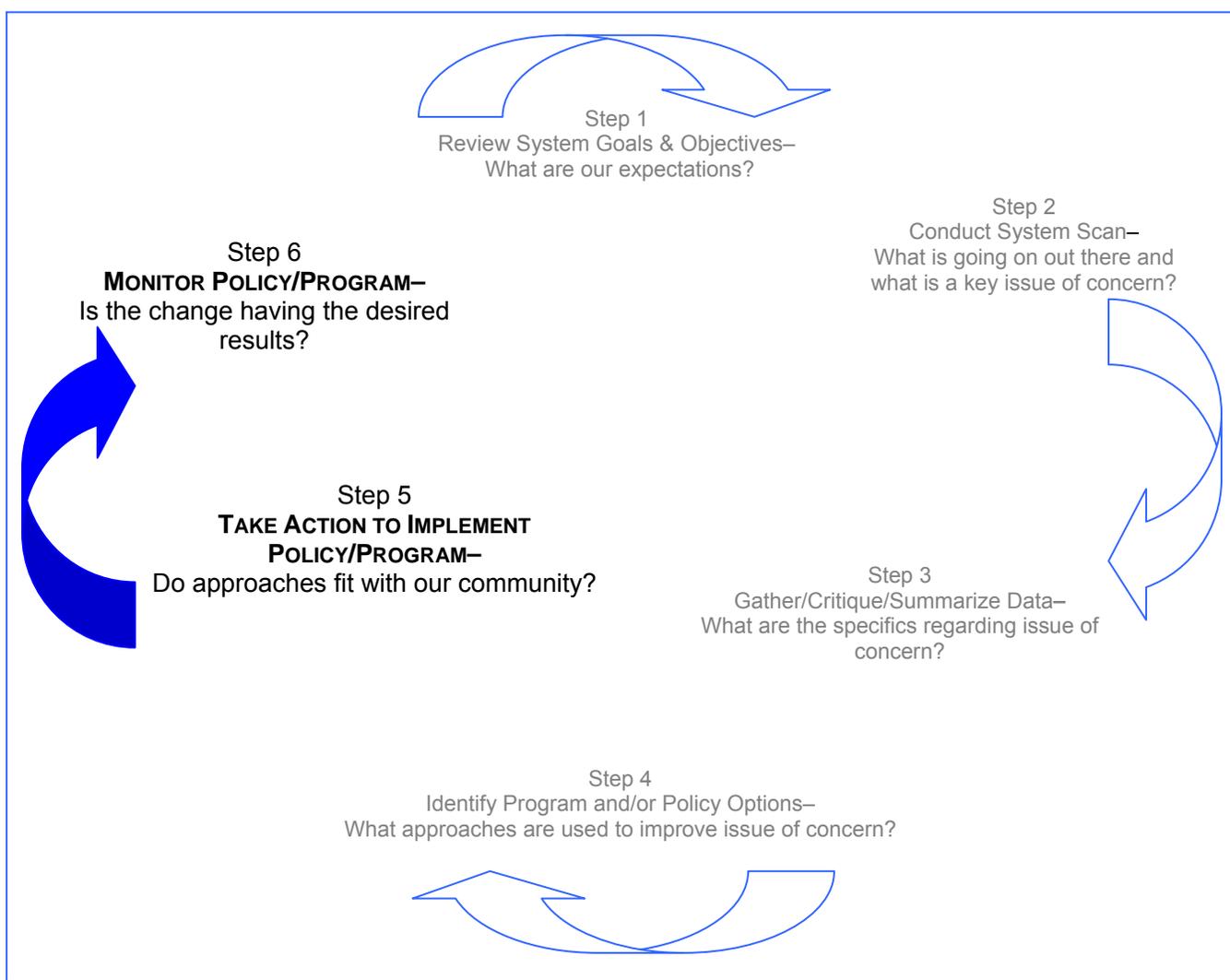


SESSION FOUR:  
UNEQUAL FROM THE START—  
THE NEW YORK CITY ZERO-TO-THREE COALITION STORY

Session Four as Part of the Big Picture

Where we are in the Assessment Cycle



## Key Concepts

- Early childhood learning opportunities and health status of our infants and toddlers in our communities are touchstone issues that allow common ground for family dreams and community aspirations. For many societies, including the US, the health of infants and toddlers is a clear indication of the health of the entire community. This session allows us to hear how New York City went about gathering information and what happens next for the Zero-to-Three Coalition.
- The approach taken by New York City or any coalition should be able to effectively address the different segments of society and garner enough attention so that intended results will be realized.
- The approach used by New York City offers a view to other coalitions of how to tell your own story.

## Learning Objectives

Participants will:

- Identify New York City Zero-to-Three Coalition’s core issue of concern;
- Identify two challenges to the New York City Zero-to-Three Coalition’s assessment process and how members addressed the challenges; and
- Determine whether a similar report and educational campaign would work in their own community setting and what alternative approaches their coalition may use.

## Session @ a Glance

What	Who	How Long
Welcome and Introductions	Facilitator	Under 5 minutes
Overview of Learning Objectives and Agenda	Facilitator	Under 5 minutes
Introduction and Viewing of DVD	Facilitator	30 minutes
Follow-up Discussion	All	30 minutes
Wrap-up	Facilitator	10 minutes

## Facilitator Supplies

The following supplies are needed for this session:

- DVD for Session Four— *Unequal from the Start: The New York City Zero-to-Three Coalition Story*
- DVD machine
- Television
- Flip chart
- Markers (dry erase or flipchart markers depending on the room and supplies there)
- Handouts:
  - Executive Summary of *Unequal from the Start*
- Certificate of Attendance for each coalition member

## Facilitator Preparation

To prepare for this session, complete the following tasks:

- Write the agenda on a flip chart and have it displayed.
- Set up the DVD and TV then test the equipment..
- Review the Facilitator Guide prior to the presentation.
- Preview the DVD prior to the presentation.
- Sign Certificate of Attendance for each coalition member.
- Arrange room so tables are in a U-shape with the TV at the front.

## Suggested Agenda

- I. Welcome and Introductions
- II. Overview of Learning Objectives and Agenda
- III. Introduction and viewing of DVD
- IV. Follow-up Discussion
- V. Wrap Up

NOTE: This is the final session of the Infant Summit. However, coalition members may decide to continue their work independently.

**Script for Session**

The following script was used as a guide for taping this segment. The actual DVD is not identical; however, this information is shared with facilitators to give them a general sense of what is discussed. Refer to the appendix to view slides used in this session.

<p>Welcome and Session Overview</p>		<p>CHRISTINE CONBOY: Welcome to the second New York State Infancy Summit, <i>Using Data to Build Comprehensive Systems for Infants and Families</i>. I am Christine Conboy, your host throughout all four sessions of this presentation. This summit is a joint effort between the Council on Children and Families and the New York State Child Care Coordinating Council with funding provided by the New York State Office of Children and Family Services. The organizers of this summit are Evelyn Efinger, Infant Toddler Coordinator at the New York State Child Care Coordinating Council as well as Cate Bohn, Susan Perkins, and Mary De Masi, all from the Council on Children and Families.</p> <p>The first statewide Infancy Summit took place via satellite broadcast in 2007. Nineteen community coalitions tuned in to learn more about cross disciplinary collaboration and how to work together to improve service delivery for babies and their families. Video and CD versions of that program are available through the Child Care Resource and Referral agencies across New York or from the New York State Child Care Coordinating Council.</p> <p>The second summit uses a more flexible distance learning format so that local communities can plan how to view and discuss our topic—<i>Using Data to Build Comprehensive Systems for Infants and Families</i>.</p> <p>The presentations on this DVD and the accompanying Facilitator Guide and Resource Guide were developed to help community coalitions like yours determine ways to apply data to the Early Childhood Comprehensive Systems or ECCS framework so you can systematically and comprehensively review the way infants and families are served in your community. The organizers of this summit hope you will be able to use these materials to help you assess the well being of babies and their families in your community and to influence systems change.</p> <p>During the last session, we focused on how to use data to tell your story. We examined different ways to package information on your issues and how to create powerful reports and presentations for different audiences. In this session, session three, we start to put the information to use by identifying approaches that can resolve the gaps in your current service delivery systems. Here is where you will be able to take the information gained in the previous segments to identify possible solutions that will fit with your community. Please join Evelyn Efinger, Evelyn Blanck, Liz Isakson, and Carole Oshinsky for a panel discussion about the development and use of the New York City Zero-to-Three Report, <i>Unequal from the Start</i>.</p>
<p>Panel Discussion</p>		<p>EVELYN EFINGER: Hello everyone. In this segment of the program, we'll bring the topic of data alive by showing you how one community addressed the issue of data collection. We hope this will provide an example but not a prescription because we know that every group will start from a unique place and have different goals. Whatever you decide to take on as a local community, the information is powerful. Doing your homework and having the facts goes a long way toward influencing others to identify with your cause. Whether your goal is</p>

	<p>Slide 2</p>	<p>to build a new child care center for babies and toddlers or to change a county or state policy, the data you collect will be a powerful tool to help you reach your goal.</p> <p>I have with me members of the <i>New York Zero-to-Three Network</i>. We have Co-Presidents, Carole Oshinsky and Evelyn Blanck along with Liz Isakson, who is a pediatrician, member of the New York Zero-to-Three Policy and Public Education Committee, and candidate for a Master's in Public Health at Columbia University's Mailman School of Public Health.</p> <p>Let me first say that the <i>New York Zero-to-Three Network</i> was founded in 1990 for the purpose of strengthening the professional voice for infants and their families. They began in New York City and the wider metropolitan area and are in the process of expanding their membership across the state. Tell me a little more about your organization.</p> <p>EVELYN BLANCK: Let me give you a bit of information about who we are and how we work. We are the only organization solely devoted to infants and their families and we come at it through the lens of many different disciplines. There are five main activities we are engaged in:</p> <ul style="list-style-type: none"> <li>• Training;</li> <li>• Conferences;</li> <li>• Roundtables;</li> <li>• Cross--disciplinary networking; and,</li> <li>• Partnering with coalitions such as the <i>Winning Beginnings NY</i> and <i>NY CAN</i> committees.</li> </ul> <p>Our goal is to unite the voices for babies across the state. Our board members include leading experts in the field of early childhood with representation from mental health, early care and education, academia, speech and language, occupational therapy, physical therapy, art therapies, parents and the legal system. We bring people together and provide opportunities for dialog across the various disciplines in order to increase public awareness.</p> <p>CAROLE OSHINSKY: Some may ask, 'Why does the infancy period matter?' Very clearly, this is a critical time in child development since the brain develops fastest in the first three years of life. Early relationships during that time period impact brain development. We all recognize now that the formative years of life are a period of great growth, but this time can also be a period of extreme vulnerability for infants, toddlers, parents, caregivers and families. Jack Shonkoff, the editor of <i>From Neurons to Neighborhoods</i>, says early relationships really impact brain development. And the economist, James Heckman confirms that money spent on quality child programs saves many more dollars in the future. It is well established from a variety of disciplinary perspectives that comprehensive and coordinated services are required in order to support and enhance the multiple needs of the child and the intimately related needs of parents, caregivers and families.</p> <p>EVELYN EFINGER: So today we want to hear more about your new report, <i>Unequal from the Start: A Check Up on New York City's Infants and Toddlers</i>. Let's start with how this idea came about.</p> <p>CAROLE OSHINSKY: The specific event that served as a catalyst for us was the first infancy summit held in Binghamton in 2004 under your leadership Evelyn, which called for comprehensive services regional session for organizing. This program is a successor of that summit.</p> <ul style="list-style-type: none"> <li>• First infancy summit</li> <li>• Regional grants from summit             <ul style="list-style-type: none"> <li>○ First year of monthly meetings culminated in a seminar with leaders from Ounce of Prevention Fund in Chicago with specific ideas on what to do next—choose our issues, build relationships with other groups</li> </ul> </li> </ul>
--	----------------	--

	<p>and organizations, and produce a report.</p> <ul style="list-style-type: none"> <li>• Knew we had a complicated issue here and that we needed some help—so decided to apply for grant from New York University—special Capstone grant to prepare report for birth to 5 and refocus on birth to three:             <ul style="list-style-type: none"> <li>○ This gave us four masters students to help us review the research, choose indicators to collect data on, and prepare a first draft of our report.</li> </ul> </li> </ul> <p>EVELYN BLANCK: There is an infancy movement across the state and we felt the time was right to put some of the facts down on paper and examine the facts to see what we have to address. There is a lot going on in New York State, and we wanted to put our report at the center and show how these initiatives should be tied together.</p> <p>Let me tell you what has been happening in New York City and New York State, spearheaded by members of our board which helped direct and shape our efforts.</p> <ul style="list-style-type: none"> <li>▪ The Advisory Group of the <i>New York City Early Childhood Mental Health Strategic Work Group</i> released a white paper, <i>Promoting the Mental Health and Healthy Development of New York’s Infants, Toddlers and Preschoolers: A Call to Action</i>. This is available on the New York Zero-To-Three website at <a href="http://www.nyzerotothree.org">www.nyzerotothree.org</a></li> <li>▪ Board member Susan Chinitz, with Councilwoman Margarita Lopez, got a hearing on mental health for young children and money was allocated to some programs in NYC. The City Council now funds eight separate early childhood initiatives that provide services such as screening, consultation, training, and treatment in a variety of settings including pediatric primary health clinics, foster care, family courts, head start, and day care settings.</li> <li>▪ In 2005, for the first time, the state Office of Mental Health included children under the age of 5 in their <i>Child and Family Clinic Plus</i> initiative. The model aims to work closely with families to help with early identification of emotional needs by providing free voluntary screening in community settings and programs such as Head Start. If emotional difficulties are identified, the program works with family members and is able to offer services in the home and community, based on the individual needs of the child and the family.</li> <li>▪ In 2006, The New York City Department of Mental Health and Mental Hygiene funded a three year early childhood mental health consultation and treatment program targeting East and Central Harlem.</li> <li>▪ In 2007, the <i>NYC Administration for Children’s Services (ACS)</i> sponsored a half day conference on early childhood mental health.</li> </ul> <p>Building on these efforts, we wanted to develop a tool that would give a united voice across the state for babies as well as develop a more comprehensive overall plan and agenda to promote a healthy start for all babies.</p> <p>EVELYN BLANCK: There are a number of ways to go about getting the message out. We started with idea of a comprehensive report where we would look at birth to five but that got so big we decided to do a short fact sheet first. We realized the urgency of getting something out so we started with the fact sheet.</p> <p>The fact sheet took three months to complete and that started with a draft based on the full report. Then we hired Liz as the consultant who helped revise and coordinate the activity with our committee. I’ll let Liz Isakson tell you about the process and how we used the fact sheet which was released in January 2007.</p> <p>EVELYN EFINGER: So tell me more about how we used the fact sheet.</p> <p>CAROLE OSHINSKY: Yes. Let me tell you about how it was shared and the responses we got. We sent copies to the media, all city and state legislators and</p>
--	---

	<p>key agency heads. We received several requests for meetings in NYC and Albany. For example, we met with policy staff from the City Council President’s office and met with others from the Deputy Mayor’s Office to start a dialog for change.</p> <p>We learned valuable lessons from these activities. For example:</p> <ul style="list-style-type: none"> <li>• Know what you are asking for and be specific;</li> <li>• Be mindful that change takes time;</li> <li>• Engage <i>everyone</i> who works with infants and toddlers; and</li> <li>• Reach out to other organizations and join or create coalitions to create a powerful and unified voice for babies and toddlers in New York State and each region.</li> </ul> <p>EVELYN EFINGER: But then you decided to go for gold and produced a comprehensive report. What made you continue and delve deeper? The fact sheet became a stepping stone since you were able to take some of the data you had gathered to get the ball rolling and it sounds like you got some traction with just one page of facts.</p> <p>EVELYN BLANCK: We wanted to address the issue comprehensively. We know that it will take a cross-disciplinary approach to address all of the issues facing young families. We borrowed the ECCS framework of healthy children, strong families, and early learning to help us widen our lens and embrace all of the professions that work to support infants, toddlers and their families. We were very lucky to hire Liz as the consultant who could coordinate the activity with our committee. She brought such enthusiasm to the project as a parent, pediatrician in a high risk area of New York City, and a public health student at Columbia University. <i>Docs for Tots</i> also helped provide support for her work with us, in addition to the Regional infancy grants.</p> <p>EVELYN EFINGER: Let’s look at the report.</p> <p>LIZ ISAKSON: Once we borrowed the framework we had to define what we meant by healthy children, strong families and early learning. In order to do this we brainstormed to identify markers for assessing the three domains of healthy children, strong families and early learning. We then had to scour the city to see if the information was available to report on all the measures we identified. We constantly ran into challenges with trying to find data on infants and toddlers that focused on the first three years of life, was available at the borough or neighborhood level for New York City and had meaning within the framework of healthy children, strong families and early learning. In general, we found that the data pointed to large disparities and that New York City’s children were literally unequal from the start.</p> <p>As an example of how we present the information in the check-up, let’s look at the information we collected for infant mortality rates in NYC. NYC looks very similar to state and national levels but when you break it down by neighborhood the picture becomes clearer. Infant mortality rates within the city vary nearly 2 to 1 between lowest and highest neighborhoods for infant mortality in the City. This disparity was true across the domains of healthy children, strong families and early learning.</p> <p>EVELYN EFINGER: This is quite a collection of information. How will your group be using this information to help babies and their families?</p> <p>EVELYN BLANCK: The data collection process and the results really focused our advocacy efforts and helped define our priorities. The disparity, the lack of information at the local level, and the inconsistency of access, utilization and coordination of services for infant toddlers and their families in NYC push us</p>
--	---

	<p>Slide 3</p>	<p>towards advocating for a comprehensive system for infants, toddlers and their families.</p> <p>LIZ ISAKSON: The report gives us benchmarks to follow over time. All of the information can be updated and tracked.</p> <p>CAROLE OSHINSKY: The committee is charged with looking at this report over time. We intend to use it to monitor activities in the city and state.</p> <p>EVELYN EFINGER: I can see many uses in the public policy arena. Let's start with public policy. How is your committee thinking of using the report in this way?</p> <p>CAROLE OSINSKY: For public policy work, we are raising the issues with Mayor's Office and our state legislators.</p> <p>EVELYN EFINGER: Given the importance of prevention and how important it is to start early, are these types of activities happening across the country?</p> <p>EVELYN BLANCK: Sixteen states just recently came together to discuss infancy issues. Also, the recent passage of the <i>Children's Mental Health Act</i> in 2006 charged state mental health offices with producing a plan for a "comprehensive, coordinated children's mental health system" for children birth to 18 years of age. This, "aging down" means that the New York State Office of Mental Health is acknowledging and responding to the dire need for early intervention.</p> <p>EVELYN EFINGER: Any last thoughts on your process in New York City?</p> <p>CAROLE OSHINSKY: Other groups may want to look at their communities, they can take one topic and develop a fact sheet to start and bring it to their local politicians. They can build a group with other organizations to become a local coalition that works on a comprehensive plan. We plan to do similar presentations at national meetings as well as in the state to get people interested in these ideas.</p> <p>EVELYN EFINGER: I want to thank you all very much for taking time to share with us the story of <i>Unequal from the Start</i>.</p> <p>Well, we've reached the end of the cycle for now. You've heard how a local coalition completed an assessment of the infant toddler world and went to work to tell the story of our children. We hope this summit has offered you support as you go about the work of improving your systems. Good luck and once again, thank you for your fine work.</p>
<p>Wrap Up and Possible Next Steps</p>	<p>Slides 4-11</p>	<p>CHRISTINE CONBOY: Thank you everyone! Stay tuned and your facilitator will describe possible next steps for your community. Also, we realize this has been a whirlwind tour through the assessment process for coalitions looking to build comprehensive systems for infants and families so this is a reminder to those who participated in the summit that the organizers are available on a limited basis for phone consultation and guidance and you are invited to call upon them. You can contact Cate, Susan or Evelyn through your group facilitator.</p> <p>Again, thank you for your participation in the summit and your dedication to the infants, toddlers, and families in your communities. We look forward to hearing about all the good work you all are doing around New York State! Take Care and Good Luck!</p> <p>This has been the second New York State Infancy Summit, <i>Using Data to Build Comprehensive Systems for Infants and Families</i>. This summit is a joint effort</p>

		between the Council on Children and Families and the New York State Child Care Coordinating Council with funding provided by the New York State Office of Children and Family Services. The organizers of this summit are Evelyn Efinger, Infant Toddler Coordinator at the New York State Child Care Coordinating Council as well as Cate Bohn, Susan Perkins, and Mary De Masi, all from the Council on Children and Families.
--	--	--

## Session Overview

### Welcome and Introductions

To begin the session, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

### Learning Objectives and Agenda

Tell participants they will be able to:

- Identify NEW YORK CITY Zero-to-Three Coalition’s core issue of concern;
- Identify two challenges to the NEW YORK CITY Zero-to-Three Coalition’s assessment process and how members addressed the challenges; and
- Determine whether a similar report and educational campaign would work in their own community setting. If not, what differences or changes in approach would be needed?

### Introduction of the of DVD

- Introduce the DVD and explain that it highlights how to select the most appropriate types of solutions with respect to policies and programs. The DVD highlights one coalition’s actions toward building a comprehensive system for Infants and families.
- Begin the DVD.

### Discussion and Wrap-Up

- This is the final session on the Infant Summit. The facilitator can lead a discussion of how the coalition members may like to either wrap-up the activity they began during this summit or determine how they may proceed, without the facilitated process. Remind the group they have just begun this process of building coalitions and using data to improve the early childhood system. The first three sessions served as an accelerated example of the process they can use within their community; however it is well understood they may not proceed. The intent of the summit was to present the process so they could pursue it more thoroughly, as the group decides.

- Remind the group that limited technical assistance is available from Cate Bohn and Susan Perkins, from the Council on Children and Families. Examples of this support include phone consultations to help members find appropriate data sources and feedback on data summaries or fact sheets developed by coalition members.
- Coalition members may decide to make a connection with the statewide Infant-Toddler Network.
- The facilitator can distribute a Certificate of Attendance to each participant. It is suggested the facilitator mail certificates to members who may not be present during the last session. The certificates are included in the Resource Guide for session four.
- The facilitator will have coalition members complete the evaluation forms and return the completed forms to the NYS Council on Children and Families at:

Susan Perkins  
52 Washington Street  
West Building, Suite 99  
Rensselaer, New York 12144

## Resources and Handouts

- Executive Summary of the *Unequal from the Start* Report \*
- Certificate of Attendance

NOTE: Many of the websites mentioned by the panelists are found in the web resource that is in session one of the Resource Guide. Also, the article mentioned by panelists about promoting infant mental health is included in session two of the Resource Guide.

An asterisk (\*) indicates this resource or handout was mentioned during the DVD session.





# APPENDIX: SESSION SLIDES