

Knowledge Sharing WG

7.20.23

Welcome

In Attendance: SIPCW, SI Foundation, CCC, CID NYC, PDI, A Chance in Life, UNECE

EI Equity Project

- Data Walk Posters
 - Bar graphs are the easiest to understand
 - Data layering can easily become overwhelming
 - Keeping data points out of 100% (or in tens) will make them easiest to understand
 - Add citywide graph to show the difference between all 3 ZIP codes and the citywide numbers overall - adds context
 - Would all 3 Zip Codes - plus the citywide data be too much for one poster. Should the data be more split?
 - Break down the data
 - One zipcode vs the citywide data?
 - *Keeping all 3 zipcodes together and including the citywide data will help to enforce that the same problems are happening in all 3 zip codes*
 - Boroughwide data is available (2020)
 - Citywide data should be presented in percentages - not whole numbers
 - Whole number differences could cause confusion due to large gap
 - Be more specific in the writing on the bars to create more impact

- Widen the bars on the graph to write horizontally
- All data will be shared with the test group continuously to make sure the data remains as accessible as possible
- Are the dates necessary?
- Add a disclaimer to make sure parents know that the children in question are under 3 y/o
- Will include a qualitative data poster
 - Speaking on previous parent experiences
- *What is the intended takeaway from this event? What are the posters there to convey to the parents?*
- Video confessionals will be available for parents to speak on their experiences
 - Written confessionals will be available as well.
- Comparisons between South Shore and North Shore
- How to humanize the drops in the gap
 - “My child was evaluated and deemed ineligible”
 - What is the story behind the drops
 - Have the parents fill in the gaps – use this as an opportunity to prompt conversation
- Should more content be given on the poster itself or given by the facilitator
- *If you were found ineligible – how did that make you feel? / Were you given further guidance? / Told to re-evaluate?*
- *If you were found eligible – did you find your needs met?*
- *Did you [the parents] have any follow up?*
- Guiding question examples:
 - 1. What do we know about this issue? What do we not know enough about?
 - 2. What is the data telling us? What strikes you or stands out?
 - 3. What theories come to mind?
 - 4. Where are you most interested in following up on?
- Spell out early intervention on the posters for clarity
- More content on what eligible, evaluated and served mean in regards to EI



- Data on In person vs virtual evaluations? I virtual services
- Why are the data points for Asian families so small? Where all the asian children who were referred , found eligible and received services? -Make this clearer on the poster
- *More parent feedback/possible discussion questions:*
 - *Was the process of getting evaluated explained to you in your preferred language?*
 - *Did you feel like you really had a choice to get an in person evaluation or were you pressured to receive a virtual evaluation?*
 - *How long was the evaluation process for you?*
 - *How long after qualifying and being noted as eligible did your child begin services?*
 - *Does your child receive all the hours of services that they were deemed eligible for?*
 - *Does your service coordinator communicate with you in your preferred language?*
 - *Have you attempted to schedule a therapist for services and they stated something along the lines of “not being able to get to that area” versus pointing out a time conflict if not able to serve your child?*
 - *Has therapists stopped delivering services to you based on them picking up more cases that are not in your area so can no longer “swing” through to where you live?*
 - *What part of the process was “easy”?*
 - *What part of the process has been “difficult”?*
 - *Do you know what the next steps of services are for your child once they age out of EI?*
 - *Do you feel like you understand the “diagnosis” that your child may have received and what that “label” or diagnosis may impact them in school age settings?*
- Could the above questions be worked into the event? How would that be done?
 - Time could be an issue. The above questions could be used for a separate meeting/focus group

- Virtual questionnaire at the beginning and show the results anonymously at the end to show that answers
 - Can show parents that they are not alone in their experiences
- Would parents be comfortable answering these questions at the very beginning of this event?
 - The families are already acquainted with Seamen's society not the alliance overall so they could be more hesitant to divulge too much information
- Have a questionnaire at the end after a relationship has been built between the alliance and the parents
- Multiple versions on the posters will be made and sent out for feedback
 - Prompt questions will be workshopped- focused on what the parents felt throughout the process

Closing

- Next Meeting: 8/1/23