culturally-centered Child Development activities** we provided. **Families were excited about the support in reclaiming their own Indigenous language**."

King County
Best Starts for
KIDS

Relationship building served as a foundation for success. Relationships rooted in trust and care for those served made programming successful. This was made possible with consistent follow up and resource navigation with families as well as through lighter touch approaches. Relationship building happened between staff and participants and among participants who made social connections with one another by participating in programming. These relationships were particularly important for helping overcome stigma, which was a common challenge named in narrative reports:

"During our initial meetings with families, many parents were hesitant to share information about their children due to fear of judgment and stigma. However, as **our team shared our own experiences, a warm and trusting atmosphere developed, encouraging parents to open up about their concerns and challenges.**.."

"...**the relationship between the Community Liaison and "C" strengthened with "C" beginning to share more about her challenges**...The Community Liaison not only connected her with Vietnamese-speaking staff who could assist with job searches and resources for single mothers...but also provided information and resources to support her child's development...**her son continued in the... PC+ program, showing gradual improvement in speech and confidence**."

"Our educational classes have been invaluable in teaching families how to better support and care for their children. **Parents have also been able to share their experiences and emotions with one another, fostering mutual understanding and connection.** Moreover, **we've provided much-needed emotional support to families**, helping them navigate challenges with greater confidence and resilience."

Success: Increase in Knowledge of Parenting & Child Development

An increase in knowledge of parenting and child development stood out as the most reported successful outcome across narrative reports. Screenings, workshops, peer support groups, and mentoring provided opportunities to share information about developmental topics. Many narrative reports noted how parents and caregivers not only learned more about development, but also took action to follow up with screening or pursue developmental supports for their children as a result of their learnings:

"One participant shared how the mentorship provided by the Parent Champion...**helped her better understand her child's developmental needs and navigate support systems with confidence**. Through this guidance, the parent secured developmental screenings and accessed services tailored to her child's needs... As a result, **she gained the confidence to advocate for her child in educational and healthcare settings**."

"...A halmoni (grandmother) who took our... parenting/caregiving class series...had heard about the [the program] because staff had presented on milestones and developmental screening at [the class]. **She had concerns about one of her grandkids' developmental trajectories and took the initiative to come to our Edmonds office [... and] ask for help accessing and conducting ASQ screening.**"

"... the screenings provided a positive space to connect with parents about their children...The collaborative nature of the screens allowed for **empowering conversations with parents, and were centered around celebrating the strengths of their children, and removing any stigma associated with developmental milestones.**"

Challenge: Staff Workload, Turnover, & Community Demand

For some organizations, staffing issues such as high workload or turnover made delivering services more difficult or caused program disruptions. High demand for services due to community need contributed to capacity constraints. When possible, hiring and recruitment for more staff was a priority for address this.

"We have done zero marketing of this program and **we can barely keep up with the demand**."

"While we did try to offer as many screening services as we could to a lot of caregivers across different communities, **we still maintained a waitlist of caregivers who we were not at capacity to connect with**."

"**Staff shortages and management transitions caused temporary disruptions**, particularly in our engagement programs. **To address this, we introduced ILA, an interpreter and translation AI system, to support families requiring language assistance.** This tool proved invaluable in both one-on-one meetings and larger group settings, ensuring uninterrupted communication and service delivery despite staffing constraints."

"Last year we had a **one amazing mentor move out of state, as well as difficulty in finding a mentor for our Spanish speaking families.** We currently have new mentors currently completing their onboard & training which will be positively impact the program results and achievements."

King County
Best Starts for
KIDS

Challenge: Finding Culturally/Linguistically Relevant Materials & Providers

While there was widespread success in serving communities in culturally- and linguistically- appropriate ways across UDSP, **finding culturally- and linguistically- relevant resources and providers in the community to support participants was a persistent challenge**:

"One other challenge we experienced was the **lack of translated material available for developmental milestones and developmental assessments.** Many of our families speak languages that are not currently translated for information sheets or assessments. **This requires staff to use a phone based interpretation service, which can impact the clarity of the conversation and context of translation for sensitive subjects**."

"We also encountered **difficulties in finding culturally competent counselors to support our multicultural and multilingual youth**. The **shortage of professionals trained to address diverse cultural and linguistic needs limited our ability to offer services that genuinely aligned with families' expectations**...In response, our case managers worked diligently to mitigate these barriers."

"Additionally, we continue to fight an **uphill battle of finding a diverse pool of trainers on [Perinatal Mental Health] topics** locally, and also nationally. **So we persevere to provide training to create a bigger more diverse pool of BIPOC providers (through these UDSP efforts)** in hope that eventually providers will become trainers themselves and share their expertise!"

King County
Best Starts for
KIDS

Challenge: Logistics

In addition to workload or capacity constraints, logistical issues like finding venues, transportation for participants, or scheduling conflicts also made serving communities more challenging in 2024. Nevertheless, many organizations were able to overcome these challenges with workarounds or other creative solutions.

"We currently have around 100+ families that we serve across our 2 locations. It is encouraging to see that our work is receiving its recognition vide the community. The caregivers attending our program have started becoming our best ambassadors, and continue to bring more friends and family to our programs. **Our biggest challenge now is space and finance, that limit our ability to serve them all.**"
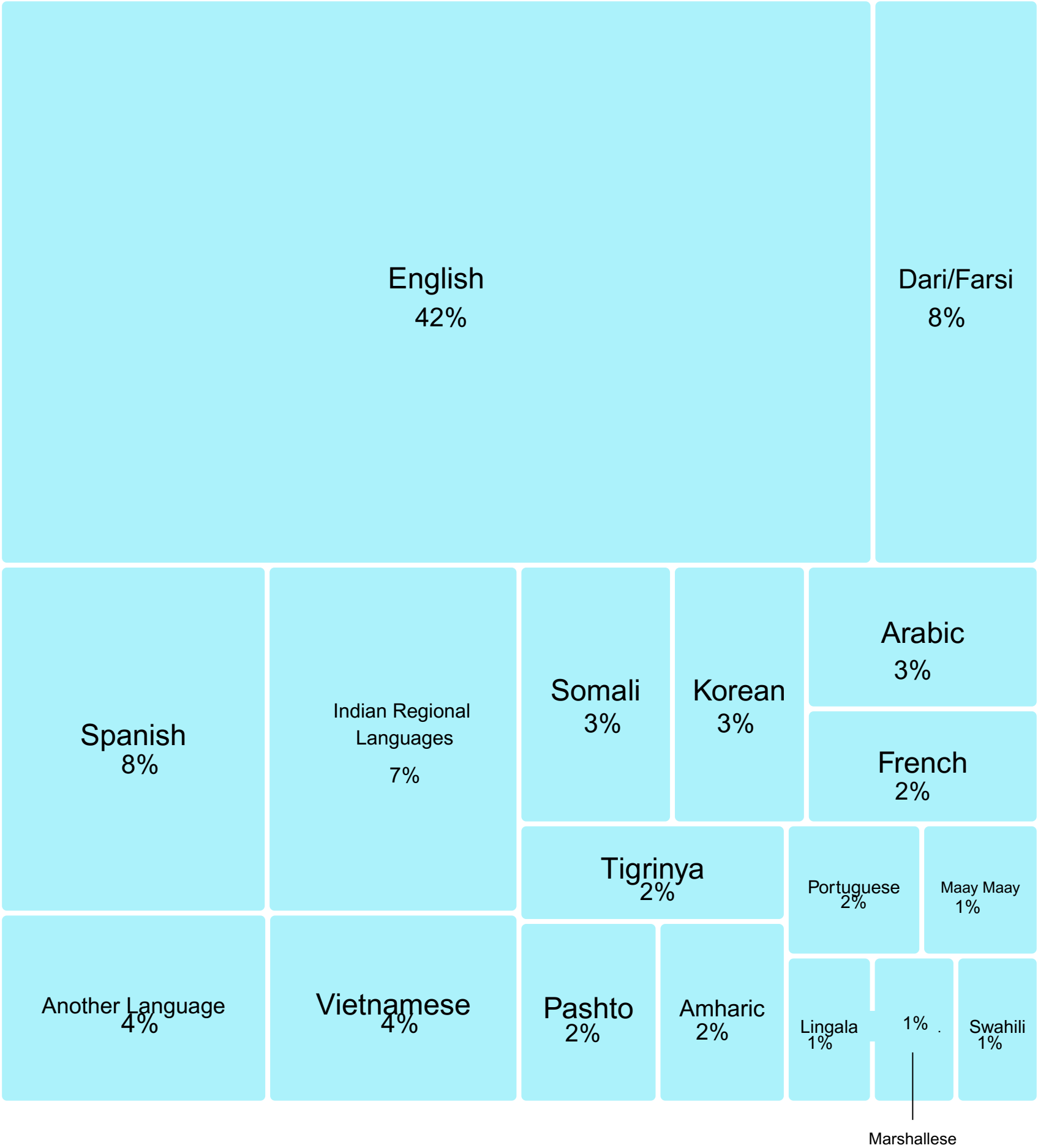
"One of the **primary challenges was coordinating meeting times with families to implement the developmental questionnaires in person**. While our preference is to conduct these questionnaires face-to-face, **family availability led us to conduct some via phone calls instead**."

"**One of the primary obstacles was transportation for the French-speaking parents**, who had unique needs....**To address these transportation challenges, [the organization] took proactive steps by applying for discounted bus tickets.** We successfully secured these tickets and were able to provide them to the French-speaking parents. This support enabled them to attend the four conversation meetings and engage more fully in the program, ensuring they received the resources and information they needed as new members of our community."

King County
Best Starts for
KIDS

More than half of UDSP participants speak a primary language other than English

Percent of UDSP participants by primary language, 2024

English
42%

Dari/Farsi
8%

Spanish
8%

Indian Regional
Languages
7%

Somali
3%

Korean
3%

Arabic
3%

French
2%

Tigrinya
2%

Portuguese
2%

Maay Maay
1%

Another Language
4%

Vietnamese
4%

Pashto
2%

Amharic
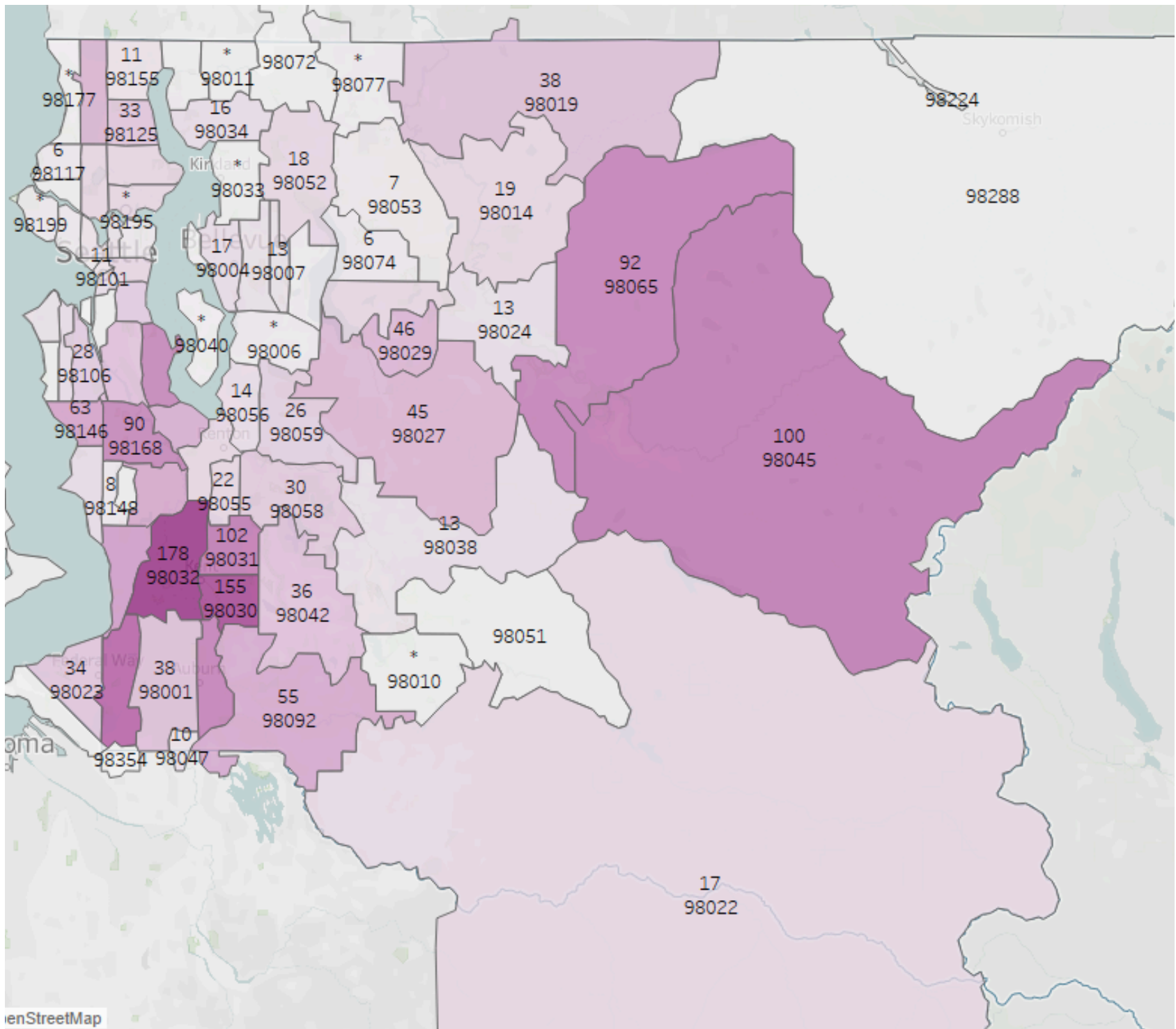2%

Lingala
1%

1% .

Swahili
1%

Marshallese

This treemap shows UDSP participants by primary language spoken. The larger the square, the higher percentage of individuals with that primary language. Participants may be counted more than once because some programs collect both CORE and aggregate data. This chart excludes missing/unknown responses.

King County
Best Starts for
KIDS

UDSP is serving a high number of participants in South & East King County
Number of UDSP participants by zip code, 2024

This is a map of the concentration of UDSP participants served in 2024 by zip code. The darker the purple, the more people served within that area. **The highest number of participants served by UDSP live in the Kent area**, while no UDSP participants were served in other areas like Skyhomish. This map includes participants served by Family-Facing Developmental Programs as well as those who participated in workshops and events through Community Designed Learning Opportunities. Because some programs collect client-level (CORE) and aggregate data, some participants may be counted more than once.
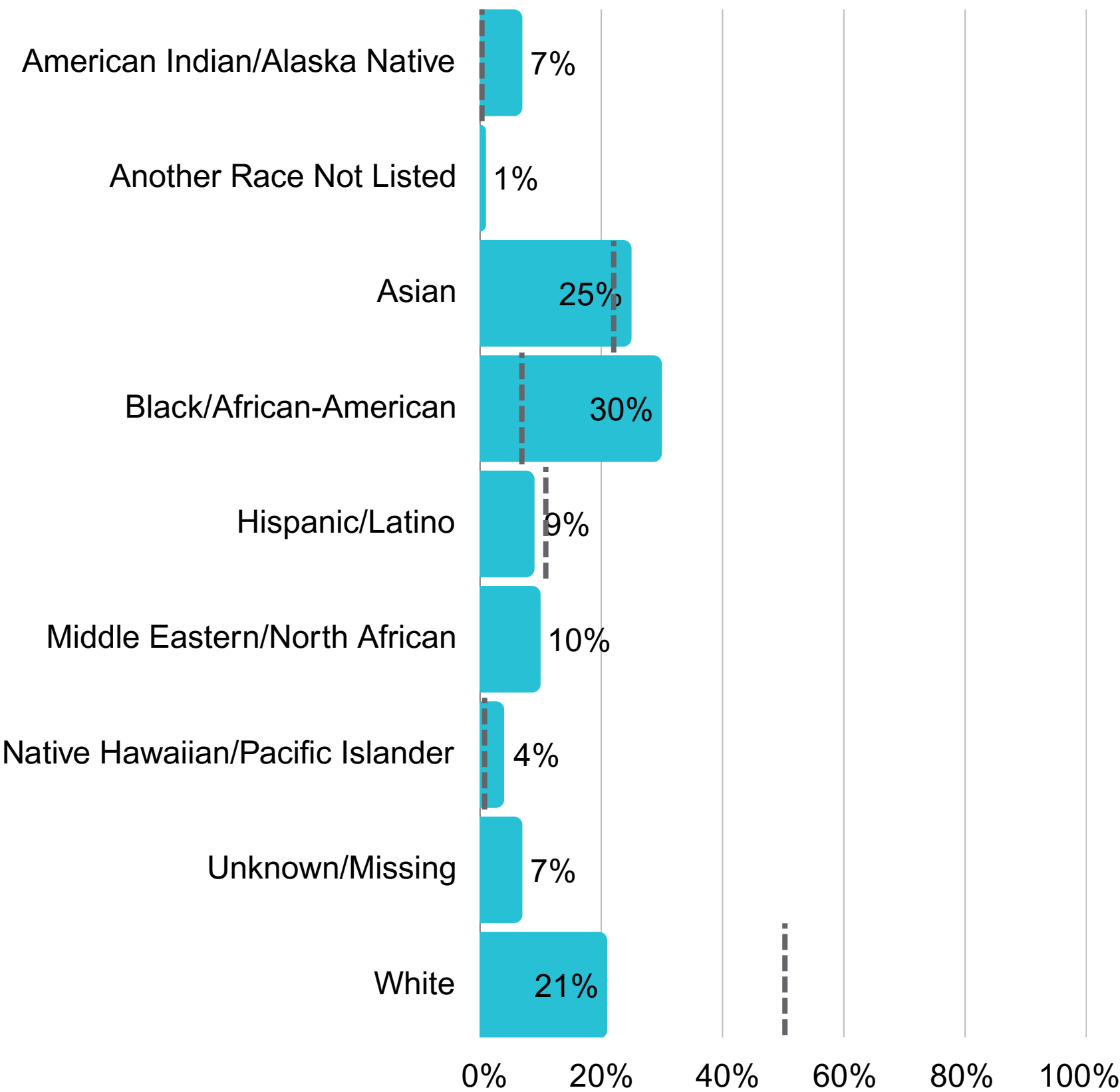
*Number of participants suppressed to protect privacy; too few people to report

UDSP is serving racially and ethnically diverse participants

Percent of UDSP participants by race/ethnicity, 2024
Dashed line represents comparison to King County population

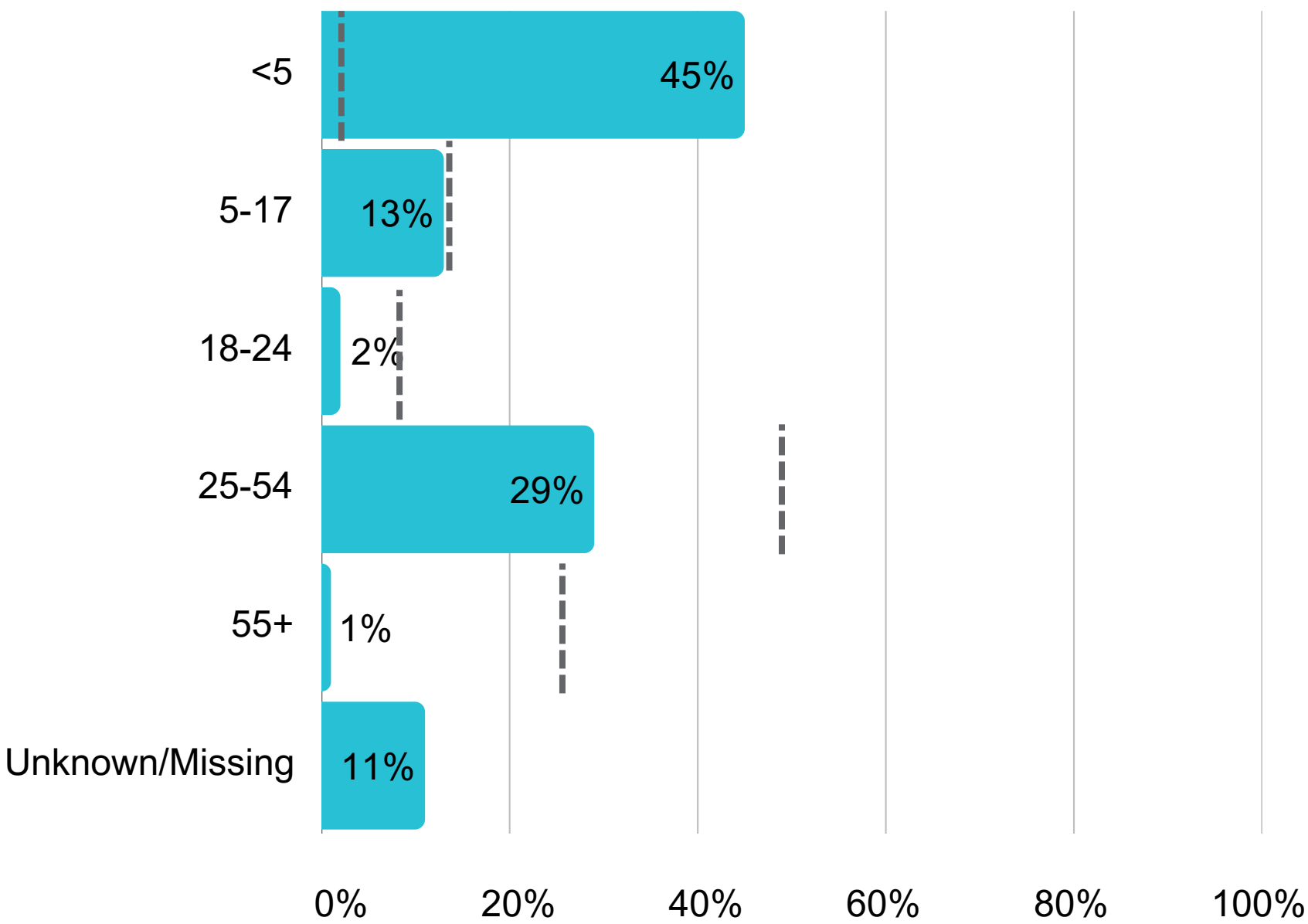| Race/Ethnicity	Percent
American Indian/Alaska Native	7%
Another Race Not Listed	1%
Asian	25%
Black/African-American	30%
Hispanic/Latino	9%
Middle Eastern/North African	10%
Native Hawaiian/Pacific Islander	4%
Unknown/Missing	7%
White	21%

0% 20% 40% 60% 80% 100%

This graph shows percent of UDSP participants served by race/ethnicity categories. For example, 30% of UDSP participants identified as Black/African American. People may select more than one race/ethnicity category, so the total will add up to more than 100%. Because some programs collect client-level (CORE) and aggregate data, some participants may be counted more than once. King County population comparisons are shown for reference only: American Indian/Alaska Native (0.5%), Asian (21%), Black (7%), Hispanic (11%), Native Hawaiian/Pacific Islander (1%), and White (52%).

King County
Best Starts for
KIDS

The majority of those served by UDSP are children

Percent of UDSP participants by age in years, 2024
Dashed line represents comparison to King County population

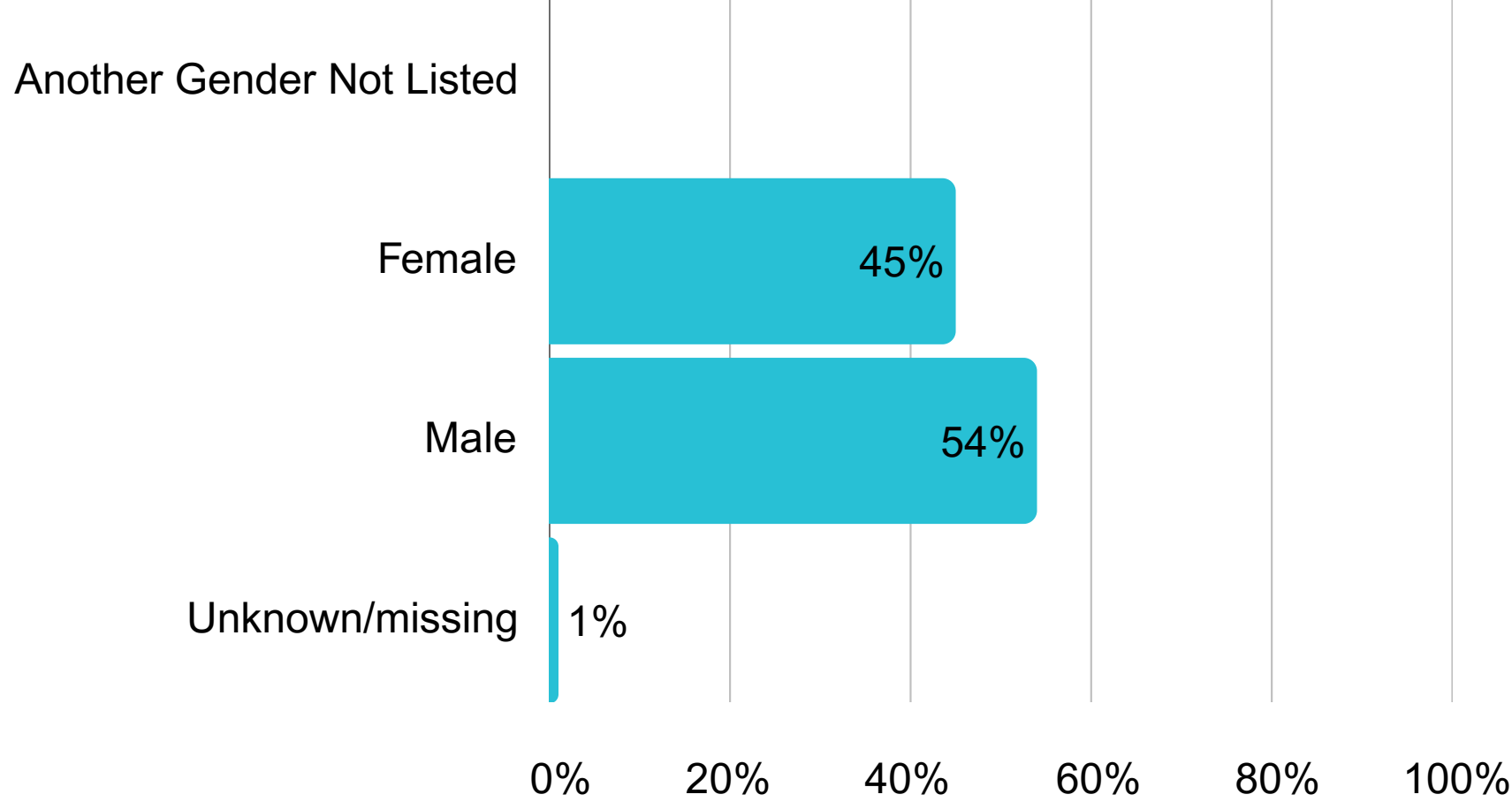| Age	Percent
<5	45%
5-17	13%
18-24	2%
25-54	29%
55+	1%
Unknown/Missing	11%

This graph shows percent of UDSP participants served by age category. For example, 45% of UDSP participants are children under 5 years old. Participants may be counted more than once because some programs collect both CORE and aggregate data. King County population comparisons are shown for reference only, age categories in years: <5 (5%), 5-17 (14%), 18-24 (8%), 25-54 (47%), and 55+ (25%).
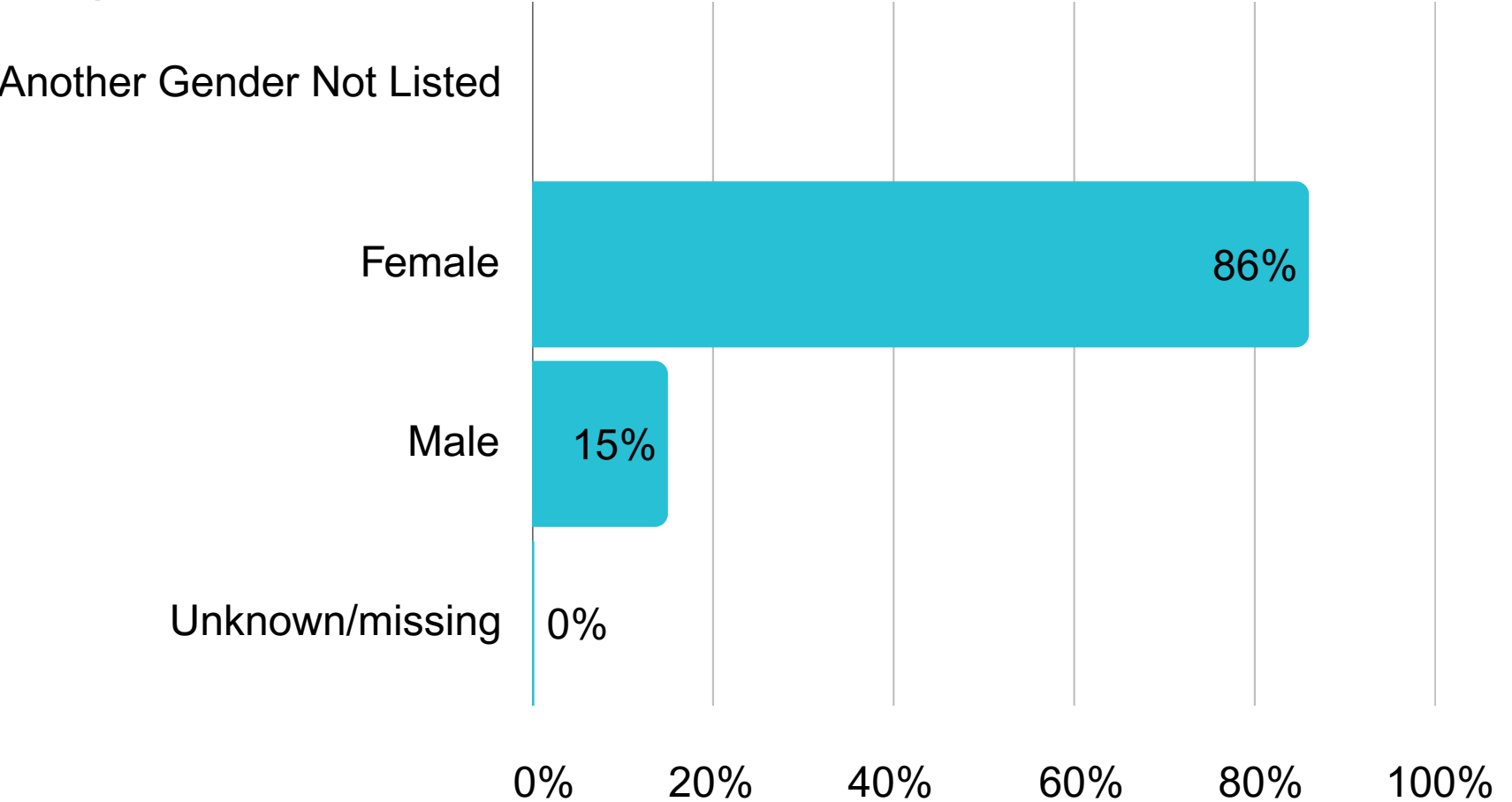
UDSP is serving many more parents/caregivers who identify as female than male

Percent of UDSP participants by gender and participant type, 2024

Children Served by Gender Identity

Category	Percent
Another Gender Not Listed	
Female	45%
Male	54%
Unknown/missing	1%

0%   20%   40%   60%   80%   100%

Caregivers Served by Gender Identity

Category	Percent
Another Gender Not Listed	
Female	86%
Male	15%
Unknown/missing	0%

0%   20%   40%   60%   80%   100%

These graphs show percent of UDSP participants served by programs by gender identity and participant type. For example, 86% of parents/caregivers served by UDSP are women/identify as female. Participants may be counted more than once because some programs collect both CORE and aggregate data.

King County
Best Starts for
KIDS