



UEY TASK GROUP (Interim Name!)

Next Meeting: January 5th 2006. Time to be determined

IMMEDIATE ACTIONS

- Prepare a short UEY brief- Stephanie
- Review the PLAY-Community Council Agreement- Mabel Jean and Michele
- Review Conflict of Interest Guidelines- Mabel Jean and Michele
- Determine a Office Location for the project- Everyone
- Find Answers to Questions Raised- Stephanie
- Provide a list of the materials available on UEY etc.- Stephanie

In Attendance: Daphne Macnaughton (for Marlene Dergousoff), Kathryn Akehurst, Carolyn Vincent, Janet Donald, Mauve Lydon, Alison Preece, Michele Fryer, Jan White, Enid Eliot (for Veronica Pacini-Ketchabaw), Samantha Etzel, Mabel Jean Rawlins-Brannan, Charles Burnett, Jackie Behrens, Stephanie Gabel

Apologies: Anita Ferriss, Denis Harrigan, Judi Stevenson

Agenda

1. Introductions
2. Report on Ottawa Orientation
3. Sharing Questions about UEY and EDI
4. Roles and Responsibilities
 - Mabel Jean
 - PLAY
5. Conflict of Interest Guidelines
6. Communications
7. EDI Preparations
8. Location of the Office for the UEY coordinator
9. Work Plan Discussion

Agenda Amendments: Discussions on EDI Preparations and the Workplan were removed due to lack of time and a need to have a more informal discussion on the UEY project.



1. INTRODUCTIONS

All attendees spent a minute introducing themselves. Refer to the UEY Contact Sheet for the contact info of each of the UEY Task Group members.

2. REPORT ON OTTAWA ORIENTATION

Michele Fryer and Stephanie Gabel reported on their orientation session held in Ottawa on November 16-17 with Social Development Canada. They stated that the session was useful, that they received practical tools and information that can be shared with the coalition (eg. Video on the EDI, powerpoint presentations on UEY and the EDI, publications from other UEY sites), a promise of support from Social Development Canada, created contacts and networks with UEY communities in BC and across Canada. SDC indicated that our coalition can name the project locally as we see appropriate and do not have to call the project UEY (understanding the early years).

3. SHARING QUESTIONS ABOUT UEY AND EDI

Throughout the course of our discussion of the orientation session, many group members had questions to share and discuss. These questions are found in appendix one, with remarks, responses and clarification notes to be disseminated when completed. Other discussion points raised were:

- the importance of using research for mobilisation and celebration not just for research and data
- shifts in funding from youth to early years
- a framework plan for how we will work together as a coalition, outlining current regional and national initiatives, showing where we are drawing upon and pictures and stories already going on here will be shared in January from our November PLAY session.

4. ROLES AND RESPONSIBILITIES

Mabel Jean, director of the Community Social Planning Council (abbreviated to the Community Council) the legal sponsor for the UEY, gave a short explanation of their role and activities to date. She informed the group that we received the first cheque from SDC and that the only expenses to date were from the costs incurred for the hiring process.



Mabel Jean informed us that we have a budget established for three years, until 2008. In reference to this years budget (until March 31, 2006), there was the assumption that we would have started in October so we have money that needs to be spent by that time. However, she stated that we need to plan for our spending and much of this work still needs to be done. There are only a few fixed costs, and there is some flexibility between budget categories that we can work with. One means to ensure we do not decommit money from our budget this year, SDC has suggested that the costs to cover the teachers leave to complete the EDI (education development instrument) in February could come from our budget and we can apply back for this money for next year. We need to find out what the expense is going to be for teachers so we can do the budget amendment.

The Community Council has overviewed the contract reports during the site visit by Karl El-Koura and Liz Nieman from SDC on November 29th to ensure proper accounting procedures are in place, to clarify contracting processes etc. Mabel Jean shared her concern that often little time is given to communities to respond to Funders demands given on short notice. She stated she was prepared to take the Feds to task to ensure the community needs were prioritised.

Mabel Jean and Stephanie will be taking time to think about what needs to be done in the project this year and re-examine the budget in this light.

Question: What should the role of the UEY Task Group be re: the budget?

Mabel Jean also handed out copies of a proposed agreement between PLAY and the Community Council. The intent of the agreement is to ensure good governance, accountability and to ensure the steering of the project is held by PLAY and the Task Group. It is based on what has been used with other partners. It was acknowledged that some aspects of the relationships may change and that we will know more by March as discussions at the organisation level may influence changes. As the sponsoring agency, the Community Council is legally responsible to UEY but recognises it is PLAY they are accountable to. The Community Council takes on the role of sponsor only in initiatives that fit within the focus and mandate of their organisation.

Action: Mabel Jean and Michele will review the agreement and bring it back to the group for discussion and approval.



5. CONFLICT OF INTEREST GUIDELINES

Michele initiated the discussion of the conflict of interest guidelines that were developed for PLAY by Dulcie McCullen (?). The guidelines fit within the management of PLAY and are used when PLAY does their budget planning. In particular, for those who are going to possibly financially benefit from the project, we will rely on these guidelines for direction. The guidelines outline a process for conflict of interest on contracting. There was mentioned that a veto power may be necessary and it was suggested that Mabel Jean might sit on the Leadership Task Group to play such a role as the Community Council will be signing contracts.

Action: Mabel Jean and Michele will review the guideline documents and present back.

6. COMMUNICATIONS

Stephanie had a few questions as the coordinator for the UEY project. She wanted to discuss and create clarity particularly on matters of lines of communication.

It was suggested:

- that the development of the workplan would help clarify communication and decision making processes.
- That documents get posted on the PLAY website, including minutes
- A need to clarify the differences between PLAY, UEY and Success by 6
- That we think about how we will let the wider community know about the UEY and the work we do
- That the subject line of UEY Task Group emails be determined
- That we discuss and decide on the name of our task group (one suggestion was PLAYMOBILE)
- That we think about the messaging we want to send out- this should be considered too when we discuss the name of the Task Group
- Need to avoid confusion

7. OFFICE LOCATION FOR THE UEY PROJECT

The UEY project has yet an official office location. At present, Stephanie is working from the office of the Community Council located near Fort and Cook Streets. Discussion centred on where the best place for the project should be that would represent PLAY and the project.



It was suggested that the office could both rotate in terms of what district it is located in, but also the type of organisation. Suggestions included:

- Within a school (within school district 61 as it is centrally located)
- Libraries
- Recreation centres
- Community Centres and Neighbourhood Houses
- Public Health Centre at Makenzie and Quadra? Or Cook?)
- Child Care Referral office
- Community Service offices
- Groundworks

The project has funding to set up office, hire an administrative assistant etc. It was left to Stephanie to follow some leads up. We could look at what else we are able to offer to those who house the project. Suggestion was also made that we could create PLAY information racks at various sites in each of the districts.

Appendix 1

Questions	Initial Responses
Why did SDC fund us?	
Do we have a sample of the Parent-Child Survey?	
Can we add questions to the EDI and the Parent Child Survey?	
What is the role of the FED's	
What is our role?	
How does our role and the role of the Feds interact?	
What is the role of the coordinator to get input on, and influence analysis?	
How long will it take to get reports back?	
Who develops the action plans?	
What is the role of the community? The Task Group? And how is that decided?	
How are communities	

influenced by the PLAY and UEY research?	
How do we make sure that kids are considered first in planning for in our growing communities?	
What does the UEY look like in other Communities? What kind of actions have they taken?	
What communities overlap with Samantha Etzel's community in Tsawout?	
What kind of structure should UEY have to be able to communicate to communities?	
How will resources and funds be allocated and accessed at the community level through UEY?	
How will we track what happens to determine if UEY had an impact/influence?	
What can we learn from national level initiatives?	
Are the first rounds of the EDI going to be looked at? And in the context of the upcoming EDI's to find out what changes have taken place?	
Who has input on the budget?	
What was the expense of paying for teachers leave for the EDI the last time it occurred?	
If the EDI gets expanded, can money be put aside in the budget to include other schools? Eg. To include First Nation schools?	