

## 10/2/19 JTF Strategic Planning Kick-Off Minutes

Note: The following is a draft synthesis of the chart paper notes from this meeting

- I. Planning Period
  - a. 5 year (9)
    - i. Lines up with other plans (integrated mental health)- aligning with trauma informed policies move beyond health
    - ii. Can inform next CCDF
    - iii. PDG renewal is 3 yr.
    - iv. Help inform election, will span across administration- lasts through administration transitions, engage AECCC to support
    - v. Opportunity for increased data tracking
    - vi. Opportunity to develop more effective messaging
    - vii. Lasts longer than funding
    - viii. Built in stability
  - b. 5 year plan with 10 year long term goals (north star goals)
    - i. Would like to call it a strategic direction with 1, 3, and 5 year benchmarks and 10 year North Star goals. Every few years after re-evaluate, check commitments, status and direction
    - ii. Appropriate time frame- not strong enough system yet for a 3 year plan. 10 feels too long without targets. 5 year is achievable.
    - iii. Make it a living document
- II. Who are the stakeholders
  - a. Families- children, dads, grandparents, parents, foster parents
  - b. Child care providers, head starts, ECE admin/teachers
  - c. Education- University, Educational foundations, School board members, vocational organizations, parents as teachers
  - d. Government- Legislation, government offices, AECCC, dept. of labor, Social workers (OCS, tribal), commissioners
  - e. Other funders? – Rasmussen, Mental health trust, workplace investments
  - f. Business
  - g. Healthcare- providers, mental health providers
  - h. Faith based organizations
  - i. Underserved populations
- III. Level of engagement
  - a. Empower- Legislation, families, tribal leaders, advisory boards, A2Pw
  - b. Collaborate- Direct service, teachers, behavioral health, families, children, parents/grandparents, RockMatsu, ECCS, AEYC
  - c. Consult- OCS, local government, university
  - d. Inform/consult- legislation
  - e. Collab/empower- AECCC
  - f. Consult/collaborate- social workers
- IV. How to engage

- a. Community dialog platform
    - i. Engaging takes time, telling stories
    - ii. Look for out of the box ways to engage/inform
    - iii. Invite those not at the table
  - b. Survey monkey, email correspondence, face to face meetings, GoToMeeting technology
  - c. Messages will be different depending on the stakeholder group
  - d. Use existing community structures
- V. Guiding Principles
- a. Multiculturalism
    - i. Incorporate Alaska Native & American Indian traditional ways of knowing, doing, being- 5
    - ii. Respect for all cultures (120 languages now in Alaska Schools)- 2
    - iii. Cultural Responsive/equity- 4
    - iv. Voice- “being”, for us by us, our way- something Alaskan’s made for Alaska- 1
    - v. Respect for all cultures/cultural responsiveness- 2
  - b. Holistic approach
    - i. Development is integrated, interdependent, influenced by family & cultural context- 3
    - ii. Whole Child/family, multi-generational-centered- 4
    - iii. Children/families are the center of our work- 1
  - c. Goal driven
    - i. Tack progress, ensure transparency- 1
    - ii. Set bold/achievable goals- 1
    - iii. Set achievable goals- results focused- track progress, data collection, accountability- 3
  - d. Collaboration/coordination
    - i. Cross sector collaboration- 1
    - ii. Collaborative respectful Partnerships- 4
    - iii. ECE professionals are committed, dedicated, and well supported in working w/children & families- 1
    - iv. Collaborative & coordinated partnerships to maximize efficiencies and promote cost savings- 2
  - e. Other
    - i. Invest early- 3
    - ii. Strengths based- 6
    - iii. Informed by data, research, evidence, & promising practices- 1
    - iv. Ensure equity of opportunity for all children & families- 2
    - v. Quality matters- 1
    - vi. Children are competent learners & citizens with rights- 4
    - vii. Parents & families are champions and the most important people in children’s lives- 0
    - viii. Play is a right; a key learning pathway in the lives of a child- 5
    - ix. Story, metaphor, image- 0
- VI. Existing Strategic Plans

- a. Oregon-
  - i. “whole child health”
  - ii. Missing workforce and evaluation
  - iii. Simple goals
  - iv. Highlight on system
  - v. Add taglines- culture responsive & family centered
- b. Ireland. North Carolina, Australia
  - i. Liked the values
  - ii. New mix and bold tribal contributions
- c. General themes
  - i. Family and Child
    - 1. Children and families in center supported by government, environment, relationships
    - 2. Concern with use of “system” as the core, rather than children & families
    - 3. Family centered, family driven, education/learning (family, caregiver, teachers)
    - 4. Child centered- used children’s words
    - 5. Child well-being & learning
    - 6. Children thriving- growing into self-sufficient adults, consumers, workforce, not in the criminal justice system
  - ii. Emphasis on support
  - iii. Healthy beginnings matter to 4<sup>th</sup> grade reading scores
  - iv. Stuck on visuals- didn’t necessarily like any of them
  - v. Not necessarily system focused- could not get the audience we want to engage
  - vi. Think about who it is for, “they whys”, support those asking the whys
  - vii. Cultural importance- including diversity

## Summary Level Notes – 10/2/19

The Joint Task Force (JTF) met on 10/2/19 and members provided input on the timeframe of the plan, how to best frame the strategic plan, a review of other state and country early childhood plans, the identification of principles, and a focused conversation about stakeholder engagement. A complete summary of this input can be found in a separate notes document. The following provides a high-level summary of key topics that can inform the next steps in the strategic planning process:

1. **Plan Length:** Alaska’s Early Childhood Strategic Plan should include a ten year “north-star” vision, the plan will be five years in length and benchmarks at 1 and 3 years
2. **Frame:** Elements of the strategic plan frame were discussed. There was general consensus about the following:
  - Families should be a focus of the plan supported by the system
  - Children with the most needs served first
  - Children thrive in healthy, strong families and communities; they become self-sufficient adults in the workforce and have fewer interactions in the criminal justice system
  - Healthy beginnings matter to 4<sup>th</sup> grade reading scores
  - Cultural importance, including diversity
3. **Principles:** A review of Ireland, North Carolina, Australia, New Mexico and Oregon plans included discussions about how to frame Alaska’s strategic plan. This was followed by a group prioritization resulting in 8 most preferred principle statements:
  - Play is a right and a key learning pathway in the lives of children
  - Informed by data, research, evidence and promising practices (maximize brain development)
  - Incorporate Alaska Native and American Indian traditional ways of knowing, doing and being
  - Strengths based
  - Whole child/family, multi-generational centered
  - Children are competent learners and citizens with rights
  - Collaborative, respectful partnerships
  - Culturally responsive/equity
4. **Stakeholder engagement:** A focused conversation about stakeholder engagement identified parents and families as a key audience that we would like to hear from during the strategic planning process, and that we should consider ways to leverage technology to expand our reach. We also know that the people involved in the system should be consulted. The stakeholder engagement process is beginning now and a separate plan document for that process can be referenced for more detail.