

## Community Engagement Initiatives By Regions in 2006/2007

Identity		Outcomes		Strategy		Roles & Responsibilities		Assessment	
CFSA	CE Initiative Name and Key Contact?	What Is To Be Achieved?	Why are you doing a specific community engagement?	How is it to be achieved?	What will the level of the engagement be?	Who is responsible and what role is being completed?	With whom are you engaged?	What was achieved?	How was success measured?
#1	The development of two new Parent Link Centres with satellite/outreach operations to complete the number of centres identified for region one.	Region One will complete the development of regional Parent Link Centres following the criteria as directed by the Ministry.	Parent Link centres will provide community based early childhood development programs into our communities.	Parent Link centres will provide community based early childhood development programs into our communities.	A series of community input and development sessions to introduce the initiative and confirm community willingness to create the required community table.	Using a consultative approach, Region One engaged each community and provided the expertise and guidance necessary for the communities to complete the required documentation and coach the community tables regarding their roles and responsibilities managing the initiative.	The Board of Directors/CEO and Senior Staff	Region One is now engaged with four Parent Link Centres that provide direct, satellite, and outreach programs and services.	A successful launch of two new Parent Link Centres
#1	Urban Aboriginal/off reserve engagement	Identify the population within the region Identify the needs of this population, sharing information about the services and resources available	Serve as a catalyst in the community for addressing the needs; develop and understanding of needs to serve as a base for planning; reduce the over-representation of Aboriginal children, youth and families in care; provide a way to address the needs (i.e. family needs, school drop out rates)	Involve Aboriginal community in the community forums the Board is holding; mapping the population (using Stats Canada and other statistical information); utilize information from within the organization to know what is done now; have focused conversations with key groups to start and to build momentum of involvement over time.	Information gathering and consultative	Aboriginal advisory committee of the board and through CEO communications	Each of the members of the aboriginal Council of Lethbridge and business community	Conversation in which we listened and addressed some of our concerns; know whom the population is within the region; identify the needs and identify a strategy to start action; plan a strategic planning session; identify individuals who may be part of the authority.	Movement on the issues able to get going with a plan of action to move forward; identified persons to serve on the Board; key learning's are reflected in the business plan.

Identity		Outcomes		Strategy		Roles & Responsibilities		Assessment	
CFSA	CE Initiative Name and Key Contact?	What Is To Be Achieved?	Why are you doing a specific community engagement?	How is it to be achieved?	What will the level of the engagement be?	Who is responsible and what role is being completed?	With whom are you engaged?	What was achieved?	How was success measured?
#1	2006 Performance and business planning forums	Follow up to last year's meetings/report on what has been done since the meeting and how process is different/feedback on progress on community initiatives and gather information about community needs for regional planning	Be visible in the community/to determine the individual needs of the community in order to be responsive/listen to the voices of those we serve/access the collective wisdom of the community in order to work together to address the needs/serve as a catalyst for conversations within the communities/inform about new initiatives and activities in the region and ministry	6 meetings held throughout the region (Pincher Creek, Vauxhall, Raymond, Lethbridge, Milk River and Granum/ with youth focused	Information sharing - what we did last year/ consult about issues for future planning	Community Engagement committee plans the dates, locations, agenda for approval from the Board, whom to invite/Board approves the plan/EA sets up the meeting/staff person facilitates, board member from the region is MC/ Board attends all meetings to listen and learn/ Supervisor within region makes a presentation/communication person does promotion, deals with media and attends/CEO participates	Communities of place includes: local politicians, police, local service providers, partners, local clergy, childcare/ Need to look at how to get general citizen's involved/ Communities of interest: foster parents, FSCD, daycares, youth, Aboriginal persons, women's shelters	Communities are informed about what was done and achieved last year and why/Board will be informed as to the particular needs in each community/enhance profile of authority in the region/inform about new initiatives in region and ministry	Attendance at the meeting - increase in number of general public and variety of service providers/ feedback (through small group reporting, survey and feedback sheets) regarding what the board has done which demonstrates engagement/received information about community needs/ % of participants indicates the meeting was a good use of their time/ their needs/concerns are reflected in the business plan
#1	Board Regional Tour with Staff	The newly appointed Board will tour Region 1 to meet with all staff from all offices.	To build relationships with staff and to introduce new Board members.	Meet staff at every office in Region 1	Information gathering and consultative	Board community engagement committee comes up with itinerary and agenda, Board approves both, E. A. sets up all meetings at various locations.	All Region 1 staff	Conversation in which the Board had an opportunity to listen to staff and hear about successes/challenges/gaps in the region. Opportunity for dialogue and relationship building.	Increased awareness by the Board of regional issues/processes. Board capacity building measured through Board assessment evaluations.

Identity		Outcomes		Strategy		Roles & Responsibilities		Assessment	
CFSA	CE Initiative Name and Key Contact?	What Is To Be Achieved?	Why are you doing a specific community engagement?	How is it to be achieved?	What will the level of the engagement be?	Who is responsible and what role is being completed?	With whom are you engaged?	What was achieved?	How was success measured?
#1	Board/Community Meet and Greet.	The newly appointed Board will meet with community agencies, stakeholders and partners.	To build relationships with regional agencies, stakeholders and partners.	Provide this group an opportunity to meet the new Board members at one time and in one place.	Information gathering and sharing - where information was requested from every agency/partner and stakeholder. Consultative.	Board community engagement committee comes up with itinerary and agenda, Board approves both, E. A. sets up all meetings at various locations.	All Region 1 agencies, stakeholders and partners were invited.	The Board had an opportunity to familiarize themselves with regional agencies, stakeholders and partners as well as gain greater insight into their mandates and how they connected with the CFSA. Provided agencies, stakeholders and partners with an opportunity to be seen and heard by the CFSA Board and to build relationships.	Attendance at the meeting along with the Board's willingness to have agencies, stakeholders and partners present to the Board as a whole on what their individual organizations do. Measure the Board's capacity building through Board assessment evaluations.
#1	Youth Fair	Regional youth panel to fundraise for the local emergency youth shelter	Southwest Youth Network Advisory Panel (SYNAP) youth members wished to give back to the youth of their communities.	Raising funds from local businesses towards hosting a regional Youth Fair.	Community networking in the form of door-to-door fundraising for the youth members along with relationship building with local youth agencies who are invited to be at the Youth Fair to provide information.	E.A. - is also SYNAP coordinator responsible for guiding, planning, coordinating all necessary needs for the Youth Fair. (Includes media exposure, fair attractions, legal services, coordination of vendors and shows etc) Youth Facilitator (lead) with youth members fundraising through regional canvassing towards cause.	Regional youth between the ages of 13 and 22.	\$2500 was raised for the local emergency youth shelter. Provided the SYNAP members with skills in fundraising, planning and executing a Youth Fair.	Attendance by youth at the youth fair, attendance by local youth agencies, feedback by SYNAP members in attendance, feedback from youth agencies, feedback from those in attendance at Youth Fair, media exposure (TV./Newspaper), Provincial Children's Services recognition of event.

Identity		Outcomes		Strategy		Roles & Responsibilities		Assessment	
CFSA	CE Initiative Name and Key Contact?	What Is To Be Achieved?	Why are you doing a specific community engagement?	How is it to be achieved?	What will the level of the engagement be?	Who is responsible and what role is being completed?	With whom are you engaged?	What was achieved?	How was success measured?
#1	DFNA/CFSA Joint Cultural Staff Development Workshop.	Joint cultural development opportunity for staff and board.	Build awareness and build relationships through planning with DFNA partners for the betterment of staff from all agencies involved.	Joint planning between Directors of Kainaiwa Children's Services, Piikani Children's Services and the CEO of the CFSA.	Information sharing between DFNA Elders and staff/Board, information gathering around gaps in cultural understanding and needs to strengthen relationships between agencies.	Directors of Piikani and Kainaiwa Children's Services with CEO of CFSA to develop agenda, invite Elders, approve invitation. E.A. of CFSA to setup venue/catering with Kainaiwa purchasing gifts for Elders.	Staff and Board of Piikani, Kainaiwa and Southwest CFSA.	Increased cultural awareness amongst all invited. Greater insight into the history's and distinct cultures of our DFNA partners. Opportunity to speak openly with all staff on how to strengthen existing partnerships for the betterment of children and families.	Attendance by all staff at event. Compiled findings from roundtable discussions around how to strengthen relationships to be compiled into work plans. Increased cultural awareness reflected in children's case plans.
#2	Agency Outcome Measurement for Southeast Alberta CFSA.	Create a document that clearly defines and outlines the criteria and process for agency outcome measurement.	This impacts a large Regional group that must agree with the process in order to be successful.	Meet with the agencies at a Service Providers meeting to outline the need and seek input for moving forward.	Community (agency) consultation which involves meetings on a regular basis. This will be a facilitated process.	The CEO will direct this process. The Contract Specialist and Regional Specialist will also have key roles.	Contracted agencies in Southeast Alberta CFSA.	Region has consensus around a documented process for outcome measurement with all of the contract agencies in the Region.	A document and process was delivered.
#3	Report to the Community, Oct. 24, 2006	Inform agency partners, staff and public of the highlights and challenges from the past year (2005-06) as well as current and future strategies and initiatives.	To give target audiences a broad overview of the Board's strategic priorities as well as the wide range of programs, services and strategies of the CFSA. • Networking opportunity.	Informal reception followed by speeches by Board Co-Chair, CEO and Dr. John VanDenBerg's presentation on high fidelity wraparound. Attendees received a printed booklet with highlights of the annual report.	Information sharing	Board and CEO	strategic partners; service providers; CFSA staff; Calgary alderman Andre Chabot; MLAs Harry Chase (LIB) and Art Johnston (PC)	Approximately 115 people attended; Of those who filled out evaluations, 94% said the event was valuable or very valuable.	Attendees filled out evaluation forms.

Identity		Outcomes		Strategy		Roles & Responsibilities		Assessment	
CFSA	CE Initiative Name and Key Contact?	What Is To Be Achieved?	Why are you doing a specific community engagement?	How is it to be achieved?	What will the level of the engagement be?	Who is responsible and what role is being completed?	With whom are you engaged?	What was achieved?	How was success measured?
#3	Community Consultation Event, Nov. 4, 2006.	<ul style="list-style-type: none"> <li>• Host a well-attended and positively-received community consultation meeting.</li> <li>• Engage as many key community stakeholders as possible in a consultation</li> </ul>	<ul style="list-style-type: none"> <li>• To identify ways the CFSA could better help more children and families within its mandate,</li> <li>• To obtain open feedback about the how the Region 3 CFSA is doing in order to inform business planning and alignment with community priorities,</li> <li>• To raise awareness and promote reading and review of the CFSA Report to the Community,</li> <li>• To broaden understanding and acceptance of the CFSA's scope and mandate,</li> <li>• To involve the community in addressing issues faced by children, youth and families,</li> <li>• Establish a foundation for an annual consultation,</li> <li>• To improve relationships with our community.</li> </ul>	<ul style="list-style-type: none"> <li>• An invitation from the board to all community stakeholders to attend a meeting with board members posed key questions.</li> <li>• The event was hosted by the board and facilitated by Bob Chartier.</li> <li>• The event agenda included a brief address from the Board, a summary of the past year's activities and accomplishments, and then a round-table facilitated session with all participants.</li> <li>• After the event, the feedback was gathered and analyzed for use by the Board and CFSA Administration with a summary distributed to invitees.</li> <li>• Participating individuals are now on a mailing list and will be sent information about how the consultation affected the 2007-10 business plan.</li> </ul>	Consultation for advice and information sharing only.	Board	Service Delivery, Community at Large, Government	Event Outcomes: <ul style="list-style-type: none"> <li>• Awareness of the event,</li> <li>• Participation in the event (30 people from a number of agencies and community organizations participated),</li> <li>• Understanding of CFSA scope and mandate.</li> </ul> Overall Outcomes: <ul style="list-style-type: none"> <li>• Useful and important feedback and ideas,</li> <li>• Improved relationships with the community,</li> <li>• Foundation for future consultations.</li> </ul> "What Was Said" document summarizing feedback was distributed to all invitees.	Feedback from participants.

Identity		Outcomes		Strategy		Roles & Responsibilities		Assessment	
CFSA	CE Initiative Name and Key Contact?	What Is To Be Achieved?	Why are you doing a specific community engagement?	How is it to be achieved?	What will the level of the engagement be?	Who is responsible and what role is being completed?	With whom are you engaged?	What was achieved?	How was success measured?
#3	Operations Plan Consultation, June 2006.	<ul style="list-style-type: none"> <li>Inform staff of past year's accomplishments and future initiatives.</li> <li>Inform staff of Business Plan priorities and strategies.</li> <li>Inform staff of draft Operations Plan and gain input.</li> </ul>	<p>To engage CFSA staff in identifying priorities and strategies for the region's three-year Operations Plan.</p> <ul style="list-style-type: none"> <li>Staff will have a broader understanding of the CFSA's overall plan and increase their "buy in" through their participation in shaping the plan.</li> </ul>	<ul style="list-style-type: none"> <li>Two sessions (morning and afternoon) facilitated by Bob Chartier at Red and White Club on June 13, 2006.</li> <li>Each session included a brief review of the past year's accomplishments as well as current trends and pressures.</li> <li>Most of the time was used for a facilitated session spent listening to staff perspectives on the Operations Plan.</li> </ul>	Consultation and shared planning.	CEO and management team.	All CFSA staff.	<ul style="list-style-type: none"> <li>Staff and managers participated in "open space" discussions.</li> <li>Received 122 open space feedback forms that were grouped according to themes and ideas. All input was incorporated into a summary document and posted on the intranet.</li> <li>Feedback was analyzed by executive management team and will be incorporated into Operations Plan/ Business Plan as appropriate.</li> </ul>	Participation and feedback.
#3	Stakeholder Engagement (Agency Consultation) – Spring 2006.	<ul style="list-style-type: none"> <li>To engage all members of the children's services sector (CFSA and agencies); and to seek their opinions and feedback on specified outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>To measure satisfaction of the sector's efforts (CFSA and agencies) to improve outcomes for children, youth and families (Child Intervention Services) under the Child, Youth and Family Enhancement Act.</li> <li>To identify barriers and suggest solutions to improving outcomes for children, youth and families.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from Working Group (CFSA staff and strategic partner agency representatives).</li> <li>Small Survey (participants of discussion groups).</li> <li>12 Discussion Groups (5 groups of strategic partners in Calgary; 5 groups of CFSA staff; 2 groups of rural CFSA and agency staff).</li> <li>Large online survey (open to all managers and staff of CFSA and agencies).</li> <li>Town Hall Sessions (June 2006 – report on findings to CFSA and agencies).</li> </ul>	Consultation	CFSA Executive Manager	CFSA and agency frontline workers, managers and administrative staff.	<ul style="list-style-type: none"> <li>141 people participated in discussion groups.</li> <li>621 people completed online survey (out of potential 1143 = 54% response rate).</li> <li>Surveys and discussion groups identified areas of mutual importance for CFSA and agencies; areas where we have made progress towards goals of the Enhancement Act; and areas which need work.</li> <li>The Working Group will take the results and develop a work plan to address issues highlighted in the survey.</li> </ul>	Survey responses.

Identity		Outcomes		Strategy		Roles & Responsibilities		Assessment	
CFSA	CE Initiative Name and Key Contact?	What Is To Be Achieved?	Why are you doing a specific community engagement?	How is it to be achieved?	What will the level of the engagement be?	Who is responsible and what role is being completed?	With whom are you engaged?	What was achieved?	How was success measured?
#3	Speakers Series: New Directions in Children's Services. First Speaker: Dr. Martin Brokenleg on Reclaiming our Children and Youth, Jan. 24, 2007	This Speakers Series, in addition to other community engagement activities, is intended to help build stronger, more effective, relationships with all the Board's communities and partners and to help develop leadership capacity that achieves the Board's vision and mission.	To support the Board's Strategic Directions and Community Engagement Strategy. To increase community awareness of the CFSA. To build intellectual capacity. To promote CFSA as both a partner of choice and an employer of choice.	First Speaker: lecture-style presentation.	Information Sharing.	The Board.	First Speaker: provided two sessions. Afternoon Session: service delivery level (CFSA Staff and Agency Staff) and the staff of other child service organizations, both Aboriginal and Non-Aboriginal. Evening Session: governance and management of the service delivery level and in other child service sectors for both Aboriginal and Non-Aboriginal communities, representatives from the municipal, provincial and federal government and Aboriginal Band and Council levels, and students of social work and education.	Assessment is currently in progress and appears positive for increased community awareness and promotion of the CFSA.	Initial assessment only was determined through informal feedback and attendance levels.

Identity		Outcomes		Strategy		Roles & Responsibilities		Assessment	
CFSA	CE Initiative Name and Key Contact?	What Is To Be Achieved?	Why are you doing a specific community engagement?	How is it to be achieved?	What will the level of the engagement be?	Who is responsible and what role is being completed?	With whom are you engaged?	What was achieved?	How was success measured?
#5	Regional Early Learning and Child Care Advisory Committee	<p>The creation of a regional committee of early childhood educators, agencies board members, other community members, regional CFSA staff and a regional CFSA Board member.</p> <p>The development of terms of reference that will focus on shared planning and shared decision making.</p> <p>To identify immediate concerns and develop planning regarding priority actions to address concerns.</p> <p>To develop long term goals and planning strategies.</p>	<p>To develop a committee that provides a wide perspective on regional early learning and child care challenges and opportunities.</p> <p>To develop a committee that will include the perspectives of regional daycare, family day home, nursery schools, CFSA staff and Board and other community groups where applicable.</p> <p>To develop a committee that will be committed to:</p> <p>a) Discussing regional early learning and child care challenges and opportunities.</p> <p>b) Shared planning in response to challenges throughout the Region.</p> <p>c) Increasing the profile of early childhood educator.</p> <p>d) Increasing the number and quality of regional early learning and child care programs.</p>	<p>In conjunction with the regional early learning and child care consultation process, solicit and identify members of the regional advisory committee.</p> <p>Provide support to those members of the committee (i.e. expenses, honorariums, etc.)</p>	<p>Via the consultation process provide information to early childhood educators and agencies board members regarding the regional committee.</p> <p>Shared planning and decision making in regard to developing a terms of reference for the committee.</p>	<p>Contracted consultant.</p> <p>Members of the Early Learning and Child Care will support the process.</p>	<p>Early childhood educators, agencies board members, community members and applicable CFSA staff and Board.</p>	To be completed.	To be completed.

Identity		Outcomes		Strategy		Roles & Responsibilities		Assessment	
CFSA	CE Initiative Name and Key Contact?	What Is To Be Achieved?	Why are you doing a specific community engagement?	How is it to be achieved?	What will the level of the engagement be?	Who is responsible and what role is being completed?	With whom are you engaged?	What was achieved?	How was success measured?
#5	Regional Early Childhood Development Newsletter – Footprints	The development and circulation of a regional early childhood development newsletter with an intended audience of parents and early childhood educators.	To define and stress what quality child care is. To increase the profile of early childhood educators and regional early learning and child care programs. To provide information on early childhood development. To provide information on learning opportunities for both parent and educators. To provide information on Ministry early learning and child care initiative	The development and circulation of a quarterly newsletter (JULY 2006, OCTOBER 2006, JANUARY 2007, MARCH 2007).	Direct contact with agencies, early childhood educators and parents. Coordination with community early learning and child care programs.	Members of the regional Early Learning and Child Care team will be responsible for gathering potential information for the newsletter from early learning and child care programs, community groups and parents. Working with Communications to develop format for the newsletter.	Early childhood educators, parents and other community members where applicable.	To be completed.	To be completed.
#5	Regional Family Day Home Enhancement Program	Through a contracted resource, supports will be provided in the development of more family day home resources. Will work to enhance the profile of current family day home agencies by supporting local marketing activities and awareness campaigns, including the provision of financial supports.	Based on an identified need to develop more family day home resources in the Region. Increase the number of family day home providers in the Region (increasing options for parents). Increasing the profile of family day home providers and family day home agency programs.	Through work of staff of the Early Learning and Child Care Team.	Consultation and information sharing with communities. Direct support and shared planning with community groups showing interest in developing a family day home agency. Coordination with regional CFSA staff.	Regional Children Resources Manager and CEO are responsible for establishing contract. Early Learning and Child Care Team is responsible ensuring times of contract are met.	Current Family Day Home agencies and interested individuals and community groups Regional CFSA staff	To be completed.	To be completed.

Identity		Outcomes		Strategy		Roles & Responsibilities		Assessment	
CFSA	CE Initiative Name and Key Contact?	What Is To Be Achieved?	Why are you doing a specific community engagement?	How is it to be achieved?	What will the level of the engagement be?	Who is responsible and what role is being completed?	With whom are you engaged?	What was achieved?	How was success measured?
#5	Regional Accreditation Support Program	Provide direct support to child care programs completing the accreditation process. Agencies report feeling less overwhelmed with the accreditation process. Agencies lessen the time it takes to complete the accreditation process.	To increase the quality of child care throughout the Region. To increase the number of accredited child care options available in the Region. To aid in the professional development of early childhood educators. To aid in the retention of early childhood educators.	Provide direct support (i.e. assistance with planning and organizing) to child care programs completing the accreditation process. This will include financial supports that will allow agencies to access services and resources (i.e. cover off staff) that will enable the staff of a program to complete the accreditation process independently themselves.	Consultation, information sharing and shared planning with program and staff receiving support.	Regional Children Resources Manager and CEO are responsible for establishing contract. Early Learning and Child Care Staff will assist agencies with planning for accreditation and identification of supports.	Early childhood educators, agencies board members, parents and other community members where applicable.	To be completed.	To be completed.
#5	Regional Nursery and Play School Resource Development Program	Local community groups (i.e., FCSSs, Schools, Parent Links, etc) will coordinate area nursery and play schools to come together for regular discussion and the provision of support to each other. Identified local groups will administer direct resource funding that local nursery and play schools can access to purchase resources for their programs.	To increase the quality of child care throughout the Region. To increase the number of child care options available to parents. To aid in the professional development of early childhood educators. To aid in the recruitment and retention of early childhood educators. To increase the profile of early childhood educators and early learning and care programs.	Regional coordination with local community groups. Facilitated discussions with regional nursery and play schools. Community group/s will administer funding to programs.	Local group(s) will coordinate local play school and nursery schools. Information sharing amongst local groups and local early learning facilities.	Regional Children Resources Manager and CEO are responsible for establishing contracts. Members of the Early Learning and Child Care Team are responsible for providing support to the contracted groups. The local group/s administering funding will follow terms set in contract.	Early childhood educators, agencies board members, parents and other community members where applicable.	To be completed.	To be completed.

Identity		Outcomes		Strategy		Roles & Responsibilities		Assessment	
CFSA	CE Initiative Name and Key Contact?	What Is To Be Achieved?	Why are you doing a specific community engagement?	How is it to be achieved?	What will the level of the engagement be?	Who is responsible and what role is being completed?	With whom are you engaged?	What was achieved?	How was success measured?
#5	Regional Early Learning and Child Care Marketing Campaign	<p>With the support of Communications and a contracted consultant, the Region will continue to distribute marketing material that the Region created last March 2006 – Just Imagine CD Rom.</p> <p>With the support of Communications, the Region will design and distribute an info bulletin/poster series promoting individuals to consider becoming an early child educator (i.e. family day home provider, starting a day care, etc).</p> <p>Through a contract with a media/marketing firm the Region will explore/develop a television and radio campaign speaking to the profile of early childhood educators and the role they play in the life of a child.</p>	<p>To aid in the recruitment and retention of early childhood educators.</p> <p>To increase the number of child care options available to parents.</p> <p>To increase the profile of early childhood educators and early learning and care programs.</p>	<p>Coordination with regional Communications support.</p> <p>Design and development of news releases and info bulletins/poster series.</p> <p>Establishing of a contract with a media/marketing firm to develop television/radio campaign.</p>	<p>Consultation and shared planning with regional early learning and child care resources on marketing activities.</p> <p>Information sharing and shared planning with Communications regarding the development of news releases and poster series.</p>	<p>Regional Children Resources Manager and CEO are responsible for establishing contract.</p> <p>Members of the Early Learning and Child Care Team are responsible for working with Communications and contracted marketing firm in developing marketing tools.</p>	<p>Early childhood educators, agencies board members, parents and other community members where applicable.</p>	To be completed.	To be completed.
#5	Regional Day Care Directors and Family Day Home Coordinator Meetings (added 2006 2007)	<p>Support family day home agency directors meeting together and support regional day care directors meeting together.</p> <p>Sharing of resources and expertise.</p> <p>Increase in networking opportunities.</p>	<p>To increase the quality of child care throughout the Region.</p> <p>To increase the peer support of agency directors.</p> <p>To aid in the professional development of early childhood educators.</p> <p>To increase the profile of early childhood educators and early learning and care programs.</p> <p>To provide dedicated time to discuss programming challenges and opportunities.</p>	<p>Coordination of regional day care directors and family day home directors.</p> <p>Financial support provided to directors and coordinators and/or their agencies so they are able to attend and participate in meetings.</p>	<p>Shared planning and decision making among day care directors and family day home coordinators.</p>	<p>Members of Early Learning and Child Care Team are responsible for providing support to day care directors.</p> <p>Directors and coordinators will be responsible for developing and implementing a terms of reference for meetings.</p>	<p>Day care directors and family day home coordinators.</p>	To be completed.	To be completed.

Identity		Outcomes		Strategy		Roles & Responsibilities		Assessment	
CFSA	CE Initiative Name and Key Contact?	What Is To Be Achieved?	Why are you doing a specific community engagement?	How is it to be achieved?	What will the level of the engagement be?	Who is responsible and what role is being completed?	With whom are you engaged?	What was achieved?	How was success measured?
#5	Regional Early Learning Enhancement Fund	Provide enhancement funding to already existing early learning Head Start programs located throughout the Region. Increase the capacity of existing Head Start programs to create more openings throughout the Region. Provide professional development opportunities for early childhood educators working in Head Start programs.	To increase the quality of early learning Head Start programs throughout the Region. To address the increase in the number of children requiring special learning by offering parents more options. To aid in the professional development of early childhood educators. To aid in the recruitment and retention of early childhood educators. To increase the profile of early childhood educators and early learning and care programs.	Coordination with regional Head Start programs. Assessment of each agencies need and their individual request for funding.	Information sharing, consultation and shared planning with Head Start Agencies.	Members of the regional Early Learning and Child Care team are responsible for providing support to the Head Start programs and administering the funding. Regional Children Resources Manager and CEO are responsible for establishing contracts.	Early childhood educators, agencies board members, parents and other community members where applicable.	To be completed.	To be completed.
#5	Regional Early Learning and Child Care Internet Portal	Creation of an Internet web portal that will allow regional early learning and child care agencies to have an electronic medium to provide the public with information regarding their agencies and programming. Once the technology is developed through a contracted resource, agencies will be given the support necessary (i.e. training) to be able to operate their portion of the portal. Agencies will have the ability to update information instantly. Such technology will allow for public and private forums for the purpose of having discussions on early learning and child care matters. This would include professional development information as well. Sharing of resources and expertise. Increase in networking opportunities.	To allow parents easy access to information on regional Early Learning and Child Care resources. To increase the quality of child care throughout the Region. To increase the peer support of agency directors. To aid in the professional development of early childhood educators. To increase the profile of early childhood educators and early learning and care programs.	Coordination of regional working group and provision of supports for individual to attend. Development of an initiative plan. Prepare call for proposals (April 2006)	Consultation and shared planning with interested regional early learning and child care resources and parents.	Members of the regional Early Learning and Child Care are responsible for coordinating and assisting in initiative development.	Regional Early Learning and Child Care agencies and parents. Industry experts on internet portals.	To be completed.	To be completed.

Identity		Outcomes		Strategy		Roles & Responsibilities		Assessment	
CFSA	CE Initiative Name and Key Contact?	What Is To Be Achieved?	Why are you doing a specific community engagement?	How is it to be achieved?	What will the level of the engagement be?	Who is responsible and what role is being completed?	With whom are you engaged?	What was achieved?	How was success measured?
#5	Inclusive Child Care Program	Implementation of a Inclusive Child Care Service that will assist children, family and child care agency with developing and maintaining quality child care options for children with special needs. Increase networking opportunities of children, family and child care agencies with community resources available.	To increase the quality and range of child care options throughout the Region. To create a process and support for children with special needs to access quality child care options. To aid in the support and professional development of early childhood educators and child care options region wide. To increase the profile of early childhood educators and early learning and care programs.	Via contract with agency/agencies requesting provision of Inclusive Child Care Service. Public awareness of inclusive Child Care Services. Coordination and support of Early Learning Child Care team.	Shared planning and decision making among all parties involved.	Members of the regional Early Learning and Child Care are responsible for coordinating and assisting referral and support planning processes. Contract staff with establishing contract.	General Request for Proposals Regional Early Learning and Child Care agencies.	To be completed.	To be completed.
#5	Regional Early Learning and Child Care Conference	Regional conference for early learning and child care staff throughout the region. Professional development. Sharing of resources and expertise. Increase in networking opportunities.	To increase the quality of child care throughout the Region. To aid in the professional development of early childhood educators. To increase the profile of early childhood educators and early learning and care programs. To provide dedicated time to discuss programming challenges and opportunities.	In coordination with regional early learning and child care agencies plan and deliver and regional conference for February 2007. Conference agenda and activities will be planned and delivered based on needs of early learning and child care community. Support for early learning educators to attend.	Shared planning and decision making among all parties involved.	Members of the regional Early Learning and Child Care are responsible for developing and planning with community.	Regional Early Learning and Child Care agencies and other community groups invested in early learning and child care.	To be completed.	To be completed.

Identity		Outcomes		Strategy		Roles & Responsibilities		Assessment	
CFSA	CE Initiative Name and Key Contact?	What Is To Be Achieved?	Why are you doing a specific community engagement?	How is it to be achieved?	What will the level of the engagement be?	Who is responsible and what role is being completed?	With whom are you engaged?	What was achieved?	How was success measured?
#5	Screening Tool Implementation	Exploration and possible implementation of screening tool for Day Care and Family Day Home agencies throughout the Region (i.e. Ages and Stages). Be a part of a community that assists in the developmental screening of children. Work with community partners (i.e. Health, Parent Link) that perform such training.	To increase the quality of child care throughout the Region. To begin a process those agencies will face via accreditation. To aid in the professional development of early childhood educators. To increase the profile of early childhood educators and early learning and care programs.	Coordinated planning and training for early learning educators throughout the Region. Discussion with community partners currently involved in developmental screening process.	Shared planning and decision making among all parties involved.	Members of the regional Early Learning and Child Care are responsible for coordinating and implementation.	Regional Early Learning and Child Care agencies.	To be completed.	To be completed.
#5	Government "walking the talk"	CFSA Region 5 is recognized as an effective Board that makes a positive difference in, and with communities.	To ensure Governance Leaders (provincial, municipal, county, health, school and community (e.g. FCSS, PDD) governance leaders or their representatives) have a clear understanding of the impact of social issues on community and gain respect for the work of CFSA so we make a more effective difference for children, youth, families and communities.	<ul style="list-style-type: none"> <li>• Meet with Governance Leaders</li> <li>• Create communication tools to use as methods of learning for leaders and representatives and consistent information gathering (e.g. power point presentation, data collection framework, newsletters, website)</li> <li>• Ensure aboriginal awareness, information and focus is included in all communication tools</li> <li>• Governance agreements with education, health (mental health), PDD, FCSS</li> <li>• Governance agreements with municipalities and counties.</li> </ul>	Consultation and information sharing as a basis to move to shared planning in the future.	CFSA Board working with communications officer and CEO to implement strategies.	<ul style="list-style-type: none"> <li>• Governance Leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• Governance Leaders acknowledge the need to focus on aboriginal issues (use an aboriginal lens) and don't continue to talk about "not having enough population to worry about".</li> <li>• Governance leaders we have met with are able to demonstrate an understanding and empathy of aboriginal history and culture.</li> <li>• Governance Leaders acknowledge the need to focus on children, youth, family and community issues (use a social lens) in everything they do and decisions they make.</li> </ul>	<ul style="list-style-type: none"> <li>• Through casual conversations</li> <li>• Monitoring actions and behaviors of Governance Leaders through avenues such as local papers, policies, meetings, etc.</li> <li>• Meetings occurred with Governance Leaders.</li> <li>• Decisions, policies and conversations regularly reflect use of the aboriginal and social lenses.</li> </ul>

Identity		Outcomes		Strategy		Roles & Responsibilities		Assessment	
CFSA	CE Initiative Name and Key Contact?	What Is To Be Achieved?	Why are you doing a specific community engagement?	How is it to be achieved?	What will the level of the engagement be?	Who is responsible and what role is being completed?	With whom are you engaged?	What was achieved?	How was success measured?
#5	Rural Revitalization - Rural Alberta Rocks	Partners (CFSA, municipalities, counties, school jurisdictions, health authority, FCSS, PDD, MLA's) gain an understanding and awareness of each other's strengths and limitations and as it relates to rural issues.	To effectively leverage resources among partners and collaboratively address common issues facing rural children, youth and families.	By doing a governance agreement trial process using common issues facing rural children, youth and families as the basis.	Shared planning and shared decision making. Partners will meet to discuss and strategize around issues facing children, youth and families in rural communities.	CFSA Board will take the lead role with the support of CFSA CEO and staff.	Partners	Region 5 plan for issues facing rural children, youth and families.	The Region 5 plan for issues facing rural children, youth and families has begun. The Region 5 outcomes identified for issues facing rural children, youth and families are achieved
#5	Board Development - Using available resources to gain understanding of Aboriginal history, culture and challenges.	Board gains capacity to use aboriginal lens in its work.	Develop a better understanding of aboriginal history, culture and the challenges facing aboriginal communities as a base for developing respectful partnerships. 45% of our children in care are aboriginal and the Board wants to achieve better outcomes for those children.	Viewing and reviewing videos and other available resources on aboriginal history, culture, and challenges. Board members attending Aboriginal Awareness Training.	Information sharing.	Aboriginal community committee members, Board members, CEO, and governance support.	Board.	Board members have knowledge and awareness that can be shared with others.	To be completed.
#5	Conference Connection - Aboriginal Awareness Conference in Lloydminster in partnership with Onion Lake, CPEF, Various agencies in Lloydminster and Board members of CFSA.	A gained understanding of resources that Onion Lake and other agencies have to offer and better understanding of issues and better communications. The information shared at conference will guide the board with next steps as to empowering vibrant nurturing aboriginal communities.	Enhance relations with Onion Lake and other agencies that serve the aboriginal population within the region.	Working in partnership to develop a conference in the fall of 2006 with Onion Lake agencies and agencies within the region which serve the aboriginal population.	Information sharing, consultation, shared planning and decision making in the development of the conference. Face to face round circle discussions will gain a better understanding of issues, possible solutions and success stories.	The Board Aboriginal Awareness Committee members, CEO, Communications manager and CFSA staff as identified.	Onion Lake agencies, agencies within the region that serve the aboriginal population, and CPEF.	Conference occurred and that meaningful discussion with aboriginal participants helped us to identify next steps. Relationships built with Onion Lake and other agencies servicing aboriginal populations.	Was it accomplished? CPEF grant is successful. All partners in agreement with the grant application and planning. Number of partners that come to the table. Evaluation survey of conference participants. Was the round circle open, culturally sensitive and successful? Issues for Next Steps were identified.

Identity		Outcomes		Strategy		Roles & Responsibilities		Assessment	
CFSA	CE Initiative Name and Key Contact?	What Is To Be Achieved?	Why are you doing a specific community engagement?	How is it to be achieved?	What will the level of the engagement be?	Who is responsible and what role is being completed?	With whom are you engaged?	What was achieved?	How was success measured?
#5	Quarterly Report - Monitoring of aboriginal goals and outcomes in business plan through the quarterly report.	To measure if the strategies of the business plan are achieving positive outcomes for aboriginal children in care.	To have an effective monitoring tool for the board to guide the work of the authority.	Quarterly report is changed to report on all strategies within the business plan at least twice a year. With this tool the board is able to direct change as necessary to continue movement to positive outcomes.	Information sharing, consultation, shared planning and decision making.	CEO, mgt team, staff and board.	Board and staff.	Increased positive outcomes for aboriginal children by using stats and reports.	Receive stats and reports on strategies in Business Plan. Evaluate reports and give direction based on reports that would continue to improve outcomes.
#5	Supporting Children, Youth, Families and Communities via Website.	Link communities to share and access programs and services that promote well being of children, youth and families. Opportunity to gather and share success stories. Aboriginal awareness and information is included.	<ul style="list-style-type: none"> <li>• Communities are better able to respond to needs, values and cultures of children and families.</li> <li>• Build capacity and share best practice with others.</li> <li>• To increase capacity of aboriginal awareness in our Region.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand website to link/share community successes and program development</li> <li>• Collect data</li> <li>• Work with CPEF and/or Children's Coalition.</li> </ul>	Awareness, information sharing.	Board and Board committee working with communication officer.	Community groups/partners and citizens with particular shared interests.	<ul style="list-style-type: none"> <li>• Easy access to information</li> <li>• Greater sharing of success stories – staff, community members, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• People begin to access website, • Board/staff/CEO feedback, • Number of hits on website increases, • Number of hits on Aboriginal pages increases, • Board/staff/CEO/community feedback grows and is ever more positive.</li> </ul>
#5	Supporting Children, Youth, Families and Communities Data Tool.	Tool is developed and used to collect pertinent information.	To develop better policies and practices.	Data collection tool will be used as a pilot in meetings with a few partners and then evaluated, refined and implemented.	Consultation using the data collection tool.	Board committee and board members working with CFSA staff.	Initially Inter agencies (Flagstaff and County of Beaver), Broader use with partners as completed.	An effective data collection tool will be developed and used by the Board.	Data collection tool is used by the Board to develop better policies and practices. Board is better connected to communities and is able to better support children, youth, families and communities.

Identity		Outcomes		Strategy		Roles & Responsibilities		Assessment	
CFSA	CE Initiative Name and Key Contact?	What Is To Be Achieved?	Why are you doing a specific community engagement?	How is it to be achieved?	What will the level of the engagement be?	Who is responsible and what role is being completed?	With whom are you engaged?	What was achieved?	How was success measured?
#5	Supporting Children, Youth, Families and Communities through Youth Bursary.	More eligible Region 5 youth access the Youth Bursary. More eligible aboriginal Region 5 youth access the Youth Bursary.	Promote all opportunities for development of children and youth.	Promotion of Youth Bursary with Region 5 Youth Network. Distribute information about youth bursary to Partners (school jurisdictions, municipalities, health (mental health), FCSS, aboriginal communities and organizations that serve aboriginal children).	Information sharing.	Board, committee and CFSA staff.	Youth Network. Partners.	<ul style="list-style-type: none"> <li>• Increase in number of youth from Region 5 accessing the Youth Bursary.</li> <li>• More partners indicate awareness of Youth Bursary program.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of eligible youth accessing Youth Bursary.</li> <li>• Number of eligible aboriginal youth accessing Youth Bursary.</li> <li>• Partners refer youth to the program and/or ask for information.</li> <li>• Number of eligible youth accessing Youth Bursary continues to increase.</li> <li>• Number of eligible aboriginal youth accessing Youth Bursary continues to increase.</li> <li>• More eligible youth in Region 5 complete a post-secondary education.</li> <li>• More eligible aboriginal youth in Region 5 complete post-secondary education.</li> </ul>