

February 19 Steering Committee

Link to presentation slides used during meeting:

https://drive.google.com/open?id=1ZdZVHR8u7BN3DjoU39gq3wSn-g_ckVK-SyMyKUAirVc

Time	Description of Activity	Summary Notes/Share Out Notes
9:00	<p>Welcome</p> <ul style="list-style-type: none"> ● Acknowledgement of tribal lands ● Introductions - one word, word cloud ● Agenda review ● High level landscape overview - where are we in the process now? (our process, Legislature, DCYF strategic plan, etc.) 	<p>* Lots of other planning work going on. Recent release of DCYF strategic plan draft. DCYF Plan is an agency specific plan. Intent is that DCYF plan and our plan will be complimentary. Our plan will address broader early learning system.</p> <p>* Meetings with IPEL tomorrow.</p> <p>One Word: Adaptive, possibilities, progress, family, community, hopeful, dads, babies, hopeful, seeking, sunshine, anticipation, driven, joyful, focused, optimistic, inspired, awareness, opportunity, cheerful, disrupt, community</p>
9:30	<p>Connections Activity</p> <ol style="list-style-type: none"> 1. Individually, think about the development of and the work completed by the SC over the past 6 months (has it been 5 months?) What are one or two strengths of the SC that have emerged? How can we continue to co-create ELP 2.0 in a way that lifts up and builds upon these strengths? 2. Find a trio. Share insights to these questions. 	<p>Selected Sharing</p> <p>Intentionality around equity; participation from different sectors; still a need for increased representation from all groups; need for broader engagement that will effect actual work and has desired impact on families; diversity in room (regions, racial/ethnic, state and local); how to use participants here to reach broader communities (like rural communities); could dive deeper into some hard subjects; process raises voices that are not often heard; appreciate focus on equity</p>
9:45	<p>Community Agreements</p> <ul style="list-style-type: none"> ● Include Elevating Voices protocol idea 	<p>Selected Sharing</p> <p>Suggestion for adding language to new agreement: Amplify parent and provider “...speak first <u>and last.</u>” This applies to individuals who play multiple of roles – i.e. if someone is a parent but plays other roles they should feel free to speak if moved by their parent role. Need to edit the statement regarding Children “at our core.”</p>
10:00	<p>Vision & Values</p> <ul style="list-style-type: none"> ● Removed word “will” removed from vision ● Created a glossary to support ease and understanding of commonly used terms. <p>Activity:</p>	<p>Discussion about focus on racial equity in vision statement. Focus on racial equity was intentional, without explicit focus on race those inequities will not be addressed. Also, when racial equities are addressed it lifts up other populations that are marginalized. Suggestion: There could be an explanation about the focus on racial equity as a preamble.</p>

	<ul style="list-style-type: none"> ● Ask group to review for clarity and understanding. ● Ask group to jot down questions/edits on a glossary 	
10:15	Break for 10 mins	
10:25	<p>Needs Assessment</p> <ul style="list-style-type: none"> ● Brief reminder of process to create draft + overview of needs assessment ● Small group conversation <ul style="list-style-type: none"> ➢ Are there gaps in the needs assessment that are not captured in the “gaps in data” table? What are they, and why do they matter? ➢ Are there key statements or interpretations of data in the report that don’t resonate? What are they, and how might they be adjusted or amended? ● Report out 	<p><i>Healthy Children and Families</i> Question about 3500 children 5 and under are at risk of complex trauma. Several said this number seems low. It was noted this is only people who received ECLIPSE services. Text should explain the different types of trauma children are exposed to – i.e. exposure to homelessness and substance abuse. Make it clear that many more children are impacted by different types of trauma. Concern about using term “complex trauma”. That has specific meaning.</p> <p><i>Strong Stable families</i> Could we include more about family composition. What are families struggling with? Should include some data that describes what families are dealing with. Large number of men supporting their families through child support system. Can we call out the needs of boys – incarceration rates, mental health rates, etc. This section seems to fall flat. No reference to United Way’s ALICE work – should incorporate WA state data. There should be some identification of bright spots – what’s working well in child and family domains. There are lots of local/community bright spots that are not necessarily statewide programs. We need to not just talk about disparities and gaps. Is there data regarding multi-lingual language?</p> <p><i>Positive Early Learning Experiences</i> ECLIPSE number is annual, and for children up to age 6. FFN – could back into number for FFN providers by taking # of children 0-5, and back out those FFN providers receiving subsidy – and assuming some FFN providers take care of multiple children – develop a range</p> <p><i>Empowered Communities</i> Data is coded in such a way that does not allow for disaggregation. Aligned standards does not support quality. Workforce would not agree that it is supporting quality.</p> <p><i>Supported Workforce</i> Whenever we discuss compensation we should also mention benefits (health, retirement, etc.). What is profile of workforce in terms of full compensation?</p>

		<p>Seventy percent of workforce is eligible for public assistance. Include the annual cost of running a childcare program. What are needs of multi-lingual workers?</p> <p>Overarching comment: Document needs to highlight the strengths and accomplishments of families and communities. We could use vignettes to tell some of those “strength” stories. Could use pictures.</p>
12:00	Lunch	
12:30	<p>Strategic Planning Process</p> <ul style="list-style-type: none"> ● Framing of Work Group event and outcomes ● Process for generating goals and strategies ● Learnings from the first workshop ● SC members share experience ● Questions and Answers - what would they like to know more about? 	<ul style="list-style-type: none"> * Presented overview of Strategic Plan. Need to decide on name of the plan. More of a roadmap than strategic plan. * Center of graphic should have vision statement. It could also incorporate all of the colors from the five frames. * ELP 2.0 varies from the 1.0 experience because of its focus on inequities, backed up by quantitative data and the stories we’ve heard from communities and families * As draft strategies come from work groups, DCYF will determine if there are gaps based on what the department is already doing, is committed or required to do. Examples could be: maternal health supports, early learning facilities. DCYF will be very transparent about those strategies they add. * Also, there are other processes being used to develop strategies – IPEL and OSPI internal group * SC member reported that equity was described as a core value at workshop, but there wasn’t level-setting for what equity means. Some groups got hung up on lack of clarity about equity. Also, some individuals did not receive communication about why they were not chosen. Some may not have received invitations. * We need to make sure there are parent voices in all work groups. * Some people who were not able to attend the first workshop are being invited to attend the second workshop. It will require some catch-up to familiarize them with group’s work. * Some content experts, even if they are new to process, could help in the drafting of strategies. * Issues of equity can get lost if it’s spread across all strategies, if there isn’t a specific equity plan or strategy.
1:05	<p>Strategic Plan Outreach</p> <ul style="list-style-type: none"> ● Test idea of engaging Work Group and Steering Committee members in outreach 	<ul style="list-style-type: none"> * Explanation of limitations on budget resources for the next phase of outreach. * Prioritize the limited resources for hard to reach communities

	<ul style="list-style-type: none"> • Ask members for thoughts about how to structure the conversations and how to collect feedback • What context would people need to make sense of this? • Could be small group discussions or could ask members to write down responses to questions 	<ul style="list-style-type: none"> * Funding from PDG 2.0 cannot be spent until plan and Needs Assessment are submitted to Feds * What is review process for plan within the Department? Not defined yet but it will need leadership review. There will also need to be discussion with leaders of other partner agencies to confirm that they endorse and/or support working on implementation of the plan for strategies that fall within their fields. * Five-year plan, in part because we don't know what we don't know. Dept wants to keep plan alive after it is submitted to the Feds. * Missing March Steering Committee meeting – March 25th is next meeting * What do we mean about dedicated funds to Hard to Reach Communities? First, who are those communities? Work with folks to provide resources for food and facility costs. Money will be available as long as it lasts. * Do written questions mirror what would be in the online survey? <p>Report Out Highlights</p> <ul style="list-style-type: none"> * Agree with prioritization of resources to hard to reach communities. Tailor facilitation to each community. Money to travel to rural areas – communities with no wi-fi. Teen parents, mono-lingual providers, immigrant and refugee families, looking to support focus groups, * Could use live interpretation if documents can't be translated to many languages. * Presenting all goals and strategies from all five chapters may be too much. Maybe present one chapter depending on a group's interest/expertise. * Can we use STARS hours for providers to participate? Not realistic for them to attend weekend meetings without compensation. <p>SC members volunteered to create a sub group to keep thinking about this approach: Paula, Rachel, Nimco, Sandy, Kyle, Sally, Rio</p>
2:15	<p>Closing</p> <ul style="list-style-type: none"> • Next steps • Gratitude • Reflection forms 	
2:30	<p>Adjourn</p>	