**Massachusetts Early Intervention ICC General Session**

**March 11, 2022**

**9:00 am - 2:00 pm**

**Zoom**

**Meeting Notes**

**9:00 – 11:00 Subcommittee Meetings**

**11:00 – 11:30 Lunch**

**11:30 – 11:45 Opening, Land Acknowledgement and ICC Orientation**

The ICC Co-Chairs welcomed all in attendance. They explained that the role of the ICC is to advise and assist the EI division of DPH in its work to run the EI system in the state of Massachusetts. This input comes from the ICC (providers, parents, EI division) to identify priorities and set charges for the year. ICC Co-Chairs welcome participants to participate in a [land acknowledgment](https://nativegov.org/news/a-guide-to-indigenous-land-acknowledgment/) to reflect on what native land they are currently residing.

**11:45 – 12:15** **FFY2019 & FFY2020 NCSEAM Family Outcomes Response Rates – Suzanne Gottlieb, Shari Robinson, and Manovna Narcisse, DPH**

* The presentation goals include: 1) provide an introduction to the NCSEAM Family Survey; 2) summarize response rates from FFY2018 and FFY2020; 3) highlight key themes, and; 4) engage ICC members to identify strategies to increase response rates as well as ensure survey data is representative of all families served by EI.
* The NCSEAM survey is the tool used to report on the federal Part C Indicator 4, “Family Outcomes”, which is defined as the, “Percent of families participating in Part C who report that early intervention services have helped the family: (a) Know their rights; (b) Effectively communicate their children’s needs, and (c) Help their children develop and learn”.
* NCSEAM survey data is collected through a collaboration between the DPH Early Intervention Division, ICC families and Early Intervention providers.
* This data is intended to help inform how DPH and EI programs can best meet family needs.
* The presentation includes data from federal fiscal years (FFY) 2019 and 2020 to review and consider how response rates have been impacted by the pandemic
* Highlights from the FFY2019 results include:
	+ Average *regional* response rate ranged 28.78% - 67.05%
	+ 4 regions had a response rate lower than the state average of 34.85%
	+ Average *EI program* response rate ranged 10.44%-95.18%
	+ 27 EI programs had a response rate lower than the state average of 34.85%
* Highlights from FFY2020 results include:
	+ Average regional response rate ranged 25.52%-39.49%
	+ 4 Regions had a response rate lower than state average of 29.68%
	+ Average EI program response rate ranged 7.89%-66.18%
	+ 29 EI programs had a response rate lower than state average of 34.85%
* Key takeaways:
	+ In FFY19 & FFY20, 4 regions had a lower than average and 6 regions had a higher than average survey response rate.
	+ A concern was noted about the decrease in state average response rate to 29% in FFY20 from a historical range of 34-39% over past 14 years; It is important to consider contextual factors resulting from impact of COVID on families as well as service provision.
	+ DPH is currently analyzing race/ethnicity and language data from FFY19/20 survey responses and will share this information at the June ICC meeting; A first review of the data shows that representation was lower in FFY20 among families from diverse race/ethnicities as well as languages other than English.
	+ FFY20 was the first year the survey was available in Chinese and Arabic (only online); DPH is in process of determining if a hard copy version is also necessary.
	+ DPH facilitated 3 provider meetings last year to inform survey dissemination and address challenges to implementation, including identifiying languages to include for translation beyond the existing 7 languages.
* Discussion in breakout groups provided space for collective interpretation of survey response data to inform next steps for strengthening family outreach regarding survey completion.
* DPH will continue to engage the ICC in a discussion about NCSEAM response data in order to understand contextual information important to understanding the data.

**12:15-1:15 Presentation, Interrogating Whiteness in Early Intervention – Marjorie Brickley, MSEd, Bank Street College of Education and Ashlee Cattaneo, MSed, NYC Department of Education**

* This presentation examined the role that systemic racism and whiteness play in working with children and families within the Early Intervention system. The presenters described how racism, and using whiteness as the norm, is present in all systems serving children and families, including EI. The presentation identified the importance of acknowledging and confronting systemic racism and how it impacts interactions with children and families in order to achieve equity for children and families of color. The characteristics of, and antidotes to, white supremacy culture were described and examples were shared of how they can be manifested in the field. Strategies and approaches to addressing systemic racism within the Early Intervention system were offered.

**1:15-2:00: Discussion:** **NCSEAM Family Outcomes Response Data**

* The following questions were posed for ICC members to discuss in breakout groups and members were asked to post their responses on a jamboard
	+ How will you share this data and which stakeholders will you engage to plan next steps?
	+ What barriers or challenges identified by our EI families/programs might help us better understand the data?
	+ In what ways do socioeconomic status, language, or race impact how families respond to the survey?
	+ What are suggestions for improvement?
* Reporting back: Highlights from breakout group discussions:
* Suggestions for improvement:
	+ - Consider engaging the Early Intervention Parent Leadership Project and/or a focus group of EI parents to review the survey and assess language/reading level.
		- To accommodate all learning styles, explore if a video could be made for families, featuring families, to explain the purpose of the survey and directions for completion.
		- Consider ways to simplify the form and re-brand the survey to be more family friendly.
		- Offer text reminders and consider options to complete survey on other devices, like tablets, phones, etc. (consider an app).
		- Offer incentives for survey completion.
		- Consider creative uses of technology to make survey completion as easy as possible for families. One example offered was a bot that connects to an App, which could be tailored to meet the needs of the individual parent respondent (i.e. skip logic for questions).
* Current challenges to engaging families in survey completion include:
	+ - Significant staffing shortages and seeing families less frequently due to the pandemic
		- Families are experiencing information overload. Important to consider what is a reasonable request of families? Consider how to balance OSEP requirements with family capacity/needs.
		- Increase language capacity. Some families may prefer to read in another language other than English, even if they are comfortable speaking in English.
		- Some programs currently use data in limited ways, including sharing with their internal team (i.e. grant writer )