

**FAB Meeting #16 08/08/2019, 6:00-8:00 pm
Morris Koppelman Center (774 Saratoga Avenue)**

Attendance:

- 4 UB backbone staff (Dionne Grayman, Kassa Belay, Jason Ludwig, Danielle Augustine)
- 16 FAB members
- Three Prospective FAB members

Objectives:

- Reflect on “Old Timer’s Day’ violence
- Discuss FAB PD opportunities
- Share Discover Together Brownsville updates and reintroduce opportunities for FAB to participate
- Hone in on Early Intervention projects that UB should pursue

Meeting Takeaways

- FAB members reviewed 3 Early Intervention improvement projects proposed to close racial disparities in rates of African American and Hispanic children evaluated for Early Intervention from Brownsville compared to city-wide averages. The FAB responded to a series of questions designed to elicit criteria for success.

FAB members emphasized criteria that ensure **real time feedback on project performance** such as the use of short client facing surveys, consistently recommended **a priority for local residents as staff for projects** and suggested **outcome measures focused on how Brownsville families themselves experience changes** with the Early Intervention system.

Introduction Violence at “Old Timer’s Day” and Response

- FAB members reflected on the City’s response to Old Timer’s Day Violence:

City announces nearly \$9 million in new funding for Brownsville community

- \$5.3 million in capital funds
- \$3.24 million to build on the anti-violence and community-building efforts

already integrated into the Brownsville community

Capital Funds

1. \$5.2 million to renovate Brownsville Houses Community Center
2. \$140,000 for new NYPD security cameras and public lighting around the Brownsville Playground facility. Lighting will be fully installed by December 2019

Anti-violence and Community-building efforts

1. \$1 million in annual funding to expand the Crisis Management System violence disruption program in Brownsville's 73rd Precinct.
2. \$1 million to increase the capacity of the DOHMH's Neighborhood Health Action Center to prepare for and respond to incidents and systemic crises, including community violence, extreme weather, and environmental hazards, such as fires and building collapses.
3. \$590,000 for Brownsville Neighborhood YouthStat, a youth centered training in community organizing and engagement, peacemaking, and crime prevention through environmental design, and a suite of mental health and trauma response skills.
4. \$175,000 for a local police Mobile Trauma Unit, that provides access to available trauma resources to help reduce/prevent shooting incidents through swift, coordinated responses to immediate crisis incidents
5. \$576,000 to hire 12 additional staff for the Brownsville Recreation Center to provide additional recreational programming, expanded pool operating hours, and additional security.

- **FAB responses to the City's plan:**
 - There needs to be transport to get youth to and from events
 - Expand the ER and trauma center at Brookdale Hospital, because they are not physically able to handle mass shootings
 - I don't like the idea of more security cameras, but I would be curious to know whether there is any empirical evidence that they decrease violent crime
 - I think the term "mass shooting" definitely applies to incidents like the one in Brownsville. I also agree that the only reason it isn't referred to that way is because our gov't and media don't care if brown/poor people kill other brown people.
 - What is the 73rd Precinct's Crisis Management System

- There need to be more community outreach workers
- Need safe spaces for young men and women to go
- The Anti-violence and Community Building program needs community oversight and feedback to discuss where funds should be delegated
 - Community empowerment requires the community to have a say over their material conditions
- Missing: funding to re-engage people in community programs
- Money for agencies in the community to provide more services to prevent violence
- Where is the town hall to hear from people of Brownsville? Ask us what we want and need
- More crime prevention, more proactivity, less policing
- Work with community based organizations already in Brownsville
- Lack of community input. Just another excuse to harass the youth.
- What is the timeline? How long until Brownsville receives funds?

FAB Professional Development Opportunities

- [PENDING] Strive Together (2 FAB opportunities available):
 - The annual national convening of the collective impact network we *think we* are joining
 - Sep 11-13 in Washington, D.C.
- Zero to Three Conference (2 FAB opportunities available):
 - The annual conference of a national network of folks working in early childhood (many PAT members will attend)
 - Oct 2-4 in Ft. Lauderdale, FL
- More to come as we learn of them!
- UB will help you plan travel and accomodations and pay for:
 - Conference registration fees for one person
 - Airfare or other transit costs for one person to get to the conference, including shared Uber/Lyft to the airport
 - Hotel rooms for each night of the conference, including the night before the conference when necessary

- Up to \$70 in per diem costs to cover local travel and meals at the conference
- Print Business Cards for FAB members
- What your responsibilities will be to attend with UB:
 - Show up for travel, accommodations, and conference on time and participate fully in the conference or PD opportunity
 - Take notes during the conference and PD
 - Prepare a short (15 minute) presentation for the rest of the FAB to share your learnings and experience with the rest of the group
 - Take Pictures

Discover Together Brownsville Updates and News

Books for Brownsville Updates:

- Anti-bias training, Tuesday August 13 for those interested in participating
- Curriculum training at the end of the month
- Three B4B expert roundtables hosted - families and providers
 - Training/workshop curriculum under way
- FAB comments: do we have a social media presence to inform public once DTB projects officially launch

Learning Landscapes:

- Two Brownsville Grocery Store sites selected:
 - Cherry Valley: 381 Mother Gaston Blvd
 - Food Bazaar: 417 Junius St
- Dr. Brenna Hassigner-Das, Pace University will lead the evaluation process
- PAT Roles:
 - Credible Messengers promoting grocery stores with Learning Landscapes installations and distributing Books for Brownsville Family Tip Sheets
- LL campaign character selected:

Blake the Brownsville Bumblebee



Family Co-op:

- Registration now open: bit.ly/familycoop2019:



Early Intervention and UB: Bringing Equity to a Crucial Early Childhood Resource

- FAB members completed the following worksheets, offering their viewpoints on UB's proposed actions to improve equity in the Early Intervention program

FAB RESPONSES: EI Improvement Projects

Family Ambassadors

Brownsville community members with EI experience would provide support and guidance for families considering or referred to EI.

Secondary Drivers: Family misconceptions about EI, their role in it, and stigma; Provider bias/racism and family engagement strategies

If the Family Ambassador project is successful, it will look like this:

1. Who are the people/personnel involved in running or carrying out the project?

What are their ideal qualities and qualifications? What are their roles like?

- Every Program or provider has to have a person to follow up on the referral and that person has to know everything about rules from EI and what to do
- Peer
- Liaison from healthcare facility
- Had experience with EI in the last 5 years
- Certified community health workers and brownsville residents
- Roles: hold providers accountable, attend meetings with providers, and provide training/ offer resources to community and providers
- Roles: technical assistance to providers + coach to family, helping navigate EI process
- Role: mentor for families going through EI process
- Providers already working or living in Bville
- Parents who have gone through EI in the last 5 years
- People who are motivated and a strong presence in the community
- At home daycare providers
- Bi or Trilingual
- Must be able to pass SCR Background check
- Role: Follow up, accompany and serve as a support for families

2. How do we know if the people/personnel are doing their jobs well?

- With documents and files
- more kids have been enrolled in EI
- Surveys/feedback
- Steering committee
- Accountability
- Attending community meetings

3. What do the operations of the project look like day to day? How do we know if the project is well-run?

- Schedule follow up, keep track of work done for family
- Visiting/ calling different providers
- Providing guidance documents to families and providers
- Intake applications and a procedure that keeps track and measures progress

4. Who are the residents helped by the project? What impact does the project have on their experiences with Early Intervention?

- Helps: Families Actively involved in EI or interested in the program
- Impact: Access to liason that they don't have with provider
- We see more families that feel comfortable with referring their kids to EI and attitudes amongst prospective families become more positive

EI Improvement Projects What Would Success Look Like?

Evaluation Station

A community-based station that evaluators would come to on a regularly scheduled basis.

Secondary Driver: Evaluator shortages and delays

If the Evaluation Station project is successful, it will look like this:

**1. Who are the people/personnel involved in running or carrying out the project?
What are their ideal qualities and qualifications? What are their roles like?**

- People/personnel involved with service providers
- Educators
- Doctors, especially those specialized or knowledgeable in EI
- Their ideal qualities and qualification would be communication skills
- Should be parents themselves
- Many years of experience
- Unbiased and from Brownsville
- Centrally located
- Cultural awareness/competency
- Humility
- Occupational, Physical and Speech therapists
- Parents with children in EI and who live in Brownsville
- Patient and well spoken and respectful
- Make sure families are interested and aware of what to expect at the evaluation

2. How do we know if the people/personnel are doing their jobs well?

- We will know b/c evaluations will increase in our target demographics
- If they show concern, follow up with families, give productive feedback, show willingness to see changes in a child's life, and show dedication
- Follow up calls to families to see whether they are happy with the providers
- Phone calls and provide help or resources to the families
- Suggestion boxes and survey follow up phone call

3. What do the operations of the project look like day to day? How do we know if the project is well-run?

- Stations will have appointment times--we will know the project is well-run if stations keep to the scheduled appointments and have respect for families
- Having appointments at different times: some evenings and weekends
- Getting feedback from parents about their experience: did they feel they were treated with respect
- Should be inviting and comfortable
- Families have little wait time
- Schedule is clear to providers
- Small groups held depending on number of families

4. Who are the residents helped by the project? What impact does the project have on their experiences with Early Intervention?

- Helps: families with children with disabilities
- Impact: ensuring families that the results of EI will not follow their kids into school system
- Helps residents with children who may be experiencing/ demonstrating developmental delays but who haven't been getting referrals, support, services
- Hopefully people are more likely to follow up and continue with EI services because it will become easier to access services and information
- Helps families w/o knowledge of EI and who are unsure of the outcome
- Impact: Families will spread the word about the great services received and more families will be willing to come. Stigmas and reservations about EI will be changed

EI Improvement Projects What Would Success Look Like?

Referral Follow Ups

Standardize the way providers follow up with families and, where possible, EI, to assist them through the system

Secondary Driver: Inconsistent provider follow up on referrals

If the Referral Follow Ups project is successful, it will look like this:

1. Who are the people/personnel involved in running or carrying out the project?

What are their ideal qualities and qualifications? What are their roles like?

- Someone trained in EI who works with providers or is a provider of the same office
 - Should be only directly responsible for EI
- Someone from the community
- Role: Follow up on referrals

2. How do we know if the people/personnel are doing their jobs well?

- If they follow up on the referrals
- If they are from Brownsville

3. What do the operations of the project look like day to day? How do we know if the project is well-run?

- If the feedback and results show an improved rate of evaluations
- Workshops at school programs and PTA meetings
- A person from Brownsville who follows up with a team of people to make sure resources are {illegible}
- Someone at a provider's office making several follow ups
- Health insurance company following up similar to dentist or ADHD follow up

4. Who are the residents helped by the project? What impact does the project have on their experiences with Early Intervention?

Reality Check Survey Results

FAB members rated this meeting very highly overall, with the highest ratings for feeling positive about involvement, identifying objectives, and following up on previous meetings. The lowest ratings were for next steps and decision-making. Written comments indicated enthusiasm for identifying projects to bring equity to Early Intervention (EI) in Brownsville, though there was some concern about not having enough time during the meeting.



FAB Reality Check Average Answers

