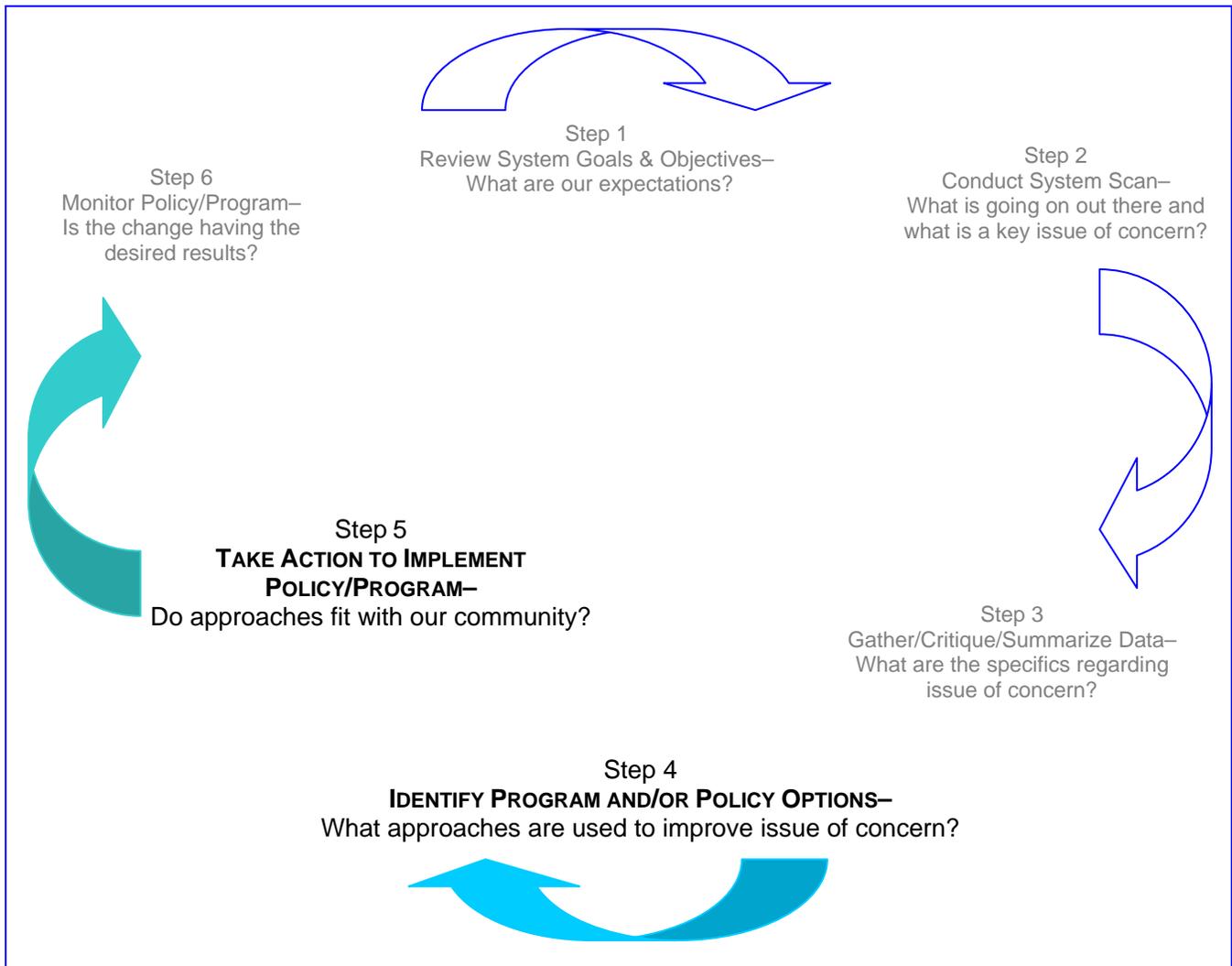


SESSION THREE:
USING DATA FOR SYSTEM CHANGE

Session Three as Part of the Big Picture

Where we are in the Assessment Cycle



Key Concepts

- Data serve as the cornerstone for change, allowing us to identify and clearly focus the issue of concern. Once an issue of concern is properly examined and understood, we can make better decisions about what approaches should be taken and how those approaches should be implemented.
- The approach taken should effectively address the issue of concern and use evidence-based approaches so intended results can be realized.
- When we review how the selected approach fits into the context of the community, we gain another opportunity to bring in new partners to help with funding/implementation.

Learning Objectives

Participants will:

- Identify benefits for using evidence-based practices; and
- Use their knowledge of the community to identify additional partners who could further their goals.

Session @ a Glance

What	Who	How Long
Welcome and Introductions	Facilitator	Under 5 minutes
Overview of Learning Objectives and Agenda	Facilitator	5 minutes
Introduction and Viewing of DVD	Facilitator	35 minutes
Follow-up Discussion	All	25 minutes
Next Steps	Facilitator	15 minutes

Facilitator Supplies

The following supplies are needed for this session:

- DVD for Session Three—*Using Data for System Change*
- DVD machine
- Television
- Flip chart
- Markers (dry erase or flipchart markers depending on the room and supplies there)
- Handouts:
 - Examples of best practice materials from:
 - Center for Emotional and Social Foundations for Early Learning (CESFEL) housed at Vanderbilt University
 - What Works Clearinghouse
 - Child Trends

Facilitator Preparation

To prepare for this session, complete the following tasks:

- Write the agenda on a flip chart and have it displayed
- Make copies of handouts for each participant
- Set up the DVD and TV then test the equipment
- Review the Facilitator Guide prior to the presentation
- Preview the DVD and slides prior to the presentation
- Arrange room so tables are in a U-shape with the television at the front

Suggested Agenda

- I. Welcome and Introductions
- II. Overview of Learning Objectives and Agenda
- III. Viewing of DVD
- IV. Follow-up Discussion
- V. Next Steps

NOTE: This agenda is based on the assumption that coalition members are active participants in the assessment process that is described during the session. Modifications will need to be made if the group is only viewing the content of the DVD and not conducting activities outlined.

Script for Session

The following script was used as a guide for taping this segment. The actual DVD may not be 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 (HOST): 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 and I will be 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</p>
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	<p>their lives or the community as a whole and what is the best way to incorporate their perspective as you do your work?</p> <p>EVELYN: Similarly, it will be important to identify natural stumbling blocks. We are really just beginning to address the problems facing babies and their families.</p> <p>CATE: Yes, it's good to identify barriers at the start. There may be financial costs which translate to more taxes or people may be ambivalent and think it does not affect them. Try to consider any aspects that may reflect a bias or prejudice, such as my family doesn't need those services. Will you get resistance from professional groups who think their way, the current way, is better or shouldn't be changed?</p> <p>One way to address these stumbling blocks is to think in terms of business plan language. And also ask yourselves, how will the approach improve local business, local school services or improve the community as a whole? That is when you might begin thinking of allies you missed before.</p> <p>SUSAN: Thank you Cate. You have laid out some excellent issues to consider as the group moves forward. We wanted to close with our cows in the field because we want to encourage you once again to build those partnerships that will promote system change. Young children and their parents, caregivers and our communities are interconnected and a 'community scan' can help you see beyond the field, beyond the family to the rest of the system.</p> <p>In the first summit we described who might be possible partners in your coalition. As you use data to more fully explore system issues and target resources needed, be sure to continually consider partners and not rely exclusively on the usual suspects. By addressing some of the issues Cate just raised you will be better prepared to take action.</p>
<p>Wrap Up and Possible Next Steps</p>	<p>CHRISTINE CONBOY: Thank you everyone. Your facilitator will now lead a discussion on step four of the assessment process—identifying program and policy options that can be used to improve this area of concern. Using websites mentioned in this session, you will identify what action your community might take to address your issue of concern.</p> <p>Please join us next time for the fourth and final session where we will learn from members of the New York City Zero-to-Three coalition about step five of the assessment process: taking action to implement your strategy.</p> <p>Again, thank you for your participation in the summit and your dedication to the infants, toddlers, and families in your communities.</p> <p>FACILITATOR NOTE: The websites that Christine refers to are further described in the Discussion section covered in <i>Session Overview</i>.</p>

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:

- Identify the benefits and challenges of evidence-based programs and practices; and
- Use their knowledge of the community to build a context for the core issue and identify additional partners to support their goals.

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 benefits and challenges associated with the use of evidence-based solutions (i.e., programs and practices) and reinforces the need to continue building partnerships so solutions are implemented and sustained.
- Begin the DVD.

Discussion

- The example with the cows reinforces the need for multiple layers of partnerships—those interested in the overall early childhood system and those interested in addressing specific improvements within the system.
- Are there any natural partners the group did not consider as they try to address their issue(s) of concern?
- What are the current tensions and how might your group alleviate them?
- Remind coalition members that the various partners may have varying opinions of what solutions are warranted. The members can refer to the materials in the Resource Guide for a wide range of evidence-based programs. The CSEFEL website focuses on what works in infant mental health. The Institute of Education Services is a valuable website for evidence-based programs in education. However, members should be sure to search the site using the keywords early childhood so they are directed to materials relevant for their population of interest. The Child Trends site covers a range of issues and has a section dedicated to early childhood.

Next Steps

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 be at the point where they even have their core issue clearly identified. Yet, the process has been laid out so they can pursue it more thoroughly, as the group decides. The final session will give them an idea of how a coalition in New York City plans to use data for system change.

Resources and Handouts

- Example of briefs developed by the Center for Emotional and Social Foundations for Early Learning (CESFEL) housed at Vanderbilt University www.vanderbilt.edu/csefel
- Example of materials available at the What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>
- Example of materials available at Child Trends www.childtrends.org

Specific websites are not cited in the script. The resources identified here are intended to provide coalition members with a broad range of evidence-based programs that may be helpful with many of the issues they may have identified in their community scan.

