



Early Years Research Task Group
January 5th

Next Meeting: January 24th, 9:30am to 11am

CURRENT ACTIVITIES

- 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: Carolyn Vincent, Janet Donald, Michele Fryer, Mabel Jean Rawlins-Brannan, Veronica Pacini-Ketchaba, Alison Preece, Jan White, Stephanie Gabel

Agenda

1. Introductions
2. Follow Up from Last Meeting
 - PLAY-Community Council Agreement
 - Conflict of Interest Guidelines
 - Office Location
 - UEY Information
 - Responses to questions raised at last meeting
3. Overview and discussion of UEY project
4. Task Group Work Plan Preparation
5. Set Regular Meeting Time

Agenda Amendments: A second meeting for January 24 was set to allow more time for discussion of the UEY project and formulation of a workplan as time was insufficient.

1. INTRODUCTIONS

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



2. FOLLOW UP FROM LAST MEETING

PLAY-Community Council Agreement & Conflict of Interest Guidelines- this work is still in progress. Mabel Jean and Michele Fryer are working on this. Issues that still need to be addressed concern: intellectual property, data sharing and ownership, as well as clarification between the roles of the Community Council and PLAY

Office space suggestions have been coming in- the James Bay Community Project, Lampson and Macauley schools, Beacon Services and the Community Council are possible leads. Others are appreciated.

Stephanie prepared a summary of the UEY for the meeting. She will continue to address information needs of the group, as well as questions raised over the next few weeks.

2. OVERVIEW AND DISCUSSION OF UEY PROJECT

Stephanie prepared a short document that gave an overview of the UEY project and its components. This generated significant discussion among the group, especially in regards to the need for situating the project in our own local context. Rich reflection and discussion was shared on the term 'readiness to learn'. In fact, there was such articulate and passionate ideas shared, I wish I had my tape recorder! Ideas and discussion points included:

- Goals of the project have a concrete focus
- How we can bring in the general public
- Focus on the inherent value of children in our communities
- Focus on the future importance of children and their contribution to the economy
- Think about how to engage those who don't think about children
- Be strategic in our communications- reach various audiences, tailor our messages to different audiences where appropriate
- Re-engage those already in the ECD field
- Development of a research framework to guide our process
- Ready-Set-Learn- concern raised that adoption of pre-screening for 'school readiness' like that going on in the United States
- Assessment focus means we are determining and making assumptions first, without listening to the child
- Host forums and sessions to bring this discussion we are having to others
- Our contribution might be to critique widely held assumptions and terminology and contribute to deepening the discourse on early years and 'readiness to learn'
- Desire to work along side our First Nations communities



- Jessica Ball is engaged in many research activities with First Nations communities and may have information on the EDI and First Nations
- Develop our workplan

We ran out of time before we finished reviewing the UEY project pieces and it was decided we would meet again within the month to continue discussion on the UEY and to formulate the beginnings of our work plan.

Here are some thoughts shared by Michele Fryer, sent in an email, shortly after our meeting:

“Children are born ready to learn. Children are naturally curious beings who are motivated to make sense of the world around them. The brain is the only organ that is not fully formed at birth. During the first 3 years, trillions of connections between brain cells are being made. A child’s relationships and experiences during the early years greatly influence how her brain grows.

Children learn best through their **everyday experiences with the people they love and trust, and when the learning is fun.**”

Thanks Michele!!



Early Years Research Task Group: January 24

Next Meeting: February 21, 9:30am to 11:00

CURRENT ACTIVITIES

- Review the PLAY-Community Council Agreement- Mabel Jean and Michele
- Review Conflict of Interest Guidelines- Mabel Jean and Michele
- Draft Work Plan and Terms of Reference- stephanie

In Attendance: Veronica Pacini-Ketchaba, Alison Preece, Carol Antoine, Jan White, Charles Burnett, Carolyn Vincent, Daphne Macnaughton, Anita Ferriss, Janet Donald, Mabel Jean Rawlins-Brannan, Stephanie Gabel

Regrets: Brian Fox, Samantha Etzel

AGENDA

1. Introductions
- everyone
2. Introductions and Overview of UEY application by Nil/Tu,O and vision for the First Nation communities- Carol Antoine and Samantha Etzel (15 minutes)
3. Discussion of UEY Project- pick up from last meeting (20 minutes)
4. Workplan (45 minutes)
- Role of Task Group
- Prepare a work plan

2. INTRODUCTIONS FROM CAROL ANTOINE OF NIL/TU,O

Carol Antoine has worked with BC assessment for 30 years and has been working with Nil/Tu,O for the past year. Carol prepared a UEY proposal that focused on cultural integration into early years work and daycare. Nil/Tu,O has a local responsibility to work with nine First Nations bands in the region. They requested resources to pursue a project which was culturally sensitive and supportive of their community's needs, and for



community mapping. The missing piece from the proposal was the Early Development Instrument (EDI).

Carol's introduction generated the following points of discussion:

- a. Nil,Tu,O is partnering with Malaspina College on developing strategies for families with children with FSDA
- b. Question raised as to whether other UEY sites include First Nations. Carol mentioned Chiliwack
- c. We have the opportunity to grapple with some of the most challenging issues
- d. Kids are ready to learn but not necessarily ready to enter formal schooling the way it is currently set up. This task group could tackle these kinds of concerns- have the courage to take them on and address them
- d. Catch 22 situation- on the one hand, mapping is a powerful tool that offers a clear image, yet on the other hand, there is worry about the ownership and use of this information
- e. We have the responsibility to 'interpret' the outcomes and be flexible and creative.
- f. Know what areas of the UEY project are 'wiggable'. How much room to maouver? Create a local discourse, determine what contributions we could make to this. Clarify what the issues are, what they are not eg. History of residential schools and the EDI.
- g. Is the UEY project the best way to get at a discussion of this kind?
- h. Anita informed the group that Camosun just got funds to create a Centre of Excellence for health and learning in early childhood. And Alison's department received the same funding but will focus on youth.
- i. Need to identify what other resources we have to work with- and support and commit as a group to applications First Nations can apply for in early childhood.
- j. Always ask the question: What are the implications for First Nations children?**

3. UEY PROJECT OVERVIEW

The group briefly went over the last two areas of the UEY project is funding us for: mapping and an action plan. This discussion will get picked up again when we do our planning and consultation work.

4. PREPARING A WORKPLAN

The task group still needs to prepare a workplan and terms of reference. It was decided that Stephanie would draft a terms of reference for the group, and propose a workplan that would come back to the task group for review.

Discussion Points:

A. Voice and Inclusion

- Have voices of young children heard
- The knowledge of those within the field are heard (preschool workers, schools in ec
- Voices- we are women speaking at this table about children. We are talking about families and community issues and these are also economic issues, not just warm, fuzzy talk about taking care of kids
- identify who else should be at the table

B. Project Governance and Planning

- What does our UEY requirements allow?
- Develop priorities and focus
- Prepare a terms of reference
- identify the objectives of this task group

C. Possible Activities and Roles of the Task Group

- hold community forums
- design communications plan
- hiring of consultants
- input into analysis

D. Considerations for Research and Project Outcomes

- The So What Factor- what does our work, outcomes and products mean to the community? What benefits? What actions?
- Reports be tangible and that communities can use
- Identify what works in our community
- explore the slices of diversity that make up our community
- reaching those who want to mobilise (0-5 is such a small window- need ways to reach- by personalising the issues, thinking about yourself as a child)
- identify where the links are within our group and how we can strengthen them (eg. Canadian Council on Learning, BC Health and Learning Knowledge Centres at Camosun and UVIC)
- identify what Aboriginal communities want and for what purposes- and how we can help. Clarify the bigger picture.



Early Years Research Task Group: February 21

Next Meeting: April 18th, 9:30am to 11:30

CURRENT ACTIVITIES

- Review the PLAY-Community Council Agreement- Mabel Jean and Michele
- Review Conflict of Interest Guidelines- Mabel Jean and Michele
- Preparations for a Planning and Consultation Process- Planning Sub-Committee
- Draft Terms of Reference- Stephanie
- Draft Research Framework Template- Stephanie
- Prepare job description for a research assistant- Stephanie
- Preparations for New Office Location at the Esquimalt Health Unit- Stephanie, Michele, Community Council

In Attendance: Carolyn Vincent, Anita Ferriss, Janet Donald, Michele Fryer, Mabel Jean Rawlins-Brannan, Stephanie Gabel

Regrets: Veronica Pacini-Ketchaba, Alison Preece, Jan White, Brian Fox, Samantha Etzel, Carol Antoine, Denis Harrigan, Daphne Macnaughton, Marlene Dergousoff

AGENDA

1. UEY Project Update
2. Work Plan Session
3. Set Regular Meeting Time

1. UEY PROJECT UPDATE

Stephanie provided members with an update on the UEY budget and amendment that was being prepared for HRSDC (Human Resources & Social Development Canada). Details were contained in the document (UEY Task Group- Proposal for Work Plan) circulated on February 19th.



2. WORK PLAN SESSION

Stephanie proposed a sketch of a workplan for the task group. It included:

1. Preparing Immediate Contract Work
2. Establishing terms of Reference
3. Developing a Research Framework
4. Dedicating a meeting to discuss and design a communications strategy/plan
5. Dedicate a meeting to review the budget and contract obligations
6. Hold community forum

The list was not discussed in detail. Request was made to have Stephanie prepare a draft terms of reference, and a draft template for a research framework. These will be discussed at the next Research Task Group meeting in April. The focus of the meeting centred on discussion of the contracts.

Several contracts were proposed in the document circulated to members on Feb 20th. Each were discussed and reviewed. It was anticipated that these contracts would go out as soon as possible with completion dates before year end, March 31st to lessen the amount of unspent funds the project is incurring due to the late start up date. After suggestions made at the meeting, and further consideration, Stephanie made some changes to each of the contract proposals. Stephanie contacted each of the group members to bounce off the changes and the status of each is summarised below.

A. Designing and Implementing a Broad Planning and Consultation Process for UEY

A sub-committee of the Research Task Group has been proposed to focus attention on hiring a consultant to work with Stephanie to design and implement a consultation process to get input from our PLAY members and other identified stakeholders.

This committee will also review a communications plan proposed by Carol Antoine and supported by other Research Task Group members. The objective of the plan is to facilitate a community process to bring together Aboriginal early childhood professionals to discuss a strategy to facilitate dialogue in communities on families and children and to present the strategy to each of the Chief and Councils of the nine nations in our region.

The purpose of having a separate sub-committee for this purpose is to allow those who have a specific interest in planning and consultation to work together. Our group does not have a terms of reference yet and it is not clear that this is what all members of the group



would want to participate in. It is to be established where this committee best fits into the work of the Task Group, and whether it is an interim committee or otherwise.

A brief on the new sub-committee and communications plan will be circulated separately.

Anyone interested in this committee is welcome to attend the scheduled meeting for March 21.

B. Initiating a Consultation Process for First Nations and Aboriginal Involvement

There was agreement that this was an important area we needed to work on. Discussion focused on developing a plan to prepare for consultation. Since this discussion, Stephanie and Carol met to discuss Carol's proposal for a communications plan which specifically addresses the intent of this contract. This will be discussed within the Planning and Consultation Sub-Committee.

C. Literature Review on Planning and Design for Families and Children

Members were interested in the possible value a literature review of this kind might provide. Michele suggested that in addition to such a review, that we also review the plans and strategies of other UEY sites and that this could be a smaller separate contract.

There was a suggestion that a research assistant might be useful at this time that could assist Stephanie in various areas where she needs support. Stephanie recommended and discussed with members after the meeting that she would hire a research assistant to scan the literature on planning and design, and to prepare a short review of the UEY site plans, as well several other information needs required. A draft of the position is being prepared and will be circulated to the Task Group.

D. UEY-PLAY Promotional Materials

The proposal to enhance PLAY letterhead and create PLAY-UEY power point slides was discussed. Clarification was made that the materials would not include any additional messaging, but would entail graphic and visual enhancements only, and that the materials would be specific to PLAY, not just UEY. It was agreed that Atomic Crayon would do this work to be consistent with existing PLAY logo and website.

Current update as of March 10th is that a proposed contract has been prepared and Atomic Crayon is working on four deliverables. These are:



1. Enhanced Letterhead
2. Power Point Slides
3. Business Cards for PLAY
4. PLAY Brochure

We have an estimate for this work at: \$3,150 plus GST.

E. Office Location and Set Up

At the time of our last meeting an office location had not been confirmed. Since then, Cindy Anderson and Michele Fryer from VIHA have worked out an arrangement for Stephanie to have an office at the Esquimalt Health Unit, as an in-kind contribution (thanks!).

The arrangement is that I will purchase all my own hardware and software (which was budgeted for in the proposal), and have a separate cable hook up for internet. I will be hiring someone to help me with IT support, and may need a little help with setting up the office with furnishings etc. I budgeted \$500 dollars for this support. I will move into this office as soon as I have a cable hook up for internet and a functioning email account.



APRIL UEY Updates

(NOTE: March Meetings were held with a UEY Sub-Committee-see Sub-Committee Notes)

1. First... Meeting Information

Tuesday May 23rd, 9:30-11:30am. Esquimalt Health Unit, 530 Fraser Street
Tuesday June 20th, 9:30-11:30am. Esquimalt Health Unit, 530 Fraser Street

2. April Meeting NEWS!

At the last UEY meeting, we had a productive discussion (facilitated by Daphne Macnaughton) that helped us come to a plan of action and **a decision** in principal!

It was agreed that before we launched into developing pilot projects to support Aboriginal ECD initiatives and professionals, that we test out the process in a real situation first. Carol Antoine was asked if she would prepare a proposal to share with the UEY group. Her proposal would suggest a plan to bring ECE professionals in the Tsawout community together with parents and caregivers. A budget would be included. (I will forward minutes of this meeting shortly).

3. Research Assistants

a. We received 9 applications for the RA position. Jan and I reviewed four that stood out and I have scheduled a meeting with three of them for next tuesday. The RA will begin a review of outcomes and strategies used at other UEY sites and create an inventory of programs and services for families and children 0-6 in the region.

b. One application really seemed to stand out (Darlene Sanderson), in particular because of her knowledge and exploration of culture and education in aboriginal communities, her current work in the aboriginal ecd community and I just felt we could learn so much from working with her. I came up with a couple areas of work that I'd like to contract out to Darlene and I asked her to meet with me to discuss these ideas. We met thursday.



Here is the crux of what we'd like to do- it has two parts and builds on discussions our task group has had since we started. As there has been lots of interest and questions about the EDI and aboriginal communities, but no papers or research to explore this, one part of the contract would involve learning about why/why not some aboriginal communities have participated in the EDI (we have examples of each on the island) and preparing a discussion document to facilitate dialogue on research and culturally sensitive analysis of EDI... glean learnings and protocols around research in aboriginal communities, find out if other tools are being used in those communities.

The other part of the work is linked with the programs and services survey required by UEY- it is not clear how we should include aboriginal communities in this... Darlene and I agreed it was important to go to the aboriginal community for input on this... we imagined identifying some questions around programs and services, but also facilitating a general discussion of what people's vision is for healthy early childhood education. Questions would be worked out through discussions with Aboriginal PLAY members, but also with support of the UEY task group. Darlene and I will share a proposal at our next UEY meeting.

4. Mapping

I have inquired with many groups to let me know if they had someone they would like to attend the HELP mapping workshop at the end of May. We've just had a few expressions of interest... four in total (two school districts- 62 and 63, Groundworks, and Victoria Childcare and Resource Referral).

There are two days of workshops- one on the 29th for the ECD coalitions (open to as many people as want to come) and one on the 30th for UEY sites in which we can only have one person attend per site and is paid for by HRSDC. I will attend both days.

5. Mapping Station Discussion on April 20th

(I can't seem to get this grey highlighting to go away... sorry)

A small group met at Groundworks with Maeve and Patrick Hayes (the techie support person who has replaced Nedjo) on April 20th and I met with Maeve again a week later. The group meeting was attended by: Jan White, Jackie Behrens, Hanne Faire, Liz Bloomfield, Stephanie.

The discussion centred on:
What do we want Mapping to do for PLAY?

The group emphasised the need for process and engagement at the actual community level, with families, with other organisations that are not only service providers. So we discussed mapping as an engagement tool, and did not talk about the mapping station or census and EDI mapping.

There seemed to be support and interest for PLAY to undertake neighbourhood mapping to capture some of the social and human capital type of information. One suggestion was that two communities/neighbourhoods be selected to undertake a mapping exercise (eg. a neighbourhood within a ecd coalition area that was well organised and established... and one that was in an area where a ecd coalition was just forming or a need for one was emerging).

Questions and considerations that emerged were:

- a. What do we want to know about our community?
- b. How does mapping fit into the work of regional ecd groups?
- c. That the activity is fun and meaningful.
- d. Research of best practices in public engagement using mapping (eg. Alaska Ice, CommonGround Mapping)
- e. Role of 0-6 in mapping vs. wider concept of community and lifecycle
- f. Understand what creates a healthy community (connect with the BC Healthy Communities initiative)
- g. need for outcomes, not just process
- h. Identify what resources are need- financial (for process, for design & mapping, for student involvement, for products)
- i. Identify how much we focus on process and how much on the technical aspects of mapping
- j. Connect with other current initiatives in the region (eg. Lifecycles Project Literacy work, UVIC etc.)

In my meeting with Maeve, she re-iterated that we need to first agree on a plan for mapping. This would involve background research, survey of best practices etc. We need to identify what kind research, outreach and action we are interested in (eg. an asset inventory). She encouraged us to include resources for training trainers in each community and to link with other activities going on in the region (eg. UVIC's BC Wellness Atlas, Lifecycles Project Literacy contract). Lifecycles is able to support us in any of these areas when we have prepared our own plan. A process like this would cost approximately \$20 000 to \$25 000 and Maeve encouraged us to explore what in kind resources might be available.

As for the actual Mapping Station concept... this needs to be explored more. Perhaps as the UEY project unfolds, we will be able to have a better sense of where this fits into the work of PLAY. I hope the UEY task group can play a part in this discussion in the near future.

UEY Research Task Group

DATE: June 6, 2006
Location: Esquimalt Health Unit

Next Meeting:

June 20th, 9am to 11:30
At the Esquimalt Health Unit

PRESENT:

- Michele Fryer
- Veronica Pacini-Ketchabaw
- Enid Eliot
- Linda Leone (for Anita Ferriss)
- Teka Cook
- Alison Preece
- Jonathan Ball
- Carolyn Vincent
- Jane Worton
- Mabel Jean Rawlins-Brannan
- Stephanie Gabel

REGRETS:

- Daphne McNaughton
- Kathryn Akehurst
- Samantha Etzel
- Janet Donald
- Carol Antoine

GUESTS:

○

AGENDA ITEM	DISCUSSION	ACTION
Update on Aboriginal Action Plan Proposal	Carol Antoine was unable to attend but she indicated that a strategy has not evolved. It was decided to keep the plan on the agenda until we have further information.	Arrange a meeting with Carol, Teka, Stephanie, Michele and Samantha.
Programs and Services Update	<p>Two consultants are now working on the UEY programs and services, Joanne Cruickshank and Jonathon Ball. One is undertaking a review of other UEY pilot site outcomes and will have a report for review mid June. Jonathon Ball is starting on a draft excel template of programs and services in the region, and will assist Stephanie in working with the Early Years Committee in Saanich to undertake an inventory of assets in Carey-Glanford (a neighbourhood with the highest number of children six and under in the region).</p> <p>The Task Group eagerly discussed this aspect of the project and indicated a need to put some parameters around the data collection and to clarify goals.</p> <p>Refer to the discussion under Camosun Knowledge centre for references to programs and services.</p>	
Information on the Camosun Knowledge Centre provided by Enid Eliot	<p>Canadian Council on Learning has provided funding for the creation of on-line knowledge centres on health and learning. Camosun will co-ordinate the early childhood portion. The vision Camosun has for the project is to focus on voices not heard, children with special needs, racialised minorities, children living in poverty.</p> <p>They are 'moving through the community' to inventory what exists in terms of initiatives, programs etc. to enable a better understanding of health and learning of young children.</p> <p>A terms of reference for the project was shared.</p> <p>Discussion Points moved between Camosun Initiative and the UEY programs and services initiative.</p>	Distribute the Terms of Reference Electronically

AGENDA ITEM	DISCUSSION	ACTION
	<ul style="list-style-type: none"> a. How do we connect with others? Other research and initiatives? b. Choose something we know and do it! c. Can we track childcare centre closures and their impacts on communities? d. Can we identify where programs were one, two years ago but no longer exist? Create a shadow of what existed? e. Can we find out about the sustainability of programs: funding, reliance on volunteers, affordability? Could a one page survey be used to obtain this information. f. Can we do something together? g. What are the links between services and crime. h. Some programs need to end- there is an ebb and flow and things come and go with changes and need- caution needed before assuming that all programs and services must exist over time and be funded publicly. Need to consider how we sustain things. Role of the private sector, the public etc. i. Need to know what the services are, how good they are. The level of analysis is an important consideration. j. What are our biases and assumptions? k. Create data and use the data to facilitate discussion. l. Focus on use of service, rather than effectiveness- many organizations track this information and where their participants come from. <p>Look at apply appreciative inquiry</p>	
Discussion of a Research Framework	Veronica started our discussion off by asking the group to think about how we define community and community research. Is community research our framework?	Stephanie and Jane will meet to discuss a research framework and this

AGENDA ITEM	DISCUSSION	ACTION
	<p>What kind of research framework are we using?</p> <p>Discussion Points:</p> <ol style="list-style-type: none"> a. want to engender dialogue- create talking points for communities- have dialogue as a goal- very simple but why not? b. Data collection is not a neutral process- who participates needs to be considered- are parents, families, children and frontline workers going to participate? c. What kind of data are we bring to communities? d. Is there a way we can structure the process to engage parents so they feel a sense of ownership over the data and process? e. Tsawout just completed a needs assessment that involved a home visit and survey of parents with children six and under. Literacy of parents was one of the greatest challenges. f. How will information go back to the community? Is this an area we can help with? <p>Suggestions:</p> <ol style="list-style-type: none"> a. data collection could be face to face b. include parents, children, front line workers c. Try out three participatory tools when working with the Saanich Early Years group and the Carey-Glandford neighbourhood. Track time and what we learned. d. Find out from Aileen Ebi what the protocol is for how we would invite the schools in Carey-Glanford to participate e. Determine how we will enter communities to do this kind of work. <p>Develop a research plan.</p>	<p>will be reviewed at the next meeting.</p>



AGENDA ITEM	DISCUSSION	ACTION
Task Group Chair	All PLAY taskgroups appoint a chair. A request was made to send Stephanie names of people who others thought would make a good chair for the group, or to let her know if someone had an interest.	Appoint a chair at the next UEY meeting.



Meetings of the UEY TASK GROUP & PLAY Leadership to Review the UEY Contribution Agreement

**June 20, 2006
9:00 to 11:30**

&

**July 4, 2006
12:30 to 4:30**

1.0 Meeting Expectations

PLAY leadership and the UEY task group have come together to jointly discuss the UEY project and the contents of the contribution agreement in order to facilitate greater common understanding among PLAY members. Two meetings have been set: June 20th and July 4th 2006. Our expectation from the meetings are:

- Leadership and UEY task group have gone through the contribution agreement and documented their common understanding of the desired activities and outcomes.
- PLAY Leadership identifies essential outputs and outcomes that they need from the UEY project (“have to’s”).
- Leadership and UEY task group members have come to an agreement on the project activities that will be undertaken to meet the project objectives and project expected results.

2.0 Outcomes from June 20th Meeting

The first meeting was attended by 20 PLAY members from either the UEY task group and/or PLAY leadership, as well as a few new faces to both groups.¹ Our facilitator

¹ Participants were: Jan White, Michel Fryer, Eileen Eby, Teka Cook, Janet Donald, Enid Elliot, Maeve Lydon, Nicky Logins, Colleen Hobson, Ursula deGroot, Angel Sampson, Ada Mawson, Veronica Pacini-

worked with our group to identify a common vision and discuss shared values. These are shared below. It was agreed that a second and longer meeting was warranted to fulfill the expectations we set out with.

Through a facilitated discussion², a group vision statement for the UEY project was drafted.

Vision Statement

*To gather, interpret and share
meaningful information and resources
that can positively affect
the early years in local communities.*

As a group, a list of values were identified. Each person was given the opportunity to weight the values individually. The values listed below are an outcome of that process.

Values

- Respect (50 points)
- Inclusion (37 points)
- Innovation (14 points)
- Responsibility (14 points)
- Commitment (14 points)
- Appreciation (13 points)
- Creativity (12 points)
- Accessibility (8 points)
- Openness/ Honesty (4 points)
- Humour (3 points)
- Trust (3 points)
- Courage (2 points)
- Generosity (2 points)

Ketchabaw, Carol Antoine, Stephanie Gabel, Mabel Jean Ralwins-Brannan, Daphne Macnaughton, Janis Johnson, Jonathan Ball, Carolyn Vincent.

² Our facilitator was Theresa Dubas from S.O.A.R consulting.



3.0 Outcomes of the July 4th Meeting

The second meeting of the PLAY Leadership and UEY task group was a four hour work session attended by nine members from one or both groups.³ Facilitation was provided by Theresa Dubas once again, and she was able to help us get through the contribution agreement and our agenda within the time frame.

3.1 Review

The meeting started with an overview of the first meetings accomplishments- the vision and values stated above.

3.2 The PLAY Charter

Michele Fryer discussed the role of the PLAY charter as a guiding statement of values and beliefs for the UEY task group members. As many UEY task group members are 'newer' members to PLAY, they may not be as familiar with the PLAY charter and its contents. The charter will be reviewed at an upcoming UEY task group meeting to ensure all UEY task group members are familiar with the Charter and its contribution within the UEY project.

3.3 UEY Contribution Agreement

Theresa led the group through a discussion of the eight UEY expected outcomes of the project. For each result, the group:

- a. Discussed what the result meant to the group. Revisions to the statements were made when the group identified it enhanced clarity.
- b. Decided whether the result fell within the scope of the UEY project or outside the scope of the UEY project.
- c. Identified what project objectives (note that objective 1 was amended; see section 3.4) and activities related to the result.
- d. Acknowledged other related PLAY activities that contributed to the result
- e. Cross checked that the responses and expected result fit with the project vision
- f. Cross checked that the responses and expected result fit with the PLAY charter

³ The meeting was attended by Michele Fryer, Colleen Hobson, Chris Poirier-Skelton, Daphne MacNaughton, Jan White, Anita Ferriss, Enid Elliot, Jane Worton and Stephanie Gabel. Regrets: Carol Antoine, Carolyn Vincent, Mabel Jean Rawlins-Brannan, Samantha Etzel, Eileen Eby, Teka Cook, Liz Bloomfield, Veronica Pacini-Ketchabaw, Jonathan Ball, Janis Johnson, Angel Sampson, Alison Preece.

Throughout the discussions, overlap in project results and objectives were identified by members. To create greater clarity, specificity and meaningfulness, results were amended by the group and are shared below.

Expected Result #1

Original Result Statement	A better understanding that all young children and families need support and to normalize parenting support.
Amended Result Statement	PLAY will have a better understanding of the supports needed by young children and families.
What will demonstrate this?	A list of recommendations and resources will be created from the project that can be accessed by all people.
Who is Responsible?	UEY- information will flow two ways. 1. Information will flow into UEY from PLAY members and groups and 2. Data and information from the UEY project will be shared outwards with other PLAY members and groups.
Objectives	<ol style="list-style-type: none"> 1. To use and document research with community, academic and public sectors and to share this knowledge through HRSDC, social planning, academic and community learning networks. 2. To engage a diverse cross-section of the community in the identification of existing and potential personal, community, economic and environmental assets in their neighbourhoods and region that support the wellbeing of young children.
Project Activities	EDI, PIDACS, Mapping, Communications
Other PLAY involvement	Other early childhood networks, reaching out task group, knowledge centre at Camosun
Vision and Charter Check	Fits with Vision and Charter
Other comments	The expected result was amended to 1. clarify who was anticipated to have a better understanding (we identified that it was PLAY) and 2. remove 'normalize parenting support' as the meaning was unclear.

Expected Result #2

Original Result Statement	An informed community of many sectors to respond to the needs of children in the region.
Amended Result	An informed community of people to respond to the needs of

Statement	children in the region.
What will demonstrate this?	
Who is Responsible?	PLAY
Objectives	
Project Activities	
Other PLAY involvement	
Vision and Charter Check	Fits with Vision and Charter
Other comments	This expected result was considered out of scope for the project and was assigned to PLAY. It is anticipated that the UEY project will provide information that will support PLAY to achieve this outcome.

Expected Result #3

Original Result Statement	Multiple opportunities for people of all sectors to meet, plan and act.
Amended Result Statement	This result was taken out. It was determined that this result is an inherent aspect of all UEY results, objectives and activities. This result was seen to fit under result 1 and has been integrated into table 1 to reflect how the UEY will play a role to take information from other PLAY members and groups and integrate it into the UEY project.
What will demonstrate this?	
Who is Responsible?	UEY
Objectives	
Project Activities	
Other PLAY involvement	
Vision and Charter Check	
Other comments	

Expected Result #4

Original Result Statement	More established groups who have the capacity for action (in local, municipal “neighbourhoods”).
Amended Result Statement	Local ECD groups have contributed to, received and intend to use UEY reports and resources.
What will demonstrate this?	This is a result that can be evaluated and monitored throughout the project.
Who is Responsible?	UEY
Objectives	<ol style="list-style-type: none"> 3. To use and document research with community, academic and public sectors and to share this knowledge through HRSDC, social planning, academic and community learning networks. 4. To facilitate community dialogue, vision building and learning initiatives to create positive municipal, regional, provincial and national planning and policy changes to benefit young children.
Project Activities	Mapping, Aboriginal Parent Engagement Initiative, Data Analysis, communications
Other PLAY involvement	Task Groups, Local Groups, Success By 6
Vision and Charter Check	Fits within Charter and Vision
Other comments	This result was amended after considerable discussion about the accountability involved for the UEY project and PLAY to be responsible for creating new groups within the 3 year project time frame. This is considered a longer term goal. A more realistic result was envisioned whereby the information and tools that come from the EUY project would create capacity for action. This result can be evaluated by the use of a simple survey asking identified people and groups if they have received the reports, if they have used or intend to use them and if so how?

Expected Result #5

Original Result Statement	New partnerships and initiatives as a result of research and the mobilization process.
Amended Result Statement	New Partnerships and initiatives are created to address recommendations as set out in result #1.
What will demonstrate this?	Partnerships will be ECD focused
Who is Responsible?	UEY
Objectives	<p>2. To engage a diverse cross-section of the community in the identification of existing and potential personal, community, economic and environmental assets in their neighbourhoods and region that support the wellbeing of young children.</p> <p>4. To engage the community in the development of community-initiated action projects, supports and partnerships that promotes the healthy development of young children.</p> <p>5. To use and document research with community, academic and public sectors and to share this knowledge through HRSDC, social planning, academic and community learning networks.</p>
Project Activities	Not completed
Other PLAY involvement	
Vision and Charter Check	Fits within Charter and Vision
Other comments	This result was also linked with result number 1 (the creation of recommendations) as a means for taking the knowledge that has been acquired by PLAY members through UEY and applying it outside the organization to inspire new involvement.

Expected Result #6

Original Result Statement	Incorporation of the needs of young children and families into municipal plans.
Amended Result Statement	The creation and implementation of communication tools/strategies that translate ECD knowledge and research into municipal planning frameworks.
What will demonstrate this?	
Who is Responsible?	UEY
Objectives	<p>5. To use and document research with community, academic and public sectors and to share this knowledge through HRSDC, social planning, academic and community learning networks.</p> <p>To develop the project's capacity to enhance PLAY, to increase its community profile and effectiveness locally and nationally and to access funding and resources for community projects at various levels and sectors.</p>
Project Activities	Mapping, Data Analysis, Established Reports, Deliberate outreach to municipal staff.
Other PLAY involvement	
Vision and Charter Check	Fits within Charter and Vision
Other comments	Again, the original result placed a considerable responsibility on PLAY and the UEY, particularly as the powers to create and amend plans is held with local authorities and municipalities. The project is capable of developing outcomes that target local level planning and decision making and the amendment reflects this more realistic goal.

Expected Result #7

Original Result Statement	Informed parents, community, funders, policy makers and service providers.
Amended Result Statement	Creation of a comprehensive communication strategy for local groups and residents/citizens.
What will demonstrate this?	
Who is Responsible?	UEY
Objectives	A communications strategy is relevant to each of the objectives.
Project Activities	All activities will utilize the communications strategy to ensure that information is disseminated.
Other PLAY involvement	
Vision and Charter Check	Fits within Charter and Vision
Other comments	The original result was changed due to the overlap it has with many other objectives and results- we want people to be informed and the amended result creates a tangible product to take UEY work to those inside and outside PLAY. The group recognized that the details of the communications strategy would have to be discussed at another time to resolve questions such as: who is the strategy for? For what purpose? For how long? How do you communicate this is a three year project with long term sustainability built in? If there is need to 'brand' UEY with identifiable messages, images, taglines etc?

Expected Result #8

Original Result Statement	Ongoing structures and relationships that can sustain action in years to come.
Amended Result Statement	No changes
What will demonstrate this?	A succession plan will be incorporated into the final action plan produced that is a deliverable for the UEY.
Who is Responsible?	UEY- succession plan within the final action plan PLAY- long term sustainability after project completion

Objectives	It was determined that this result is an inherent aspect of all UEY results, objectives and activities. This result was seen to fit under result 1 and has been integrated into table 1.
Project Activities	
Other PLAY involvement	
Vision and Charter Check	Fits within Charter and Vision
Other comments	The scope of result 8 was too wide for UEY. This result was broken down to create a realistic role for the UEY which will be responsible for the development of a succession plan to ensure that PLAY is equipped and ready to build from where the UEY leaves off when the project is completed.

3.4 Objectives

Objective one was revised to include all types of research that fit within the UEY project.

Objective Statement in Contribution Agreement	Amended Objective Statement
1. To use and document participatory research and appropriate learning technologies (high-touch to high-tech) with the community, academic and public sectors and to share this knowledge nationally through the SDC, social planning, educational, academic and community learning networks.	To use and document research with community, academic and public sectors and to share this knowledge through HRSDC, social planning, academic and community learning networks.
2. To engage a diverse cross-section of the community in the identification of existing and potential personal, community, economic and environmental assets in their neighbourhoods and region that support the wellbeing of young children.	Remained the same
3. To expand the reach of the PLAY (Partnership in Learning and Advocacy for Young Children) and Success by Six through creative and engaging communication and public awareness	Remained the same

strategies and initiatives.	
4. To engage the community in the development of community-initiated action projects, supports and partnerships that promotes the healthy development of young children.	Remained the same
5. To facilitate community dialogue, vision building and learning initiatives to create positive municipal, regional, provincial and national planning and policy changes to benefit young children.	Remained the same
To develop the project's capacity to enhance PLAY, to increase its community profile and effectiveness locally and nationally and to access funding and resources for community projects at various levels and sectors.	Remained the same

Next Steps

Next steps include:

- a. Reviewing this document
- b. prioritizing the outcomes
- c. allocating resources
- d. defining UEY task group roles

UEY Research Task Group

DATE: August 22, 2006

Location: Esquimalt Health Unit

Next Meeting:

September 19
Location TBA

PRESENT:

- Daphne McNaughton
- Jonathan Ball
- Jane Worton
- Stephanie Gabel

REGRETS:

-

GUESTS:

-

AGENDA ITEM	DISCUSSION	ACTION
Offord Centre	One UEY task group member, Margot Edwards, has expressed interest in attending the Offord Workshop. The small group present gave their support to both of us attending.	<ul style="list-style-type: none"> • Confirm with Margot Edwards and register for the workshop
Mapping & Inventory Updates	<p>Jonathan Ball gave us a brief rundown of how the database has progressed to date and some challenges he has faced to define assets. There are about 500 entries so far.</p> <p>We discussed the mapping forum on the 13th and what needed to be shared and discussed. It was agreed that we need to identify what constitutes an asset, and the suggestion was made that we explore what a “quality asset” is. We need to clarify the purpose for the mapping and inventory, our audience, what we will inventory and map</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>and how.</p> <p>It was suggested that we create a screening tool to determine whether an asset is included or not- such as if it meets our definition of “quality”, and/or if it is universally accessible.</p> <p>Ideas for obtaining asset information were shared but it was clear we’d be engaging in circular discussions until we knew what the goal of the process was and who it was for.</p> <p>Ideas for presenting maps were shared, and examples of how data and assets have been layered onto maps in other projects.</p>	
UEY Task Group Work plan	This was moved to September’s meeting.	
Research Framework	<p>Stephanie asked the group present if they thought it was worthwhile to create some larger research questions to guide our UEY research, and if it was, what should these questions be. A list of questions from previous UEY meetings was shared- see below.</p> <p>In relation to the inventory and mapping work, it was raised that many of the questions in the list would be answered in time. One guiding question might be: What are the high quality assets currently in the community? It was a priority for one member to develop the picture of where things are in the region- a visual tool- like the outside of a puzzle box.</p> <p>In response to a question about what we would want to know from obtaining raw EDI data, there was discussion about needing to know how to interpret the data we already have, in a respectful, sensible and meaningful way.</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>It was mentioned during the discussion that we should build community as we learn about the assets in the community. Other suggestions about moving ahead with community building in our coalition and community were shared.</p>	
<p>Next Meeting's Agenda</p>	<ul style="list-style-type: none"> • Updates on the Mapping Forum • Review UEY task group work plan • Establish a Research Advisory Committee to work with Stephanie in between UEY task group meetings • Update on the Aboriginal parent engagement strategy • Review draft TOR 	

UEY Research Task Group

DATE: September 19, 2006

Location: BC Child and Youth Officer

Next Meeting:

October 17th, 9:30 to 11:30

Location TBA

PRESENT:

- Daphne McNaughton
- Mabel Jean Rawlins-Brannan
- Alison Preece
- Michele Fryer
- Stephanie Gabel

REGRETS:

- Margot Edwards
- Janet Donald
- Jan White
- Kathryn Akehurst
- Carol Antoine

GUESTS:

-

AGENDA ITEM	DISCUSSION	ACTION
Updates	<ul style="list-style-type: none"> - Daphne gave an inspiring update on the progress of the Peninsula Play Spaces Project. - The Community Council AGM is on Sept 22. PLAY members are invited to attend- spaces are filling fast. 	<ul style="list-style-type: none"> • None
Review Terms of Reference	<p>Stephanie prepared a draft TOR for the members to review. Minor changes and additions were discussed and agreed upon.</p> <p>Members present all agreed that it was important for the project that UEY TG members commit to active participation in upcoming UEY activities and meetings as the planning stages of the project are almost complete. Stephanie volunteered to</p>	<ul style="list-style-type: none"> - Stephanie will make changes to the TOR - TOR will be sent to members for input - TOR to be approved at next meeting - Stephanie will

AGENDA ITEM	DISCUSSION	ACTION
	<p>individually call members to check in with them.</p>	<p>call members to check in with them about their willingness to remain on the task group and take on upcoming tasks</p>
<p>Inventory and Mapping Update</p>	<p>The mapping forum was briefly discussed. Jonathan and Stephanie met to go over the input- follow up on next steps will be a task assigned at the October UEY task group. Stephanie would like to create a new contract for Jonathan to continue working on the database to make changes as recommended by input from the forum and the UEY committee. Support of a mapper and social researcher is also under consideration so that Stephanie has additional support to follow through on the application of the inventory created. Additional contracts were also suggested by Stephanie to permit adequate input on the inventory for childcare assets, and assets that support Aboriginal communities.</p> <p>Stephanie suggested doing a monkey survey to gain input from forum participants for gaining suggestions for future events as well as for evaluative information on UEY work. Members suggested that this might create too much email and work for people and that the committee could give feedback. Stephanie suggested that she would leave this out this time but will integrate it into the timeframe at future events. Other suggestions included using other tools, such as monitoring the level of engagement in UEY activities.</p> <p>This also lead to a discussion of the need for monitoring and evaluation of the UEY project. It was agreed this would be left for a future meeting.</p>	
<p>EDI updates</p>	<p>Stephanie informed the group that Offord has sent EDI results to all the UEY</p>	<p>Stephanie will continue to pursue a</p>

AGENDA ITEM	DISCUSSION	ACTION
	<p>coordinators. Stephanie has contacted all school districts to follow up on next steps for sharing this information and data.</p> <p>Stephanie also let the group know that HELP requested our input on amalgamating neighbourhoods that had low survey numbers with other neighbourhoods. Stephanie will use responses she has received to respond to HELP by Sept. 20th.</p>	<p>meeting with school districts.</p>
<p>PIDACS update</p>	<p>Malatest, the consultants hired to implement the PIDACS called Stephanie to arrange a meeting to discuss questions, share information etc. Stephanie will meet with three Malatest staff Sept 20th at 3pm. Any members are welcome to attend.</p>	
<p>Pending Contracts</p>	<p>Stephanie would like to prepare several contracts in the coming month to progress on the inventory, research and mapping work that lies ahead. One contract would be for Jonathan to follow up on new information stemming from the forum last week. Two would support someone to a. consolidate childcare data and b. to meet with Aboriginal early childhood committee members to get their input on what assets should be included in the database and how this data could be used (while we do have three Aboriginal agencies providing input and three First Nation bands, it would be great to offer an opportunity for the Aboriginal committee to offer some additional input).</p>	
<p>Review & Finalize UEY Workplan</p>	<p>The members quickly reviewed the work plan. The work plan will be included in the TOR. Tasks will be identified and members will be asked to sign up to work on tasks at the next UEY meeting in October.</p> <p>Stephanie recommended that a small group meet to discuss important details regarding structuring the research</p>	<p>Set a interim meeting date to discuss research framework</p> <p>Alison will contact Veronica</p> <p>Stephanie will contact Anita, Jane</p>

AGENDA ITEM	DISCUSSION	ACTION
	<p>through the creation of general project research questions and a strategy for how the pieces and tools of the UEY project will fit together- identify where gaps exist, what the strengths are etc. This would act as a filter for all the data and work that lies ahead and to ensure that we stay focused on what is most important to our work.</p> <p>Alison, Michele and Daphne agreed to participate. Alison also agreed to contact Veronica to participate. Stephanie was going to ask Jane, Margot and Anita. All UEY TG members would be invited but we wanted to make sure we did have a core group committed, in particular, members who have some research and academic backgrounds in the group. Although it is recognized that all of us have important experience and knowledge to contribute to the process.</p>	<p>and Margot.</p> <p>Appoint a Chair to the UEY TG</p>

UEY Research Task Group

DATE: October 17th, 2006
Location: Esquimalt Health Unit

Next Meeting:

November 14th: Time to be confirmed
Location: To be confirmed

PRESENT:

- Alison Preece
- Daphne MacNaughton
- Jane Worton
- Michele Fryer
- Mabel Jean Rawlins-Brannan
- Jan White
- Carolyn Vincent
- Bill McElroy
- Stephanie Gabel

REGRETS:

- Margot Edwards
- Kathryn Akehurst
- Sam Etzel
- Enid Eliot
- Anita Ferris
- Veronica Pacini-Ketchabaw
- Eileen Eby

GUESTS:

-

AGENDA ITEM	DISCUSSION	ACTION
1. Children's Voices Proposal	<p>Jane Worton provided a wonderful summary of the proposal drafted by a small group of UEY task group members that focuses on a rationale and strategy for integrating children's voices in the UEY research. Thanks Jane!</p> <p>Enid Eliot asked Stephanie to share with the group that she, Anita and Alison were attending national knowledge centre on health and literacy meetings over the past few days. They wanted us to know that opportunities were being discussed for collaboration with other colleges and initiatives on including community voices, including</p>	<ul style="list-style-type: none"> • Decision: Proposal unanimously endorsed by all present. • Sub group will arrange a follow up meeting to discuss moving the proposal forward and building on partnership opportunities. <p>Stephanie will send out an email with other PLAY documents</p>

AGENDA ITEM	DISCUSSION	ACTION
	<p>children’s voices- with a focus on early years. Enid will be able to provide more information after the event is over.</p> <p>Discussion points included:</p> <ul style="list-style-type: none"> a. How will we address if different groups/communities have different areas of focus? There was agreement that commonality and differences are both okay to bring out, differences are also strengths and this is the kind of information we also want to share about our region. b. We should include areas where no early years groups are located, such as Victoria and include other groups/organizations etc. c. Consultation with early years groups could be a different layer of the mapping that is done separately from the kitchen tables which could focus more on those who have not been as active in PLAY. d. Consideration of what actually leads people to participate in these kinds of activities- do not want to duplicate work, or over-consult any particular group of people e. Want to bring inew people to the table that have not been represented or participated before. f. Need to really consider our timelines in relation to our deadlines on deliverables but also on what makes sense in terms of what we are doing- eg. timing release of reports and media events to coincide with kids going back to school in the fall 	attached for reference
2. Review Sept Minutes	Actions from last meeting were very quickly reviewed and all had been followed up or were in progress.	
3. Terms of Reference	Stephanie asked the task group if there were any comments or changes regarding the UEY TOR. None were forthcoming.	Decision: UEY TOR approved and adopted.
4. UEY Chair	A request by the UEY task group was made for members to volunteer suggestions for a chair, or	Decision: The UEY Task Group will be co-chaired

AGENDA ITEM	DISCUSSION	ACTION
	<p>to identify their interest in becoming the chair of the UEY task group. The group was very pleased that both Daphne and Alison agreed to positions as co-chairs. Both recognized they have an interest but also other time commitments and travel schedules that need to be taken into consideration and so co-chairing was the best option. Thanks for your commitment!</p> <p>Jane Worton was also considered by the group too, however, as she is an employee of the Community Council, a conflict was identified by Mabel Jean as they are the legal sponsors of the UEY project.</p> <p>We also discussed and agreed that PLAY members would sign off on quarterly reports to HRSDC. Two members of PLAY will sign off on each report, one will be from PLAY leadership, the other one of the chairs of the UEY committee.</p> <p>Carolyn raised the matter of note taking at UEY meetings and Carolyn and Stephanie agreed to rotate that responsibility between themselves.</p>	<p>by Daphne MacNaughton and Alison Preece</p>
<p>5. EDI Results</p>	<p>The task group discussed two aspects of EDI results from the Offord Centre. 1. How to handle confidential data received from Offord for school districts and 2. How aggregated site results for our region from Offord will be reviewed by the UEY task group.</p> <p><u>1. Results for School Districts:</u> All results are being kept confidential under lock and key.</p> <p>All members agreed that the release of this data was of concern due to inter-rater reliability, retaining confidentiality of individuals (such as children and teachers), to uphold statements made at the onset to teachers that they would not be identified, and for other ethical and possible legal accountabilities PLAY and the Community Council want to uphold.</p>	<p>- Stephanie will initiate a meeting time where all school districts can meet to discuss EDI Offord results</p> <p>- A sub committee of PLAY will meet on November 10th at the Esquimalt Health Unit to review aggregated EDI site data and prepare for Nov. 14th and Nov. 16th meetings.</p> <p>- Stephanie will prepare a research protocol statement that members will sign the day of the 10th and 14th</p>

AGENDA ITEM	DISCUSSION	ACTION
	<p>It was agreed that the best course of action would be for all district superintendents or a person representing them to sit down, with PLAY representation, and discuss a course of action to address concerns and make a joint decision on what is to be done with these results. A meeting could be held that piggy backed on inter-agency meetings. Stephanie was assigned to facilitate this meeting. One suggestion was to also invite a researcher who would be able to play an advisory role in terms of research accountability and validity of the data in question.</p> <p><u>2. Aggregated Site Data from Offord</u></p> <p>Members discussed what course of action we should take to preview the Offord EDI data as a group, and to help prepare ourselves for the release of HELP EDI data and maps and the upcoming HELP EDI forum on November 16th.</p> <p>We decided that a small sub-group of the UEY committee would meet first to review the data and come up with a strategy for how to share and review this data at a second meeting of both UEY task group members and PLAY leadership on November 14th. The sub group will meet on November 10th at 3pm. Participants of this will be: Jane Worton, Alison Preece, Daphne MacNaughton, Enid Eliot, Carolyn Vincent, Stephanie Gabel and Veronica Pacini-Ketchabaw. Veronica will likely be away during these meetings but she will be invited.</p> <p>We discussed the confidential nature of the data and determined some protocols we will follow on that day to ensure accountability to protect the data before PLAY is ready to publicly release it. We feel a responsibility to provide results in context of the work being done in our community and after we have had time to sufficiently review results ourselves. A research protocol statement</p>	<p>- PLAY leadership and the UEY task group will join together on Nov 14th to review the EDI data together.</p> <p>-Stephanie will send out a template of the Offord Report to PLAY leadership and UEY committee members. The template will not contain any data as this will be kept confidential.</p> <p>- Stephanie will send out all documents and reports requested by members for preparation of the meetings</p>

AGENDA ITEM	DISCUSSION	ACTION
	<p>will be drafted by Stephanie and distributed before the November 10th meeting for review and finalization. This will be signed by all members present. Only hard copies of all data will be worked with and no electronic sharing of data will occur at this time.</p> <p>As the data summaries from Offord are rich and to facilitate sufficient preparation for the meetings to review the data, Stephanie will send out a template of the Offord report to PLAY leadership and UEY committee members. The template will not contain any data as this will be kept confidential until PLAY and the UEY task group have met in persona and agreed on a plan to share and disseminate local results.</p> <p>Other PLAY reports were seen as important documents to review in conjunction with the EDI data. This included: a 2003 mapping report from the first round of EDI, the childcare report, parenting report, the CAT report if available for dissemination, and two PLAY action plan reports.</p>	
6. HELP Forum	<p>A meeting between PLAY, the school districts and HELP happened on Oct 16th. We were informed that the results for our region would be made available on the HELP portal around November 9th. The November 16th forum will consist of breakout groups to discuss results according to school districts. HELP was not contacting media unless a community specifically made that request.</p> <p>Members agreed we would have to consider what our plan for addressing the media will be at our upcoming meetings to discuss the EDI data.</p> <p>On the day of the event, UEY members will try to disperse themselves among the different breakout groups. We also want to have PLAY materials and other Early Year Committee materials available at the forum to share with those who attend.</p>	

AGENDA ITEM	DISCUSSION	ACTION
7. Contracts	<p>Two contracts were proposed and both have received the support of the task group members.</p> <p>The first contract would be for Jonathan Ball to continue work on the asset inventory. Suggestions were made to revise what this work would involve and will be incorporated into the contract.</p> <p>The second contract is to hire a contractor to work with the UEY coordinator to plan and deliver local research tools, such as the inventory and maps. This person will have GIS mapping expertise as well as social research skills. Michele Fryer agreed to be a part of the selection process for this position.</p>	<p>Decision: Agreement to create two contracts to complete UEY work was given.</p> <p>Stephanie will draft both contracts. These will be finalized with support from Community Council.</p> <p>Michele Fryer will be involved in the RFP process for obtaining a mapper/researcher</p>
8. PIDACS	<p>An update on PIDACS was given by Stephanie. She has arranged meetings with each of the school districts to meet with the Malatest consultants. All will be completed by October 23rd. They have all gone well so far and the working relationship with Malatest has been good.</p> <p>Michele inquired if we can have more interviews. Stephanie said that Malatest indicated that a separate contract would have to be worked out between our organizations and them as HRSDC would not be increasing the limit they have capped at 500. We did not have numbers handy that told us what a representative sample size for our EDI population would be. Someone suggested it might be about 1200 but we need to follow this up.</p> <p>Stephanie also informed the members that the consultant, Doug Willms, has requested information from us about our community and work. As the group has all the EDI analysis work to do over the next few weeks, it was suggested</p>	<p>Stephanie will contact Joanne regarding what the cost of adding additional interviews would be.</p> <p>Stephanie will send out Malatest presentations.</p>

AGENDA ITEM	DISCUSSION	ACTION
	<p>that we could discuss this further on November 14th when UEY members are together. Stephanie will notify Doug that we will be meeting to discuss this in November.</p> <p>Stephanie will send out the Malatest documents.</p>	
9. UEY Implementation Review	<p>HRSDC is undertaking a audit or review of the implementation of the UEY project from the federal side of things and Victoria was chosen as one of six UEY sites. Mabel Jean, Stephanie and Michele will be meeting with the review team on Oct 18th. Stephanie received input from members as to what they'd want to be sure we expressed to the team.</p>	
10. UEY Final Report	<p>Stephanie was sent the final report template from HRSDC. They are inviting two people from each site to a training session which will be held some time in January. Ours will be held in Vancouver. We will have to decide who else from our site will attend with Stephanie and we can follow this up at another meeting.</p> <p>Stephanie will send the report template out to all members.</p>	Stephanie will send the final UEY reporting template
11. Asset Inventory	<p>We didn't have time to get to fully discuss this agenda item. The asset mapping forum results have been compiled and Stephanie is looking for input from the committee to further distill this information and make some decisions. It was decided at the meeting that it might be best to hold off on firming up criteria for the inventory until we had further information from our other research activities to tie into this process.</p> <p>We will have Jonathan work on ensuring accuracy of the data base, adding additional assets that were mentioned during the forum, and preparing a product and questions for posting on the PLAY website for input. Members can have a discussion at the next UEY meeting.</p>	Stephanie will re-work Jonathan's deliverables to accommodate committee input

Understanding the Early Years Project

“We will gather, interpret, and share meaningful information and resources that can positively affect the early years in local communities”

Minutes (DRAFT)

Date: Tuesday December 12th, 2006

Attendees: Carole Antoine, Stephanie Gable, Enid Elliot, Carolyn Vincent, Jan White, Jane Worton, Michele Fryer (recorder) and Brian Fox

Chair: Daphne McNaughten

Key Activity	Update – what’s happened since last meeting?	Discussion points	Action planned – what next, by when and with what resources?
Early Development Instrument <ul style="list-style-type: none"> • EDI next steps • School District Meeting 	<i>EDI results presented to community by C. Hertzman</i> <i>EDI results posted on HELP mapping portal.</i>	<i>PLAY leadership discussed supporting local meetings to discuss results, and the importance of Stephanie attending to gather information from discussions. UEY could help with facilitations and expenses such as food.</i>	<i>Jan White will discuss with Success by Six re: funding for teacher release time. (from PLAY Leadership meeting)</i> <i>Community groups to be contacted by Jan White, and community meetings will be supported as per the community requests.</i>
Parent Interview and Direct Assessments <ul style="list-style-type: none"> • Review progress • Update, and input for report 	<i>The research firm, Malatest has been working with SD reps to address concerns and agree on process.</i>	<i>Difficulties include the time for SD personnel to work on this, and issues about confidentiality and ethics.</i>	<i>Malatest will continue to work with SD, Stephanie will report at the next meeting.</i>
Asset Inventory and map <ul style="list-style-type: none"> • Sharing 	<i>Jonathan Ball completing work on inventory now.</i>	<i>The differences between an inventory and a directory were discussed.</i>	<i>Jonathan/Stephanie to add a column with an indicator of what local community groups each resource belongs to. Data will be sorted by</i>

Key Activity	Update – what’s happened since last meeting?	Discussion points	Action planned – what next, by when and with what resources?
report <ul style="list-style-type: none"> • Criteria for inclusion • Childcare • Next Steps 	<p><i>Discussion with Childcare Task group led to a need to ID and update needed childcare data.</i></p>	<p><i>It was agreed that the inventory is the first step, and that the directory may the role of community groups or others.</i></p> <p><i>The evolving nature of the inventory was recognized, and it was agreed that if organized by community and municipality it would be of use as it is now.</i></p> <p><i>People could access and recommend changes and additions.</i></p> <p><i>Some communities are working on, or have done inventories/directories. Saltspring and Peninsula were mentioned. It would be useful to see these as examples to other Communitites.</i></p>	<p><i>municipality and by community and shared on the website as an evolving document. PLAY members will be invited to comment, add and provide direction via a linked survey.</i></p> <p><i>Stephanie will meet with potential contractors from CCRR and develop a plan.</i></p> <p><i>Stephanie to post Saltspring, Peninsula and other communities directories on the website, when they are available.</i></p>
Mapping reports/Atlas <ul style="list-style-type: none"> • GIS mapper researcher position 	<p><i>GIS mapper position not filled due to no qualified applicants.</i></p>	<p><i>This work may need to be a specific part contracted with a mapper working with another agency. See discussion re: contractor under Qualitative Research.</i></p>	<p><i>Stephanie, Michele and others to continue to explore options for getting maps made.</i></p>
Communications <ul style="list-style-type: none"> • Newsletter 			<p><i>Newsletter to be written by Stephanie (January 2007)</i></p> <p><i>Stephanie will work with Atomic Crayon to create page for UEY in December.</i></p>

Key Activity	Update – what’s happened since last meeting?	Discussion points	Action planned – what next, by when and with what resources?
Action Plans	<i>None</i>		<i>PLAY leadership w/ support of the UEY will host a strategic planning session in Feb of 2007</i>
Qualitative Research Kitchen Table Discussions	<i>Stephanie has approached Steve Meikle to help her in this work.</i>	<i>Contractor guidelines of PLAY were discussed. Stephanie will take advantage of opportunities to contract for pieces of work, but a longer-term contractor is still needed.</i>	<i>Stephanie will develop specific questions and a clear communiqué for invitees and proceed with planning. Also, Stephanie to check the list of informants in the CAT group research to consider the participants who have already spend their time giving this kind of information recently.</i>
	<i>Researcher/ GIS mapper position not yet filled due to lack of applicants.</i>	<i>Stephanie provided a hand out of information on the kitchen table process. Members were not clear about the expected outcome, but agreed the process would be informative.</i>	<i>Stephanie will review researcher posting with Jane and Michele with a view to longer term contracting and re-posting.</i>
Next Meetings			<i>January 16th, Feb 20th and March 20th, 2007- At Esquimalt Health Unit.</i>
Other <ul style="list-style-type: none"> • Reporting framework 	<i>Michele and Stephanie worked on a framework for reporting to HRDC, PLAY leadership and the UEY task group. It was also suggested as a tool for agenda</i>	<i>Members agreed it would be useful to keep us focused and organized. It is important to use the same terminology. The category in the template called community development</i>	<i>Stephanie will use this template for agendas and minutes. Michele will do minutes in this format. Members will evaluate and comment on this approach as needed.</i>

Key Activity	Update – what’s happened since last meeting?	Discussion points	Action planned – what next, by when and with what resources?
<ul style="list-style-type: none"> • Evaluation workshop • Request for information by Doug Wilms 	<p><i>organization and updates.</i></p> <p><i>There is an evaluation workshop being planned in Vancouver by HRDC.</i></p> <p><i>Doug Wilms will be writing our analysis reports, and has requested info abt our communities.</i></p>	<p><i>was changed to Partnerships/Collaborations.</i></p> <p><i>There is community information on the PLAY website which may be of use.</i></p>	<p>Stephanie and Jane will attend an evaluation workshop to be conducted by HRDC in February</p> <p>Stephanie to provide the UEY committee with a draft of information for D. Wilms for their information and feedback at the January meeting.</p>