

SWFI Child Care Learning Community Meeting
September 11, 2017 1:00pm-3:00pm

Desired Outcomes of Meeting

- Understand how we will use the Community Learning Model over the next year to guide our work.
- Develop shared understanding and vocabulary for results, indicators, and performance measures.
- Reach agreement on a set of results and indicators to guide this work and begin to fill in our action map.

Meeting Participants

Name	Organization
Gretchen Davidson	Arapahoe County Early Childhood Council
Michelle Ewing	Arapahoe County Early Childhood Council
Julie Woodruff	Arapahoe County Early Childhood Council
Gail Bamby Mendez	Arapahoe County Early Childhood Council
Bob Prevost	Arapahoe County Human Services
Maureen Alexander	Arapahoe County Human Services
Andrew Rauch	Colorado Department of Higher Education
Keri Batchelder	Colorado Department of Human Services
Brian Conly	Colorado Department of Human Services
Charles Reese	Colorado Department of Human Services
Janel Highfill	Community College of Aurora
Victor Vialpando	Community College of Aurora
Vanessa Vazquez	Community College of Aurora
Elizabeth Schroeder	Community College of Denver
Alisha Mullins	Community College of Denver
Marsha Mattingly	Community College of Denver
Anne Fulton	Community College of Denver
Melanie Soneson	Denver's Early Childhood Council
Erin Gager	Denver's Early Childhood Council
Sarah McNeil	Denver Public Library
Lisa Jansen Thompson	Early Childhood Partnership of Adams County
David Shapiro	Executives Partnering to Invest in Children (EPIC)
Tara Smith	Governor's Office
Lisa Grant	Mile High Early Learning
Rich Jones	The Bell Policy Center
Frank Waterous	The Bell Policy Center
Bill Fulton	The Civic Canopy
Meghan Chaney	The Civic Canopy
Cathy Fabiano	WorkLife Partnership

Relevant Updates & Announcements

- Two big components to the SWFI project:
 - Implementation component – direct services at two colleges provided to parents pursuing higher education. July 2016 was beginning of grant, began providing services in January 2016.
 - Learning component – Learning Community to grapple with how systems can work together differently and more effectively to help students with children to achieve education, get, and keep employment. Learning Community convened in June 2017.
- This project is one of 14 projects nationwide selected by the Department of Labor and one of the two projects (from the total 14 projects) to be selected for a randomized control test.
- Jessica Cassarino is the new SWFI project manager, taking over for Tamara Conley

Using the Community Learning Model to Guide Our Journey

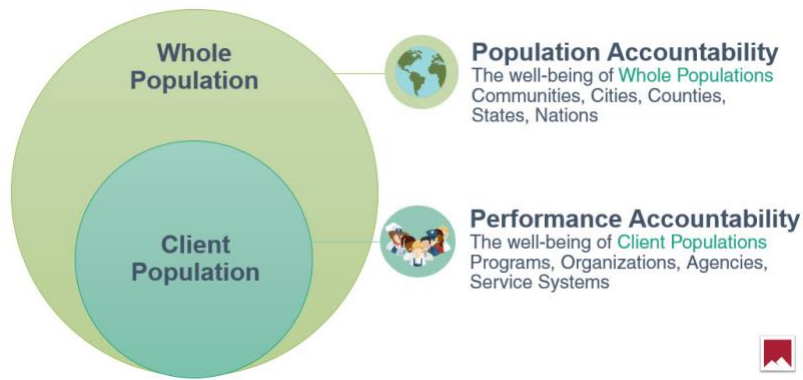
In service of helping Learning Community members to develop an understanding of how we will use the Community Learning Model (CLM) over the next year and beyond to guide our work, time was spent in the meeting unpacking the CLM and sharing a case study from the SHARE Network in Northeast Denver. See slides from PowerPoint Presentation for more. Click here to download PPT presentation: http://www.civiconetwork.io/sites/default/files/2018-01/SWFI%20LC%20Meeting%202%20PPT_0.pdf

The Community Learning Model is a research-based model that uses a deliberate step-by-step approach and continuous improvement orientation. The CLM focuses on results, includes relevant and diverse stakeholders in thoughtful dialogue, and develops action plans and structures for learning from results – all within a culture of trust and collaboration. The four core tenants of the CLM – Include, Dialogue, Act, and Learn– have been woven into the SWFI Learning Community process and the quarterly meetings for the first year are designed to move the group through the CLM process with each meeting focusing on a specific core tenant. The CLM is an iterative process that the group will go through many times as they grapple with systems challenges that require adaptive solutions.



Results Thinking & Language

This primary purpose of this meeting was to define the results that the SWFI Child Care Learning Community seeks to achieve together and to choose indicators to measure progress to achieving the results. At the center of the Community Learning Model is results. A clear articulation of the end results your group is seeking, and the ongoing re-assessment, drive the community learning process. [Results-Based Accountability](#) is an effective framework used by many collaborative groups. At the meeting, a short mini-training was given to provide the group with a foundational shared understanding of results-based thinking and the different between performance and population level accountability.



The group also worked to develop a shared vocabulary around terms such as a results, indicators, and performance measures. Definitions are below:

- Results – a condition of well-being for children, adults, families, or communities
- Indicators – a measurement with helps to quantify to achievement of a result
- Performance Measure - a measure of how well a program, agency, or service system is working

Defining Shared Results and Indicators

Through table discussions and large group discussion the group decided one one over-arching high-level result that reflected two-gen approach and impact.

Result: Colorado families are valued, healthy, and thriving across generations.

Ah-ha Insight!

Initially the group brainstormed results such as “Coloradans achieve economic security through employment & education” and “Children are prepared for educational success throughout their lives.” A member of the group raised the question of whether we were thinking holistically enough and if splitting results and indicators into ones that focus on children and adults separately would undermine the two-gen approach that ungirds the SWFI Learning Community approach. Others also advocated for make sure that the results reflect 2 gen approach. Here was a quote from one of the participants: “If we keep the results separate then people can say I’m working on adults, I’m working on kids. ‘We can work together’ – yet this isn’t a true two gen approach which integrates the two.”

Based on this concern, the group decide to have one result that reinforced the two-gen approach and reflected two-gen impact.

Indicators

A few sample indicators were proposed for the group to react to. Those indicators were:

- College completion and/or graduation rates; Entered employment rates
- Rates of children, receiving CCCAP, in top quality early care and learning facilities
- School readiness assessments; 3rd grade reading scores

Feedback on the proposed indicators:

- Swap out “college completion” for **“Post-Secondary Completion”**
- Job retention swapped out for dynamic indicators that point to **“retention and advancement”**
- Change “rates of children receiving CCAP in top quality early care and learning facilities” to **“rates of children accessing quality early care and learning providers”**
- Add indicators about family-friendly employment (sustainable , policy level)
- Challenges over indicators of college completion and children receiving CCAP – is CCAP critical and can we make college completion more inclusive
- “Move toward universal preschool”
- Reference to career pathways –entry isn’t enough, need to advance
 - needs to point toward renewing skills over time (indicators about this are currently too fixed)
- Missing job retention and sustainable wages
- An indicator of economic success in Colorado is the number of employers acknowledging that child care is important
- A priority for the group at the meeting today was to target business to make 2-gen/ early childhood a priority and they wanted to make sure that didn’t slip away if it didn’t show up explicitly in the results and indicators

Based on the feedback provided, the SWFI planning team finalized this set of indicators:

- ❖ **Percentage of children in high-quality child-care settings**
- ❖ **4th grade reading achievement levels**
- ❖ **Percentage of families earning a sustainable wage**
- ❖ **Post-secondary credential attainment**

Next Steps

At the next SWFI Learning Community meeting, on January 8th, 2018 the group will go through a [“Turn the Curve”](#) activity to review historical data on the selected indicators, conduct a root causes analysis, and develop strategies.