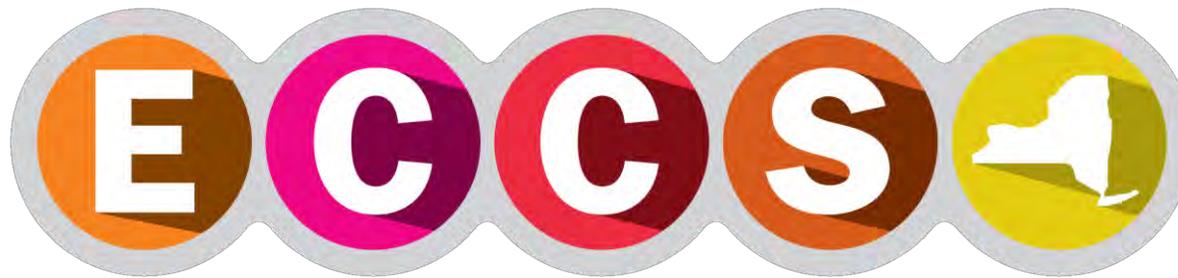




Council on Children and Families



NYS Early Childhood Comprehensive Systems

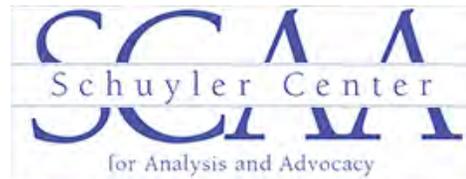
ECCCS State Advisory Team (SAT) Quarterly Meeting June 12, 2020 10:00 - 11:00 am



**If you're having technical difficulties
please contact Ciarra Norwood,
ciarra.norwood@ccf.ny.gov**

This project is/was supported in part by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number H25MC12970, Early Childhood Coordinated Systems, 100% HRSA funded. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.

Thank you State Advisory Team Organizational Members!



Agenda:

- Introductions
- Year **5** Meeting Schedule
- Impact Grantee Update & What's next?
- Community Update & What's next?

SAT Year 5 Meeting Schedule

2020 SEPTEMBER						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September 11, 2020

2020 DECEMBER						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December 11, 2020

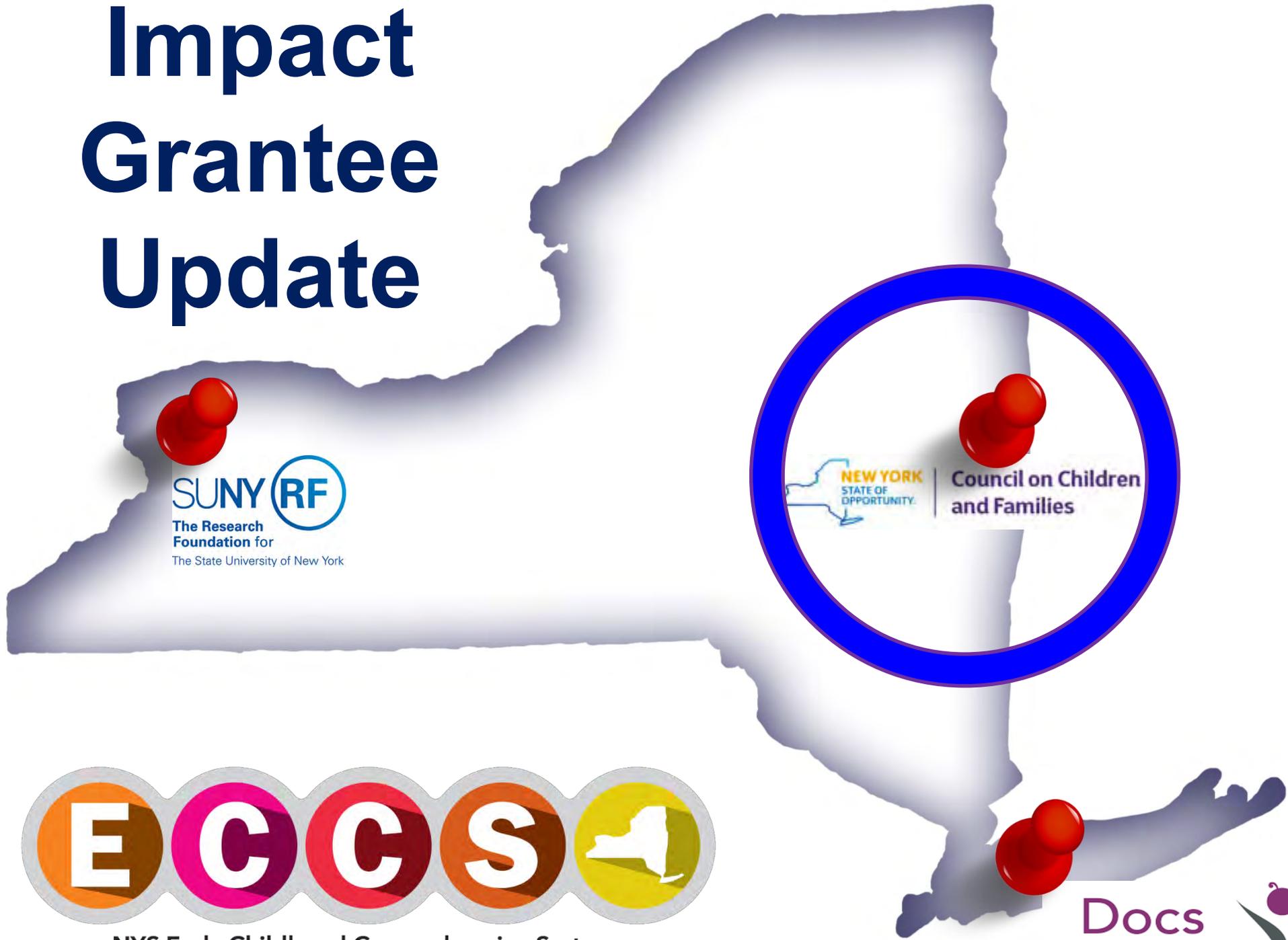
2021 MARCH						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March 12, 2021

2021 JUNE						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June 11, 2021

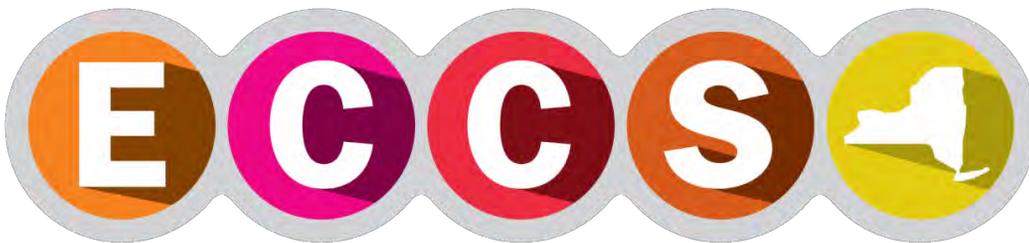
Impact Grantee Update



SUNY RF
The Research
Foundation for
The State University of New York

NEW YORK
STATE OF
OPPORTUNITY

**Council on Children
and Families**

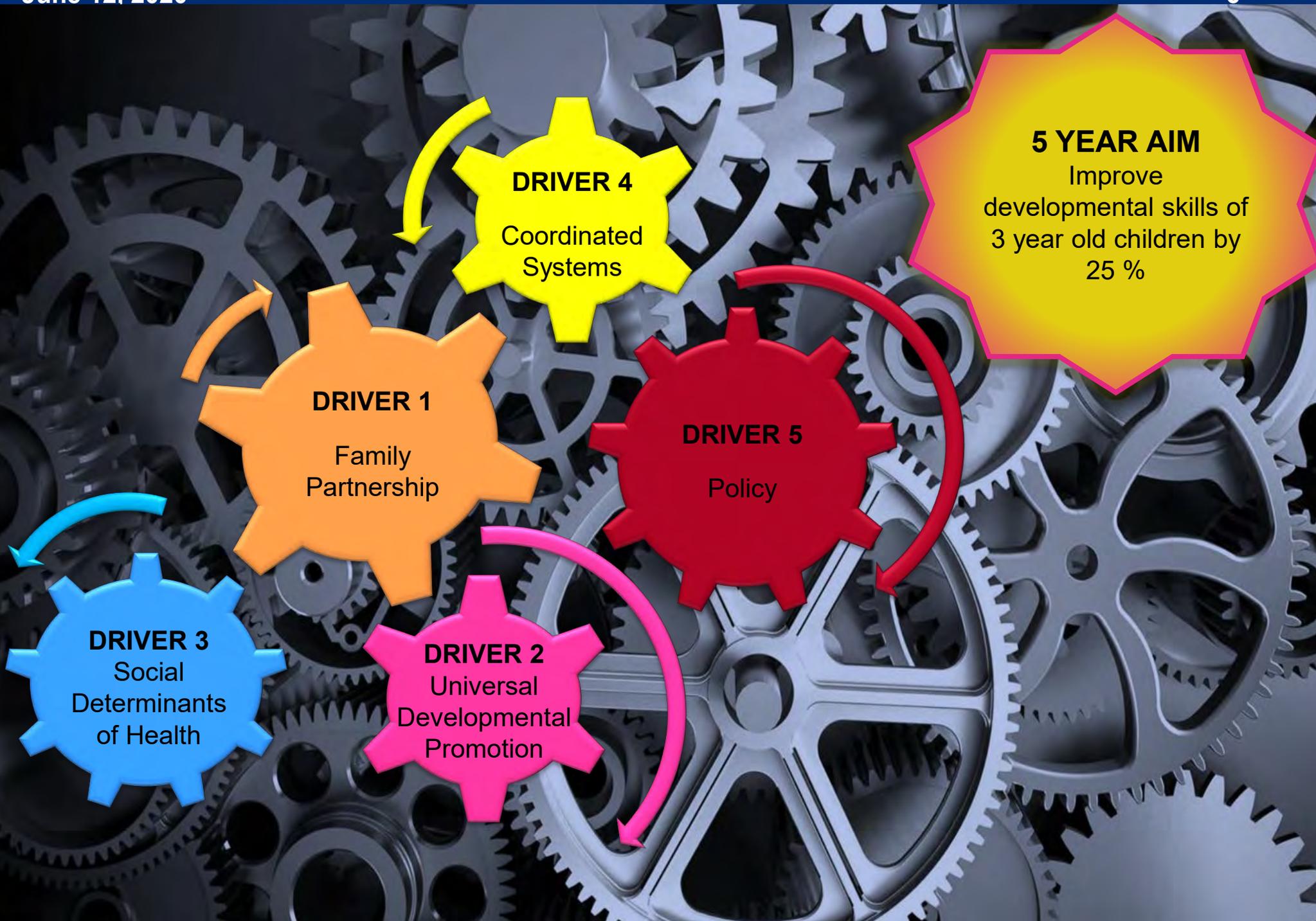


NYS Early Childhood Comprehensive Systems



NYS Early Childhood Comprehensive Systems





ECCS Virtual Learning Session 7

April 21 & 22, 2020

Communication Strategies

- Create resources that succinctly describe ECCS and its impact on children and families
- Choosing the proper dissemination channels and communication product

Financing ECCS

- Opportunities in Value-Based Payment and Related Reforms
- Applicable Quality/Satisfaction Measures
- Promotes shared savings across families, years, and sectors

Developmental Screenings and New Americans—Strategies for Identifying Developmental Delays

Webinar: June 11

... **SAVE THE DATE** ...
WEBINAR: Developmental Screenings and New Americans—Strategies for Identifying Developmental Delays

Please save the date for Thursday, June 11, 2020, from 12 PM - 1 PM

The Ramirez June Developmental Disabilities Navigator Initiative (RJDDNI) at the NYS Office for New Americans (ONA) and the Early Childhood Comprehensive Systems (ECCS) Impact Grant invite you to attend a webinar that will discuss the value of incorporating developmental screenings into your practice to identify developmental delays in new American children. Developmental screenings and referrals to the Early Intervention Program (EIP) or specialists for at-risk children can have a positive impact on long-term developmental outcomes. This webinar will discuss strategies for use of standardized developmental screenings that exercise cultural humility and empower new American parents as the experts of their children's development.

Please RSVP for the webinar here: <https://forms.gle/h99Tgmq4zYBEyXYP6>

Instructions to Join the Webinar:

Go to: <https://meetny.webex.com/joinMTID=m83ce4bd266986f0bf81cc503758825d2>

Meeting Number: 618 575 458 **Meeting Password (if requested):** vR9UKJWY28

To connect to WebEx audio by phone (strongly recommended): 1-844-633-8697 US Toll Free, Access code: 618 575 458

This training will be delivered by Early Childhood Comprehensive Systems (ECCS) Community Leads, Melissa Passarelli, M.S., Director of Programs Docs for TOTs, and Lea Passage, M.H.A., Early Childhood/Population Health Project Coordinator, UBMD Pediatrics.

The Early Childhood Comprehensive Systems (ECCS) impact grant is a 5-year federal grant (2016-2021) from the Health Resources and Services Administration, Maternal and Child Health Bureau that seeks to enhance early childhood systems and demonstrate improved outcomes in population-based children's developmental health and family well-being in Nassau County and Western NY. This federal funding has strengthened state collaboration with communities and provided the opportunity to apply lessons learned in other communities throughout New York State.

The Ramirez June Developmental Disabilities Navigator Initiative (RJDDNI) is a collaboration between the NYS Developmental Disabilities Planning Council (DDPC) and the NYS Office for New Americans (ONA) to help affirm the dignity, value, respect, contribution, and worth of all New Yorkers with developmental disabilities by assisting new Americans with developmental disabilities and their families to connect with needed resources, information, and services.



Cynthia Stewart, Ramirez June Developmental Disabilities Navigator at the NYS Office for New Americans



Melissa Passarelli, Director of Programs at Docs for Tots



Lea Passage, Early Childhood/Population Health Project Coordinator at UBMD Pediatrics



Cierra Norwood, ECCS Project Coordinator at the NYS Council on Children and Families

Funding Pyramid Model Infant Toddler Series

June 2020

- Infant Toddler modules are designed for professional development providers, teachers, home visitors, caregivers, and family child care providers who work with infants and toddlers
- Topics covered include social emotional development within the context of relationships; responsive routines, environments and targeted strategies to support social emotional development in infants and toddlers; individualized intervention with infants and toddlers, determining the meaning of behavior and developing appropriate responses.
- **2 virtual series** of Infant Toddler Modules for [Region 1 \(Buffalo\)](#)
- **2 virtual series** of Infant Toddler Modules for [Region 6 \(Long Island\)](#)
- **160 Participants** Registered (40 participants per series)

New York
Pyramid Model
State



Cultural Competency Training in Western NY

July 16, 2020

- Provided by the **International Institute of Buffalo**
- **2 virtual sessions offered** to accommodate schedules (morning and afternoon sessions)
- **90 Participants** Registered
- The training equips participants with the **tools and strategies needed to overcome the cultural and linguistic barriers** when working with the foreign born population
- It also helps participants **understand this population's needs**, to ensure equal and effective delivery of services to people from diverse backgrounds

Next Steps

Plans for Year 4

- ✓ Partner Tool Survey
- ✓ Attend conferences relevant to the ECCS work
- ✓ Support placed-based communities with Learn the Signs. Act Early. materials
- ✓ Provide cultural competency and health literacy training in placed-based communities
- ✓ Connect with state partners

Plans for Year 5*

- Sustainability
 - ECCS CoIIN Sustainability Planning Toolkit
 - Research on Return on Investment of Developmental Screening
 - Programmatic Practice Change
- Messaging
 - Developing concise messaging to assist with sustainability
- Evaluation
 - Evaluation beyond NICHQ Measures
- Convening
 - Bringing together communities in NYS with developmental screening initiatives for strategic planning

We want to hear from you!



Let us know if there are any events,
resources, and/or initiatives related to
developmental health that we should
know about





Please raise your hand to speak or type in the chat box to share!

Place-Based Community Update: Nassau County



Liz Isakson, MD, FAAP

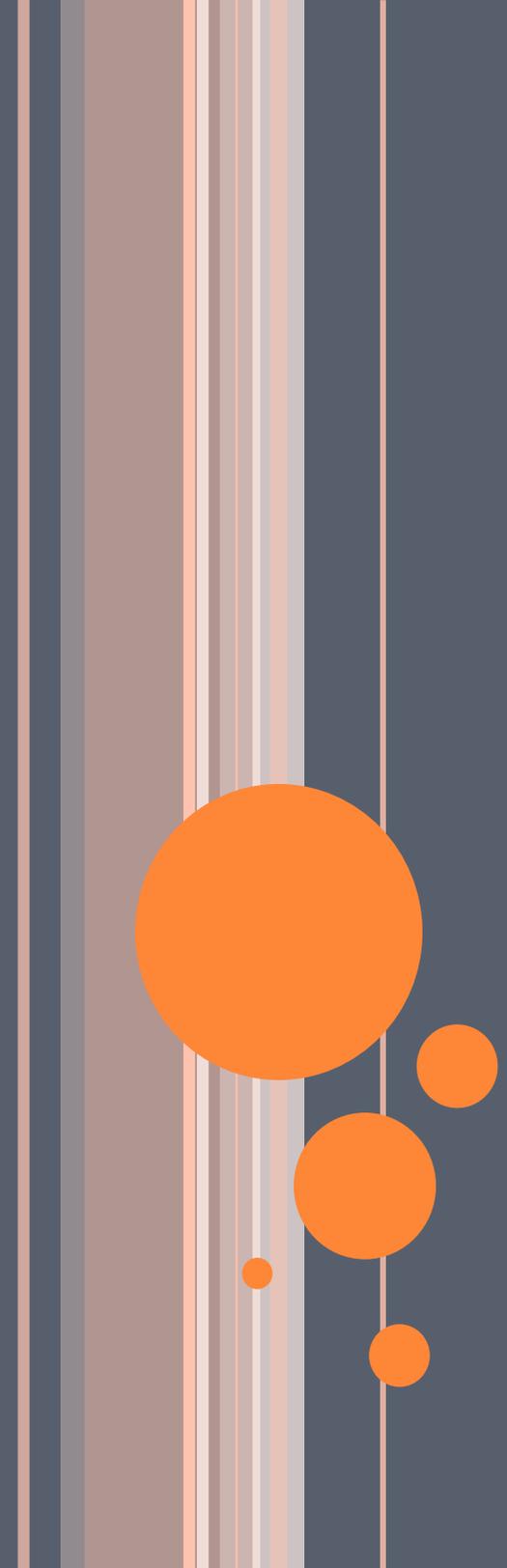
- Executive Director
- ECCS Place-Based Community Lead
- contact: liz@docsfortots.org



Melissa Passarelli, MS

- Director of Programs
- ECCS Place-Based Community Lead
- contact: melissa@docsfortots.org



A decorative vertical bar on the left side of the slide, featuring a gradient from light to dark blue. It is adorned with several orange circles of varying sizes, some overlapping the bar and others floating to the right. The largest circle is positioned near the top left, with smaller circles scattered below and to its right.

HMG-LI AND COVID-19

03/16/20-06/04/20

INTAKES

- 400% increase in intakes from baseline (355 versus 89 for the same period last year) with 447 unique children served
- Demographics:
 - 56.2% Spanish speaking
 - Of known ethnicity:
 - Hispanic- 72%
 - White- 13%
 - Black- 12%
 - Asian- 3%
 - Geographically spread: although there were some similar concentrations of callers based on community, there were 53 new towns represented by callers, illustrating the widespread impact of the economic shutdown
- Main entry point: switched from Health Care Provider Referral to Caller (211 or friend/family being the top reasons they heard about us)



CONCERNS, REFERRALS AND CONNECTIONS

- 92.4% of callers needed help with basic needs (a 1,313% increase from baseline)
- The only other concern identified was developmental concerns (communication being number 1). Previous concerns, like child care, went down to 0
- The top basic need was diapers, followed by food, then formula, then baby clothing
- Through our mobilized partnerships with Baby Essentials of Long Island and the Sid Jacobson JCC, we were able to maintain a connection rate of about 90%.
 - BELI: a service to make emergency drop-offs of baby essentials to families in need. We had a partnership with this new organization since it started at the beginning of 2020. During COVID-10, we partnered by handling their intakes, sharing referral outcomes, and eventually employing one of their volunteers part-time to handle joint referrals and outcomes
 - JCC: a local Jewish community center with whom we had a previous relationship. When the pandemic hit we contacted their new food bank to find out about ways to help families; they put together 2-weeks worth of pantry items and made emergency drop-offs across the Island to 25 of our families



DEVELOPMENTAL CONCERNS: EI AND CPSE

- Since a majority of developmental concerns came from health providers and well-child visits initially paused with COVID, developmental concerns became nearly non-existent for the first several weeks of COVID. This could also be attributed to shifting parental priorities in light of job loss, etc.
- When developmental concerns did come in:
 - After the initial first few weeks of adjusting to changes, EI was able to serve families fairly seamlessly
 - CPSE has been the main concern, as there were often many roadblocks to begin with:
 - Those who had submitted paperwork to request evaluations before the referral reported not hearing from the school or being postponed indefinitely
 - Those looking to start the process needed to first register for the school, and many schools do not have online registration forms
 - Adequately delivering paperwork
 - Unclear guidance on what can and can't be done virtually



ISSUE TRENDS: THE NEED FOR DIAPERS AND BASIC NEEDS

- Pandemic brought many new challenges:
 - Job loss increased the number of families needing assistance
 - Initial panic caused many diapers to be gone from stores
 - Many families were afraid to or couldn't leave the house (i.e. if they had COVID-19 or were self-quarantining)
 - Many of our target population do not have a car; going out would mean risking getting sick on a public bus, if that would even get them to where they need to go
 - Some, like single mothers, couldn't leave the home without their children but didn't want to risk their children getting sick
- Dissemination points posed challenges
 - Food pantries that sometimes had diapers had long lines; even if you could get there and wait online, there may be nothing for you when it's your turn, or you may only be given a few diapers that would only last a short time
 - Most of these families were not in child care or any other program to begin with
- Available cash assistance, like via United Way, excluded eligibility if you didn't lose your job due to COVID, or if you were undocumented. Other eventual cash assistance (like Born United) was typically given to dissemination points (see above)



PROMOTING DEVELOPMENT

- Partnered with Bright by Text, a national evidence-based texting services that works with experts (PBS, CDC, etc.) to send out positive parenting tips, developmentally appropriate activities, and resources
- Access to the existing subscriber list, plus signing up HMG families
- Using to text out information on things like food distribution centers; starting to use to send out links to complete developmental screening
- Potential to use statewide



COVID-19 LESSONS LEARNED

- Investing in building systems and partnerships pays off!
- A comprehensive, web-based data system has been helpful in getting immediate data, cataloguing needs/barriers, and showing change over baseline
- Process of sharing on-the-ground experiences with regional and state-level departments is necessary to meet the needs of New Yorkers
- Annual data report: [Annual Report 2020](#)



MOVING FORWARD: SUSTAINABILITY

- Applicants must also propose a plan for project financial and programmatic sustainability after the period of federal funding ends. Recipients are expected to sustain both financially and programmatically key elements of their projects, e.g., strategies or services and interventions that have been effective in improving practices and those that have led to improved outcomes for the target population.
 - Describe proposed plan for financial and programmatic sustainability of the state/territory EC data platform(s) housing EC core indicators that will begin or utilize and integrate into an existing system during the project period.
 - Describe plans for leadership continuity and organizational support for CoIIN activities beyond the project period.
- Describe the plan by which the applicant will facilitate collective impact at the 1) state, 2) county, and 3) community levels, as well as 4) across all three levels. Specifically, describe the process by which the applicant will facilitate:
 - a common agenda with a common aim (25percent increase in developmental skills in five years) at each of the three levels and across levels;
 - development of data collection and reporting capacity at each of the three levels and across levels. Collection and reporting of data to a shared measurement;
 - development of mutually-reinforcing activities at each of the three levels and across levels to "move the needle" on early childhood development;
 - continuous communication at each of the three levels and across levels;
 - development of a backbone organization at each of the three levels, including capacity for project management, data management, and facilitation at each level and across levels.



QUESTIONS FOR SAT: HOW DO WE ENSURE SUSTAINABILITY OF EFFORTS?

- ECCS grant required a commitment to support local efforts post federal funding
 - How can that commitment be honored?
 - Financially?
 - Programmatically?
- Replication of local success – what is the plan for this?
 - Docs for Tots & HMG-LI willing to share our approach with others across the state
 - How to coordinate this?
- Collective Impact – success on Long Island build upon a model of collective impact where partners worked towards a common goal
 - Other Collective Impact early childhood initiatives exist across the state
 - What efforts are made to align and bridge these separate initiatives?





Please raise your hand to speak or type in the chat box to share!

Place-Based Community Update: Western New York



Dennis Kuo, MD, MHS

- Associate Professor and Division Chief, General Pediatrics, University at Buffalo
- Medical Director of Primary Care Services at Women & Children's Hospital of Buffalo
- ECCS Place-Based Community Lead
- contact: dkuo@upa.chob.edu



Lea Passage, MHA

- Early Childhood/Population Health Project Coordinator, UBMD Pediatrics
- ECCS Place-Based Community Lead
- contact: lpassage@upa.chob.edu

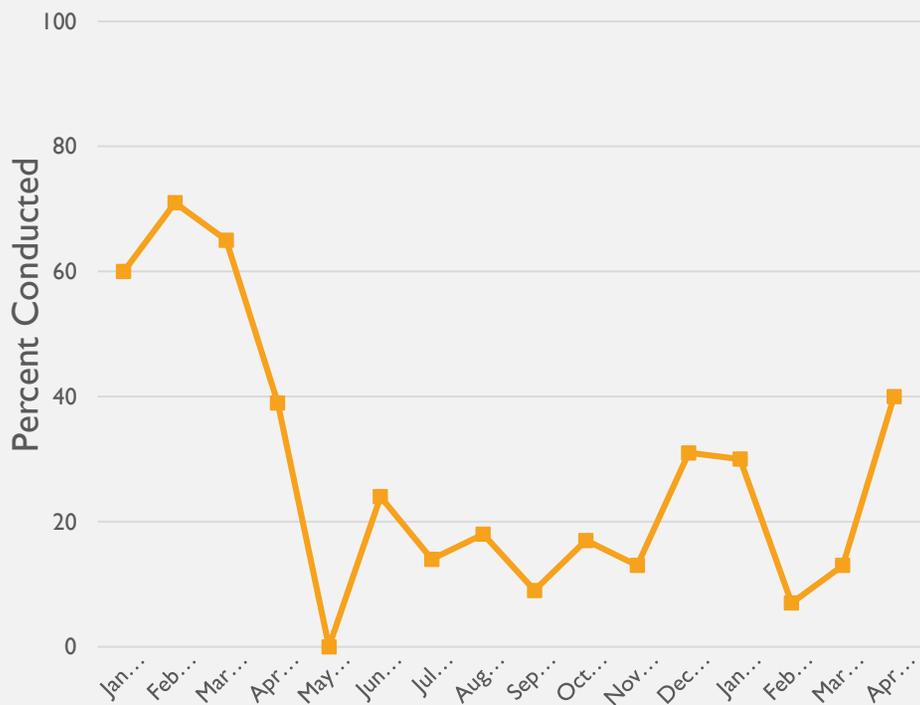


WNY ECCS COIIN UPDATE

1. Data review
2. FESAT
3. Spread and Sustainability
4. Cultural Competency

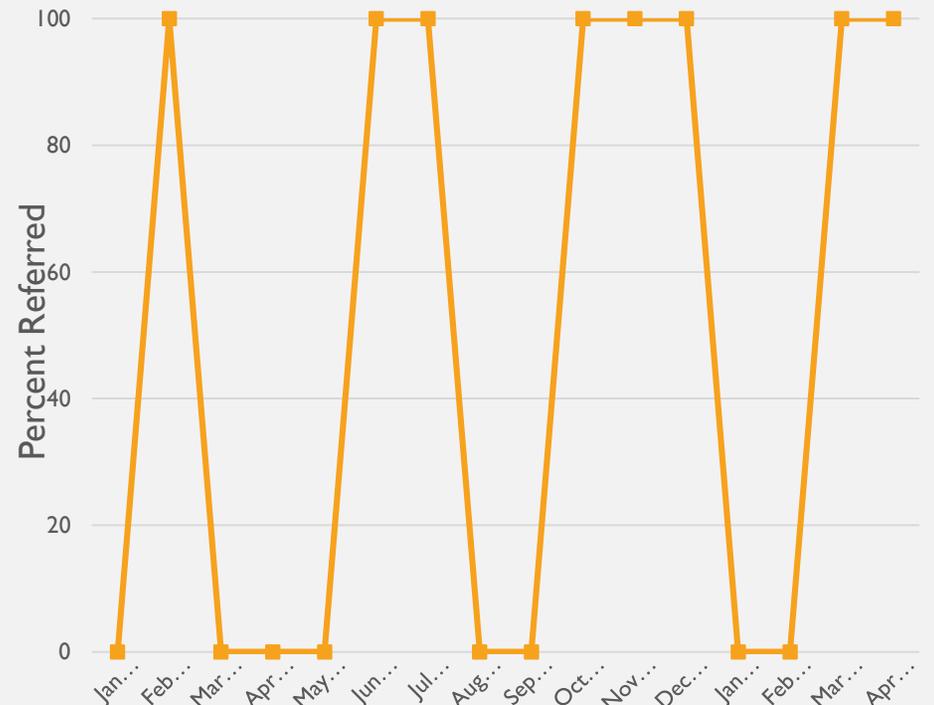
ECCS DATA REVIEW NIAGARA STREET

% Conducted Niagara Street



Total by Month

% Referred Niagara Street



Total by Month

FESAT

Family Engagement in Systems Assessment Tool (FESAT)

The FESAT is an assessment tool that both family leaders and organization staff complete to assess how families are being engaged in a specific systems-level initiative, policy, or practice.

Purpose:

help organizations that serve children and families gain an understanding of the effectiveness of their approaches to and processes for partnering with families.

The FESAT is organized around four domains of family engagement:

1. Commitment
2. Transparency
3. Representation
4. Impact

FESAT

How to use the FESAT tool and toolkit:

1. Organization staff and parent leaders use the tool/answer the questions about the four domains
2. Enter the scores into the excel score sheet
 - a) A bar graph will form for each domain and an overall family engagement score will calculate
3. Use the Toolkit for resources and support to carry out initiatives and improve family engagement based off the scores
 - a) The tool kit aims to ensure that families and organization staff have the supports they need to participate and contribute to their maximum potential.

ECCS SPREAD AND SUSTAINABILITY

Spread our ECCS work to 8 counties across the WNY area

- Orleans, Niagara, Genesee, Erie, Wyoming, Allegany, Cattaraugus and Chautauqua

Use evidence based models to support early childhood development

- ROR
- Healthy Steps
- Screenings

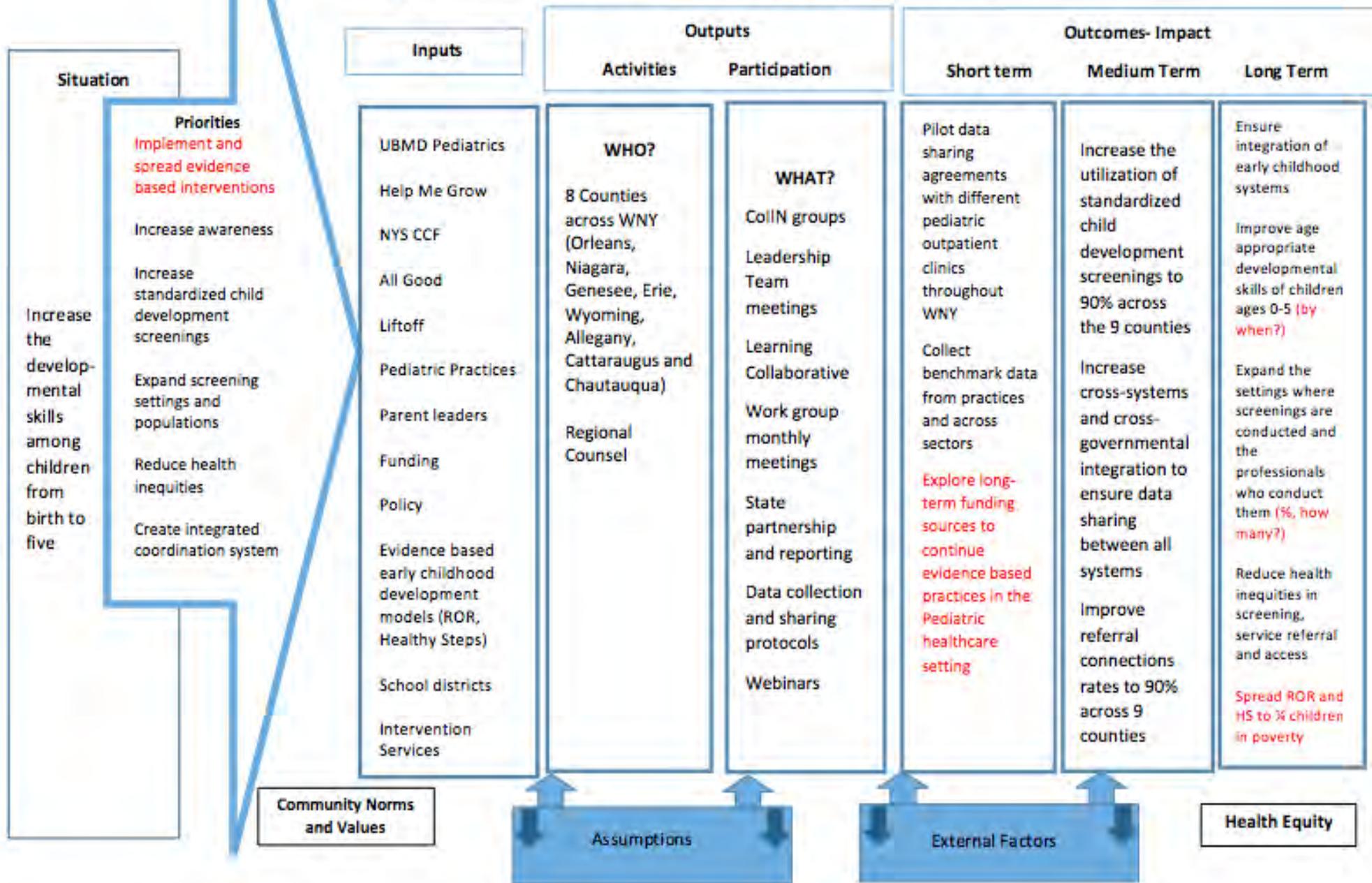
Reach specific populations using culturally competent materials

- Rural population
- Children with disabilities
- African American
- Native American
- Immigrants

Create an integrated system for early childhood development across practices and agencies

- Data sharing
- Improvement of closed referral loop rates

Spread and Sustainability Logic Model



CULTURAL COMPETENCY

How do we incorporate cultural competency?

1. Identify key partners who have expertise in supporting and promoting cultural competency
2. Key partners to review and vet materials and programs
 1. Screenings
 2. ROR
 3. Healthy Steps
3. Apply findings to reach specific populations

CULTURAL COMPETENCY TRAINING

International Institute of Buffalo

- **When:** Thursday, July 16, 2020
 - 10:00am-12:00pm
 - 1:00pm-3:00pm
- **Mission:** bridge the gap between cultures, and to promote sensitivity and mutual understanding between individuals regardless of their background.
- The cultural competency trainings equip the participants with the tools and strategies needed to overcome the cultural and linguistic barriers when working with the foreign born population. It also helps them understand this population's needs, to ensure equal and effective delivery of services to people from diverse backgrounds.

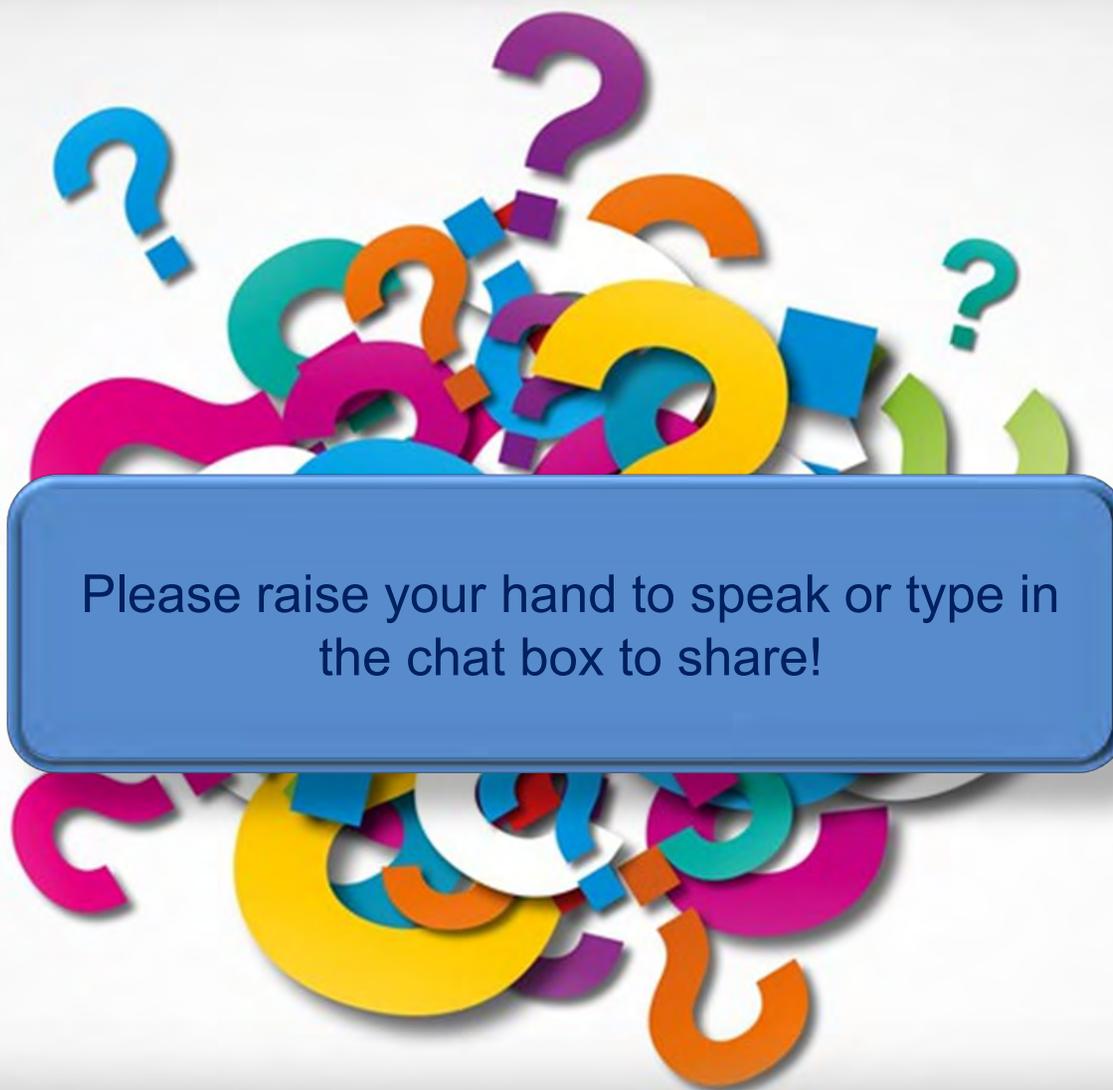
CULTURAL COMPETENCY TRAINING

Agenda:

- Defining culture
- Defining cultural competency and ethnocentrism
- Activities about perceptions
- Why is it important to be culturally competent?
- Steps to becoming culturally competent
- Characteristics of a culturally competent program
- Challenges to becoming culturally competent
- Diversity in Western NY (refugees, immigrants, who are they and where do they come from)
- Communication barriers
 - Verbal communication
 - Non-verbal communication
- Brief tips on how to work effectively with an interpreter
- Cultural barriers
- Strategies to overcoming cultural and linguistic barriers

Methodology:

- Presentation and interactive discussion of the topics
- Activities
- Videos
- Questions and Answers



Please raise your hand to speak or type in the chat box to share!

Contact:

Ciarra Norwood, ECCS
Project Coordinator
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Website
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