**Transcript**

May 14, 2025, 5:03PM

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 0:05
OK.
I'm also going to share my screen so that we can all see the PowerPoint so that we can share the information properly with you all.
So good afternoon everyone.
Welcome to the Responders Conference for the regional parent and Family Leadership RFP.
My name is Rebecca Juarez.
I serve as the community based prevention consultant and I am overseeing the RFP process.
For this specific RFP, I am going to pause and let my colleague introduce herself.

 **White, Victoria F (DCYF)** 0:50
Good afternoon, everyone. I'm Vicky White.
I'm the parent and family engagement consultant and also, I will be the site coordinator for ours.
Parent leadership initiative.
Regional project.
And.
Also I want to include our partners, our national partners, from national parent Leadership initiative. I wanted to have them introduce themselves because they are going to be talking about and providing some information around the NPLI and the parent leadership initiative and also our Minnesota Indigenous Partners from.
Indigenous visiting.
I would like them to introduce themselves too, because.
They will also provide some information later in this responder's conference.
So.
Zumayla, Carolyn. I believe you are in the room with us.
Can you introduce yourself please?

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 1:57
Carolyn, I'm going to go ahead and unmute you first so that you can introduce yourself.

 **Carolyn** 2:05
OK.
Great. Thank you so much.
Hi, welcome everyone.
My name is Carolyn Davis.
I'm with the national Parent Leadership Institute.
And as Vicky shared, we are partners on this project with the state and excited to be here both to answer questions and provide information in this conversation as well as to provide support to this work. And Zulema, I'll hand off to you.

 **Zulema** 2:34
Hello, my name is Sulema Gomez.
I'm with the national Parent Leadership Institute as the director of implementation and system capacity.
Happy to be here.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 2:49
Wonderful.

 **White, Victoria F (DCYF)** 2:49
Could we have our Minnesota partners indigenous fishing?
Could you please introduce yourself?

 **Beth Ann Dodds** 2:57
Sure, I.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 3:02
I'm so sorry, Beth Ann.
I did that. I'm so sorry.

 **Beth Ann Dodds** 3:05
No worries.
Buju my name is Beth Ann Dodds.
I'm a program manager at Indigenous visioning and we will be.
Working with Zulema and Carolyn and the good people at the parent Leadership Training Institute to provide technical assistance to Minnesota tribal nations and organizations in this endeavor.
Happy to be here.
And is Barb Faber on the call?
I'll pass it to Barb if she is here today.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 3:52
I do not currently see Barb in the meeting, but perhaps she will be able to join us later unless if Barb is on. Do feel free to raise your hand.
OK, Bethan, maybe Barb will be able to join us a little later.
And we will certainly make sure that she has an opportunity to introduce herself.

 **Beth Ann Dodds** 4:18
Thank you.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 4:21
Vicky, are there any other folks that you would like to introduce before we move on in our agenda?

 **White, Victoria F (DCYF)** 4:29
No, I believe.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 4:30
1.

 **White, Victoria F (DCYF)** 4:32
Both of our national partners and our Minnesota partners have introduced themselves so we can move on to the next slide.
So our responders conference agenda today is we are going to provide the RFP review and also as the background, the purpose, the scope of work and the required proposal content.
We'll also talk about the proposal evaluation process and the timelines to for the RFP and at the very end, we will leave will have questions and answers.
Provided.
Based on you know, so please list your questions during this time and write them down, and then we'll have that time at the very end to answer your questions.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 5:29
Vicky, if I may briefly, folks on the call at the top of the meeting bar, you will see AQ and a button.
And if you go there, that is a place where you can submit questions throughout as they pop up for you.
We will and have time set aside at the very end that we will address those questions and provide answers as we are able.
But that's a place where you can go ahead and put them.
Also, we will have that time.
For question and answer and so you are.
You can feel free to reserve them and at that time we can unmute and allow you to ask those questions as needed also.

 **White, Victoria F (DCYF)** 6:13
Thank you, Rebecca.
We can move on to the next slide now.
So I'm going to start with the background and.
And just provide some information that our partnership begins with the national parent Leadership Institute.
So DCYF connected with MPLI to help us implement the parent leadership Training Institute curriculum. And also we also partnered with Indigenous visioning and.
And I had a chance to look at or participate in their some of their training that they had through PLI indigenous parent leadership training.
Also, this is this part of what we're doing is.
This is going to be implemented across the state through seven regions.
Tribal nations and American Indian organizations.
PLTI is a broad based civic engagement initiative to support parents stepping into roles as change agents, decision makers, community partners and Co-creators and change at the Lowell local and state levels and sometimes.
At the national level.
Next slide please.
So I'm going to hand this over to Megan to provide the information around the purpose and the scope of work and the funding availability.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 8:00
Oh, go ahead, Megan.

 **Waltz, Megan H (DCYF)** 8:04
My name is Megan Waltz.
I support the promotion and prevention unit in child safety and permanency at the Department of Children, Youth and Families.
The funding available that we have is 3.15 million.
Over three years, the maximum funding amount is 225,000. Over those three years per organization, and the minimum is $150,000.
Over three years for each organization, we will be funding up to 11 organizations.
And.
The funding is coming from the Children's Trust Fund, which are state dollars.
That's what I have.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 8:57
Thank you, Megan.
OK, I want to take a moment to talk a bit about the purpose and the scope of work for the RFP. I know there's a lot of information on this slide.
Our goal was so that you all can come back to this and be able to refer to the information.
This you can also find within the RFP itself and so I won't spend the time reading through it. What I will tell you is that the goal is for us to create the foundations for our parent and family leadership.
Structure and implementing the PLDI and IPLI curriculum.
Part of that includes supporting evaluation of these programs and then support for growth and sustainability.
There is signing with an MO U with Npli is a part of this process.
This agreement ensures that the process, the infrastructure and quality control for the Parent Leadership Training Institute is as it is implemented.
In communities and regions across the state, this is an agreement that reflects the core tenets and protocols to be used when implementing.

I will note and draw your attention to a training in July 2025 for the PLTI certification that will be hosted by our NPLI partners, and that will be the foundation for moving forward receiving the information, the curriculum and the structure of all of those pieces.
Vicky, I want to stop and make sure.
Is there anything else you'd like to add on any of this information that I just shared?

 **White, Victoria F (DCYF)** 10:44
No, I don't have anything right now.
I don't see anything.
I think that's that you covered it all.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 10:50
Wonderful.
Then folks, I will hand it off to our national partners at Npli.
And let's see.
I know Beth Ann you are on.
I'm not seeing Barb on, and so would you like to go ahead and take over Beth Ann on this portion.
Oh, I think you're muted.

 **Beth Ann Dodds** 11:18
Apologies. Happy to happy to explain. The indigenous parent Leadership institute.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 11:18
No worries.

 **Beth Ann Dodds** 11:25
Maybe Carolyn or Zulema would like to.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 11:27
Oh, I'm so sorry.
Yes, thank you.

 **Beth Ann Dodds** 11:28
Yeah, don't worry.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 11:29
I got that a little confused.
I apologize, Carolyn and Zulema.
I will turn it over to you all.
Feel free to just let me know. Next slide and I can advance them as you need.

 **Carolyn** 11:41
OK.
That sounds great, Rebecca.
Thank you so much.
And I'll start and share a little bit of information and then.
Bring Zulema’s voice in as well.
And thanks Beth Ann.
And so, yeah, hi everyone.
Thanks again for this opportunity to be here with you and for your interest in learning more about this initiative, the work that we do and that we are partnering with the state of Minnesota on here is really all around parent leadership and family leadership.
And working in partnership with communities, organizations and partners in community to support the growth of civic engagement and parent engagement and leadership in communities.
Specifically with the result of improving child outcomes, advancing democracy, and increasing racial equity through that civic engagement.
And yeah, Rebecca, if you would go to the next slide, that would be great.
Yeah. And so, one of the ways that we do this work and the way in which that we are partnering with the state to do this work is instituting what is called the parent Leadership Training Institute. And what this is that this is an initiative that's local.
In a variety of communities and you are being invited to consider being part of a team to implement in your community. If this feels like a good fit to you.
It is a 20-week initiative in building leadership skills.
Parents and caring adults who are wanting to make change in their community.
And so in this initiative, folks are building both their personal leadership skills as well as their understanding of how to make positive change in a community. So, understanding and looking at data on children looking at policy, looking at who their elected leaders are learning how to partner, and problem solves.

And building skills and knowledge across all of those areas, while also deepening their network with other parents and other partners across their communities.
And this is done in small groups of parents. Going through these initiatives and the small groups of parents are supported by a local community team who implements this initiative and really puts it in place to help support this work. I'm going to pause here for a second and.
Zulema invites your voice into add to some of the framing of this work.

 **Zulema** 14:13
Yeah. Can we go to the next slide please?
I think this will give.
An idea for what the work is so the parent leadership Training Institute.
Is it really?
Is this strategy for increasing parent leadership and civic engagement in a in a given community?
And so here on the left side we have sponsoring organization which would be the organization that would be applying for this RFP.
And ultimately is the one signing the MOU with MPLI and ensuring that all of the different supports are in place for this to be a successful initiative. However, the expectation is not that the sponsoring organization does this on your own and so this is done in partnership with.
What we call a civic design team, as Carolyn mentioned, and they really serve as an advisory body to the overall work of supporting.
Body of community leaders.
Who also want to see parent leadership in the community. And so this really ensures that this initiative does not belong to one organization, though you are applying for these funds, but that it becomes a community collaborative and together you are all supporting parent leaders in your community.
Along with this other team roles that we are looking for and that you'll see described in the RFP are is the role of the site coordinator.
Really ensuring that the vision of this work moves forward, that it's done with quality as parents, caregivers and advocates deserve a quality experience, and the site coordinator works with a facilitation team.
To ensure these quality trainings and so the training model, it's a 20 week training that goes through these different topics that Carolyn mentioned and there are supports that every community.
Is expected to provide we have, you know, been doing this for almost 35 years and we've learned that when we support parent leaders and advocates and even making it to training, right, that that they are successful in their leadership.
They are able to apply the learnings and so we do look for and provide, you know, childcare for parents and advocates that are in these trainings. We provide dinner.
We provide transportation support.
And so we can.
Talk about the different ways that we do that, but all of these supports are there to ensure that folks make it to these sessions.
And the other support is mentorship.
So parents, advocates that go through this training are working on a community project, so they're applying these learnings week by week and we provide mentorship, support, sometimes that mentorship support comes from civic design, team members, facilitators, other community leaders that are working on the same issue as yours.
Parents.
But these are the primary supports that we provide. Other communities provide all sorts of other different supports, and I'm sure Beth Ann can speak to that as well. But this is, you know, at its most basic, the model that you would be implementing in your local community that.
We have seen really strengthens parent leadership and civic engagement for positive outcomes for children and families.
Now there is a variation to this that I PLI applies.
And so I think this is where we might want to invite Beth Ann.

 **Beth Ann Dodds** 17:50
Sure. Thanks, Zulema. Can you hear me? Can everybody hear me?
I've been having microphone problems.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 17:57
Yes, we can hear you.

 **Beth Ann Dodds** 17:58
My apologies.
Let me know Rebecca if you can't hear me.
So yeah, thanks.
We are the indigenous parent leadership initiative and we are. My apologies, the slides, the slides that I sent you are not here.
I'm going to go off what I have over on my other screen here.
So the indigenous parent leadership initiative was established in 2021 in the White Earth Ojibwe nation in northwestern Minnesota.
We are graduating our third cohort this Sunday.
And will welcome six more participants making us.
28 graduates in our community and the ripple effect that they're having at our tribal level, our state level and our national level is.
Get in touch with me if you'd like to hear their stories. I'd be happy to share them with you.
We are unique in that.
We offer a second curriculum to our participants in which they are able to view the PLTI model through a cultural lens.
So we weave those two curriculums together.
We don't divert from the PLTI model we add into it.
Why don't you go ahead and?
Share the next maybe the next is there another slide there, Rebecca? No, there isn't.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 19:47
I'm so sorry, Bethan.

 **Beth Ann Dodds** 19:48
OK.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 19:48
I do not have any further slides other than this one, I apologize.

 **Beth Ann Dodds** 19:51
I'm OK.
That's OK.
So, like Megan and Vicky explained, there is this is available to up to four tribal nations.
Or organizations, the technical assistance will be provided by Npli. In addition to indigenous visioning, we will help in all phases of implementation.
We will also be able to offer some in person site visits to help with implementation and cohort assistance.
That can be in person virtual.
Again, we do not divert from the PLTI model.
We are exactly the same.
The only addition is the Indigenous Foundation's curriculum, which is connected to the core teachings.
Of the PLTI curriculum, it is based on The Four Seasons and was created by elders in Red Lake, White Earth and Doctor Anton Troyer.
This curriculum is available to be adapted if we are going to be working in our Dakota Lakota.
Tribal nations and.
Happy to share more information if you're interested in bringing this to your tribal community.
And you can.
You can get our information off of the RFP or reach out to Megan or Vicki.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 21:29
Thank you, Beth Ann.
I see a hand.
Jessica.
I'm guessing it's a question and I'm going to ask if we can reserve those until the end.
Feel free to either pop them in the Q&A or to save it towards the end, and I know that our partners will still be available as part of that portion of this conference and so.

Do feel free to do so there.
Caroline Zulema. Beth Ann, thank you so very much for the information.
Is there anything else that you all would like to share before I move on to some of the other components of the RFP?

 **Carolyn** 22:20
I don't think anything else to share, but we'd be really happy to answer questions that people might have.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 22:28
Wonderful. Thank you very much.
I am going to go ahead and move forward to talk a little bit more specifically about the components of the RFP process as well as timing and so forth.
So hopefully everyone received the RFP announcement and has accessed the website where the materials are posted just to outline what all is required in the proposal content.
You will find in the application there is an application form and in that form is where the narratives for your executive summary, the description of the applicant organization, description of partner organizations, description of priority populations as well as project goals and activities and work plan and the train.
And evaluation plan will be found.
That is where when you access that application portion, that is.
A critical component you would need to submit because it provides the narrative for this portion of your application.
Then a work plan detailing the tasks and deliverables related to this project will go as well as your proposed budget.
All of both the work plan and the budget. There is a template that you will be able to find on the website where the RFP is posted.
And then finally within the.
The RFP there are links to all of the required statements, responder information and declarations, exemptions, exception.
Pardon me to sample contract and RFP terms. A disclosure of funding form as well as documentation to establish financial stability.
So these are the documents, the form statements that are required as a part of the application.
And in conjunction with the budget proposal, the work plan and then this application.
Form that you will find again all on the website.
I'm going to move on to talk about the proposal evaluation process. It is broken down into three primary phases.
Phase One is a review of required statements.
That's to ensure that all applicants and responders are submitting the necessary statement documents, as I just outlined.
Phase two will be the evaluation of the proposal requirements, so that would be the application and the work plan and the budget.
And during and then in the phase three will be the selection of successful responders. And as Megan indicated at the top, that will be up to 11 organizations, 7 in the seven across the regions and up to four tribal organizations, tribal organizations or American Indian organizations.
And so that is the evaluation process.
For the proposal evaluation scoring again, I want to remind everyone, all of this information is found within the RFP and then again the recording for this will be available on the RFP web page, so that you can refer back to it as needed.
So the executive summary that's found in the application is up to possible five points.
The description of the applicant organization, which provides some important information.
About the organization that is applying for this RFP and funding opportunity will be up to 10.
A description of partner organizations is up to 10.
These are this is an opportunity to highlight the organizations with whom you have built partnerships or collaborations across in the community in the region.
As well as if you are not currently in partnership with other organizations, a plan for how that would be done.
Again, details of all of this information can be found within the RFP that is worth up to 10 points. A description of priority populations outlined within the RFP. We want to ensure that we are reaching a broader broad communities across our regions and our tribal nations, and America.
Indian organizations and so a description of that is worth up to 20 points.
Project goals, activities and the work plan are total.
Going up to 20 points.
Oh, I apologize.
Sorry, I advanced a little too quickly.
An evaluation plan, the agreement to work with our national partners and or indigenous visioning or to work on evaluation is worth up to five and then the budget proposal and explanation within that template that is provided is up to 25 points.
And then a professional responsibility and data privacy is up to five points and that will total up to 100 points possible for this RFP scoring.
Again.
Details about each of these sections you will find within the RFP that is online and posted.
And I am going to move on to timelines to give you all a bit more information on what to expect in the coming weeks.
So all questions will be due by May, the 19th by 4:00 PM.
Those can be submitted.
All of those should be submitted via e-mail to me, and that is at this e-mail address.
Regional PLI RFP, DC.
F at state MN, US and please put the subject line attention Rebecca Juarez. And that will just let us know that that is a question that needs to be answered.
They will be addressed in writing and distributed to all prospective responders on the RFP web page that you see linked here.
And every attempt will be made to provide answers within two days of receiving the question, but no later than May the 21st.
Which is when the question, the answers and the question and answers will be posted to the web page.
As a note, oral answers given today will be non-binding.
Written responses to questions asked today will be distributed and those will be that.
That is where the full answers will be provided.
May the 28th is the deadline for proposal proposals to be submitted.
And I'm going to move on and provide a little bit more information there as well.
So May 28th proposals are due.
Those should be emailed.
That includes again the application document that I mentioned, the work plan and the budget, and those should be attached via e-mail to that same e-mail address. Regional dot PLTI RFP DCYF at state MN us with the subject implement parent leadership Training Institute in region proposal attention to me.
Rebecca Juarez.
And that will let us know that that is a proposal submission.
We expect that selection notifications will go out by June the 13th, so the evaluation of the submitted proposals. Please note these are an estimated timeline that the required statement reviews will happen over may the 29th through May 30th.
The proposals will be reviewed by the reviewers between May the 30th and June the 9th, and then second level leadership review will occur between June.
The did I say May, June 9th, June 10th through 2025 through June 12th will be the 2nd letter level leadership review that will happen. And then as I said.
The goal is for selection notification.
To go out June the 13th in 2025, following these elections will be a period for contract negotiations. We do not have an exact time or estimate for that period, but once the negotiations are complete then we would obviously be looking to execute those contracts and be.
Working with our partners.
At the end of those negotiations.
OK I have provided you a lot of information and so I know there's some questions already in the Q&A, but I am going to go ahead and open it up to questions. You all may have.
Now feel free to raise your hand.
I know that you all may not have access to the MIC, but if you raise your hand, I can certainly allow un-micing to happen.
You can also feel free to add them into the Questions and Answers as well.
Yes, Eden, I see your hand and feel free to unmute if you would like to ask your question.

 **Eden Fitzgerald** 32:41
Thank you very much.
I appreciate all of your time today.
You have mentioned at the beginning that there was a July date that was involved.
Hosting is that. Would that be the first gathering of all of the selected members would be in July?

 **Zulema** 33:03
I can speak to that.
So this would be most likely yes, you would be gathering, but not just with Minnesota sites. It's with other sites across the country we are hosting in Minneapolis specifically for this reason as we knew that a large contingency from the state would be there. And yes, most.
Likely you are all meeting for the first time, but it's not just.
Minnesota folks, it is everyone who's training to implement apparent leadership training institute in their communities across the country.
And I don't if the dates were mentioned yet. If I should provide those. If you're, if you are considering applying, I do think you should earmark these dates as you're talking and really considering your facilitators and site coordinators. But training will be from July 10 to.
13 with the reception opening reception July 9th.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 34:02
Thank you, Zulema. Appreciate that.

 **White, Victoria F (DCYF)** 34:04
Could I just add a couple things to that question? The July 9th through the 13th, we're hoping that we have our site coordinators and four to five facilitators.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 34:06
OK.

 **White, Victoria F (DCYF)** 34:18
Identified or selected by that time so that they're able to attend the conference in on July 9th and 13th. At this conference, they will learn more about the rules and responsibilities of a site coordinator and also the roles and responsibilities of a of the facilitator response.
And you'll get a snippet of.
What parent leadership initiative curriculum looks like?

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 34:57
Thank you, Vicky. Thank you, Zulema.
Yes, Eaton.
So I hope that answers your question.
That will be July the 9th through the 13th, and that is the training for this training certification for the PLTI curriculum.
OK, I know there are some other hands up and I'm going to.
I'm just going to check to make sure that there were questions in the Q&A and I think most of them got answered.
But I wanted to just double check here.
OK.
I know I saw some other hands.
And Emily, I will get to you in just a moment.
I see your question in the Q&A, but I know that Tori's hand was up a moment ago and so I'm going to pause just for a moment and let me get to where I need to. So, Tori feel free.
If you still have your question, I know your hand went down.

 **Tori Hensley** 35:54
Hello, can you hear me, OK?

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 35:56
Yes.

 **Tori Hensley** 35:58
Hi, good to see you, Vicky.
I used to work with Vicki back in the day and it's been a really long time.
I just wanted to ask.
I actually have a few questions, but I don't want to take up too much space, so maybe I can just start with one.
We can come back to me.
I'm wondering if this RFP is open to community training organizations who have an LLC, or if it's specifically for government or nonprofit organizations.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 36:27
That is a very good question.
I'm going to see if we can get back to you on that question for sure, but before I just move on. Megan, do you have any insights that you are able to share regarding that? Otherwise, Tory, I can definitely find that information and get back to you on.
It.

 **Tori Hensley** 36:51
Thank you.

 **Waltz, Megan H (DCYF)** 36:51
I'm sorry. Tori, can you repeat your question?

 **Tori Hensley** 36:54
Yeah, I put it in the Q&A as well, just so it's easier to access.
But I'm wondering if this RFP is open to community training organizations that are established within LLC, or if it's specifically for government, tribal, or nonprofit organizations.

 **Waltz, Megan H (DCYF)** 37:15
You would be able to apply, or an LLC would be able to apply.

 **Tori Hensley** 37:19
Your thoughts?

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 37:21
Thank you, Megan.

 **Tori Hensley** 37:21
I have a.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 37:22
Thank you, Tori, for your question.
I know you had a couple of others and.
I will come back to you, Tori.
I just want to make sure I know I saw another hand up and I cannot remember whose name it was now.
But it's but their hand went down.
Is there?
Was there somebody else who had a question?
OK, Kanisha.

 **Kanisha Bliss** 38:14
Hi yeah, I was wondering if this for just tribal.
organizations or can this be for different organizations, nonprofit?
Would this be conflict of interest if I apply?
Yeah.

 **Waltz, Megan H (DCYF)** 38:42
Hi Kanisha.
It's good to see you here.
I'm not able to comment on individual applications but.

 **Kanisha Bliss** 38:50
No, I'm good. I'm working.

 **Waltz, Megan H (DCYF)** 38:51
I don't believe that there is a conflict of interest for anyone on the call to apply.

 **Kanisha Bliss** 38:57
OK, bye.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 38:59
And Kanisha tear initial question regarding tribal organizations.
This is not exclusive to tribal organizations.

 **Kanisha Bliss** 39:04
I'm ready.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 39:06
We are also looking to implement this across the seven regions as outlined and so you will find the seven regions within the RFP.

 **Kanisha Bliss** 39:06
For somebody, OK.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 39:19
I'm also happy really quick to go back to the slide so that we can.
I think it came up.
In another question as well so.
You will see the map here and it is across several seven different regions across the state. And so obviously we would love to have representation from all seven regions if at all possible.
So no, it is not exclusive to our tribal organizations, tribal nations and or our tribal American Indian organizations.

 **Kanisha Bliss** 39:46
Thank you.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 39:49
Only it is open to all communities.
Thank you, Kanisha.

 **Kanisha Bliss** 39:59
What we're saying now, hey.
Yeah.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 40:03
OK, I know there's a few more questions in the chat and so I want to go back and ensure that I am getting to those as well.
I see. Oh.
Thank you, Megan for answering Emily's question regarding the trainings.
Yes, so that when it was answered.
Let's see. Confirming just going back so that we can. I saw another question around funding and so here you will see that that is a maximum a minimum of $150,000 over the course of three years and so.
So the Max would be 225,000, yes.
So that would be a maximum of 75,000 a year and I see maybe somebody else answered that. Thank you.
OK, I've got a few others that have had questions answered. Our parent leaders compensated for their participation.
So that that would likely.
Be something that you would need to consider within your work plan.
Obviously I know that when Npli presented on there's they talked about some of those really critical things that allow for parent participation.
So we would, we would love that if our parent leaders.
Had you know were able to do so, but it would be something for consideration in your work plan.
And if anybody is, if I'm misspeaking, so please do stop me, but that is.
Let's see here.

 **Zulema** 41:57
Yeah, I can just add.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 41:57
Out.

 **Zulema** 41:59
Some sites do provide compensation or incentives that way.
I PLI is one of those and some sites do not.
It really goes down to local culture and needs of your community.
It is a common practice, so it would be something that you would budget for, yeah.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 42:15
Thank you.
Tori has a question.
How many parent leaders participate per class?
Typically I think that would be a good question for our npli partners.
Oh, and there's a follow up. How quickly would these teams need to be assembled?

 **Zulema** 42:34
Yeah. So, the MOU has a minimum of 18 with a target of 25.
Again, that greatly depends on your community. If you're in a very rural community, we would adjust that.
PLI is another great example of that, where that has been adjusted and it's really for data purposes. There's a target number that allows us to get reports from our evaluation partners at NYU.
But the target's 25 and the minimum.
On the standard MOU is 18, but that can definitely be adjusted.
And let's see what was one of the other questions.
Oh, how soon should the teams be assembled?

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 43:16
The FA.

 **Zulema** 43:19
You would want to be putting together these teams or have a good consideration as you're applying because they would need to be ready.
For July, so you can see that the turnaround is really quick. So, you do want to have those folks identified or invited at least with that tentative agreement pretty soon here.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 43:44
Thank you Zulema for taking those questions and answering, answering those for us.
Really appreciate having you all on the call.
Oh, Carolyn, did I see you on mute?
And if so, please do hop in.

 **Carolyn** 43:57
Yeah. Thanks so much.
I just was noting a couple of questions in the Q&A around details around the curriculum and a few folks asking if we could see if they could see a sample curriculum suite.
I'm going to let you answer that in a second, but there's a detailed question also around how many hours are each class and are they ever offered virtually or in person? And so, I'll tell you it is.
Most often implemented as one night a week with a three-hour class.
Class, but then an additional hour, which is the dinner time or a meal time when people first gather.
I will say, though, that people.
And we would be supporting you in this people design. You know what works best for local communities.
So we have some communities that do this on a Saturday morning that works really well.
We have some folks who will do a longer session and do a different time frame, so it is most often about four hours once a week.
But there are other options available.
If those fit your local community better, it is primarily in most it is primarily and historically offered in person, but there is also a virtual version of the curriculum and it has been implemented that way as well.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 45:13
Thank you, Carolyn. Oh, go ahead, Zulema.

 **Zulema** 45:16
Yeah. As far as the curriculum sample, I believe the RFP might have a list of the session titles, but it wouldn't have a sample of the curriculum and that's due to the just the copyright that we're not able to share that sample. The state of Connecticut own.
The curriculum that way and we are really the stewards that are allowed to share and implement in other communities. But what I can say about the curriculum is that you are looking at.
Civics training for parents. And so, what that looks like is public speaking. It looks like understanding community systems.
It looks like especially I will say through PLI addressing, you know, trauma and experienced by systems as well.
And learning how government works, learning how to read budgets so those sorts of civic skills that parents need to advocate for.
Four changes are part of this curriculum and some of you might already have something like this, right?
So you might be doing, you know, education focused advocacy training, and this is, I will say it's a really good compliment to other types of trainings in my own organization, we've had a compliment to this for parents, zero to five who then applied for this.
Experience it really broadens.
Leadership capacity.
So I think it's important to say this is not a parenting.
Training, but it really is focused on helping parents build the skills for them to then go on and make solid real changes and policy and practice in their communities.
And I wonder, Beth Ann, if there's anything you'd like to add.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 47:05
Thanks Zulema.
That was just about to ask Beth Ann the same.

 **Beth Ann Dodds** 47:13
Yeah, I think Zulema summed it up really nicely.
This this curriculum is an opportunity for an individual and in our case, it's in a tribal community.
Who is ready to make some changes in their life in their children's lives, and also making some changes in their tribal community?
For us it is.
The indigenous voice is often missing from the tables where people are making decisions.
About us.
So this model.
Helps an individual.
To.
Help hone those skills that are already there.
They're already in there and we're helping them to find that voice and bring it out so that they have more confidence to sit at their child's IEP conference. They feel more confident to go and talk to the people at City Hall about a stop sign that needs.
To be implemented at a corner.
This is really taking.
That parent and amplifying their voice, and we guide them in that process.
I hope that helped follow up your comment Zulema.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 48:40
Thank you, Beth Ann.
Really appreciate you all being here and answering these questions, Isabel.
I see your hand, and I know your hand was the one that was up earlier. And so, I'm going to pause on the Q&A portion and make sure that I give you the opportunity.
To ask your question.
And Isabel, if you are speaking, you are muted.
But your mic has been there you go.

 **Isabel McNally - Engage Winona** 49:14
Oh, sorry.
Thank you for bearing with me there.
Actually, the last question was also mine, so I really appreciated you both sharing that back.
I wanted to really quickly share the context that my organization was hoping to ask that we love the change making idea, and we do that quite a bit of that already. And I think what we were looking for with that curriculum clarification, ensuring that we're giving people tools.
To make sure that their change making.
Is constructive and not destructive, especially in a rural community with pretty limited.
Public and social services.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 49:58
OK.
Thank you all.
I'm going to go back into the Q&A and let's see here.
I just want to make sure I'm getting to.
So there's a question about the sustainability plan and the quote from the RFP is describe a sustainability plan and how they will contribute 50% of program cost by year three of the grant contract.
And 100% of program costs in year four and ongoing.
So what I will say to that and Megan, feel free. If at any point in time you would like to add any other details. The goal is that when with setting out for this RFP and working with these partners, the grantees that would be that we would be.
On boarding here would be that the funding would help for you all to get started and implementing these curriculums within your community.
In the initial years, the goal of that though, is for you all to be able to make a plan.
Think about strategic partnerships and other funding streams that you all may be able to explore to help ensure the sustainability of continuing this model. This cohort, civic design model into the years ahead so that it is not so that you all you know do this for a few.
Years and then suddenly that you know, this program goes away.
That what our goal is to sustain that beyond the period of this RFP.
Yes, Vicky.

 **White, Victoria F (DCYF)** 51:41
I just want to add to that question that this is where, as a site coordinator for the state and also working in in partnership with NPRI and also PLI, this is where we would provide the technical assistance when we get to that.
Sustainability phase and how important that is to make sure that we do have a plan.
But I look I'm going to be looking for two MPLI.
And also PLI on how what are the steps or what are the processes for sustainability and what will that look like?
Who will be our partners?
Who's ours?
Who is in our regional part area communities that could provide that?
That sustainability piece.
And I don't know if Zulema or Beth Ann want to add anything to that.

 **Zulema** 52:46
Just that these are ongoing conversations that we have with all sites across the country as their funding tends to shift.
You know, we come to conversation to explore what that is or how we can leverage the support of the civic design team to provide in kind support for things like facilities and meals and things like that, so that the sustainability piece are ongoing conversations we have with sit.
All the time.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 53:18
Beth Ann I want to take a moment and ensure there's if there's anything else you would like to add specific to indigenous visioning and ILP PLI sorry.

 **Beth Ann Dodds** 53:30
Sustainability piece.
Yes, definitely.
It's an ongoing conversation.
We have some funders that fund our alumni program.
We have other funders that fund this, the cohort, so it is always looking for new opportunities and creating those partnerships with our outreach, our graduates, our outreach as well.
So year three and we're still learning.
And facing challenges. But we are also happy to help.
Others who are coming up behind us and lending them a hand.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 54:06
Thank you.
Kanisha I see your hand. And so please do.
Oh, hang on just a moment.
Yes, what question do you have?

 **Kanisha Bliss** 54:21
I'm sorry.
I'm chewing on something.
OK.
So I've my question is.
I'm just starting my nonprofit.
For families with autism and disabilities, and I'm just wondering because I'm new starting and this is.
You said that it has to be.
You know that I'm trying to get my question right that the families has to.
Be able to.
I don't have any partners.
Yes. So, I'm trying to see will this be.
Will I be able to still, you know?
Apply.
And.
I don't have a different aspect in it. If you understand what I'm saying. So, because I'm just now starting my nonprofit.
Do you say what I'm saying?
I hope you do.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 55:34
I think I do understand your question Kanisha and thank you again.
Again, while we can't provide guidance on specific applications, if you do look at the RFP within the partners, the description of partner organizations, it should read that the we ideally we would love for you all to have established partners.
Organizations that you would be working with that are already in place.
If not, you can also describe the plans that you have for building those partnerships. As you can see though, given the curriculum and you know the training that will happen in July, the turnaround is quite quick.
So we would obviously any partnerships you already have would be those critical pieces and being able to build out this this model.

 **Kanisha Bliss** 56:29
OK, OK.
Thank you. That was my main thing because I'm just now getting established. So, I just wanted to find out, you know, because I don't have any partners and I'm trying to just, you know, see where I'm. I'm trying to fit in and how this is going to help.
Me grow more.
So yeah, so thank you.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 56:59
Thank you, Kanisha.
I'm going to go back as I don't see any hands. Now I'm going to take a step back into the Q&A and just make sure I'm covering the questions that are coming up.
Let's see. I've got one about do partnering organizations need to have LLC, nonprofit, government, or tribal status?
Or can community members qualify as partnering organizations?
I don't think that we have any specific stipulations on who the organizations have to be, so I would encourage you to read over the RFP, but to, but I don't know that there's any restrictions per SE on who those partners can be.
So yes, Megan by all means.

 **Waltz, Megan H (DCYF)** 57:45
I'd like.
To comment on that please.

 **Zulema** 57:55
Was this the question about the LLC?
I was going through the chat right now answering a question.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 58:00
Yes, it was about partnering organizations. If they need to have a status as LLC, nonprofit, government, or tribal status.

 **Zulema** 58:09
Oh, those partner organizations.
It could be businesses, individuals, parent leaders.
So no, for that Civic design team, it's anyone who is passionate about parent leadership or civic engagement.

 **Carolyn** 58:22
And ideally, it's really a mix in your community. Ideally it might be somebody from the library, somebody who runs their own business, somebody who's engaged in the schools you would ideally have a mix of representation around the table to do this work.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 58:47
Cory, I see your hand and I know that question was yours. So, I'm guessing you have a follow up. Please do proceed.

 **Tori Hensley** 58:52
I do.
Yeah, I was just wanting to make clarification.
So I'm not thinking about the Civic design team.
I was thinking about the individuals who are listed as partner organization. If there are requirements for them.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 59:07
You’re meeting in the RFP application tore, correct.
Just to clarify and make sure we're all on the same page.

 **Tori Hensley** 59:13
Exactly, yes.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 59:15
Yes. So, I think again, Megan and other folks who are on the call, feel free to hop in.
There are not restrictions on who may serve as a partner, so I would encourage folks to take a look at that, that portion of the RFP. It sounds like partner organizations as a big question. So we will make sure that.
When we provide the question and answer piece online, we will make sure to address the partner organization.
Piece just to make sure that it is very clear, but to my knowledge it is not.
There is not a stipulation or a restriction or any sort of list of what may entail a partner.
But I will also make sure to defer to some other folks on the call just to make sure that I'm not speaking out of turn here.

 **Zulema** 1:00:08
Yeah, that's correct.
Really. What?
What we're trying to get to is what is your relationship across community, and we know community is made-up of more than just you know you know 501C threes and LLC's. But it's made-up of different types of entities and individuals so.
It's really getting to what does your community partnership currently look like so that when you are building that civic design team, you already have some of those relationships to build on?
And so it it's still connected to the civic design team work.
But really, what does that look like now?
Who are you partnering with and who will be your, you know, supports as you are implementing this successfully because again the intent was never for one sponsoring organization to just lead this on your own.
We have learned that that's not the most sustainable model and that it really should belong to the wider community and so that is.
Sometimes you know, government officials who are partners.
It's local businesses, Barber shops, libraries.
Any of those can be listed if those partnerships exist.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 1:01:14
Thank you, Zulema. Appreciate that.
OK.
Good to see that. And so it looks like we answered your question.
Tori, I'm very glad to hear that.
I have a question about whether folks can apply to support more than one region.
Again, I don't think there's any specifics that that preclude you that keep you from being able to do so.
I think the biggest thing will be and within your application would be to show how you can what the capacity is for you to support more than one region, what partnerships you have. Again, all of those pieces that really help to help the reviewers really understand how that.
Work would happen.
I'm also going to obviously defer to our national partners and Bethan.
As well, just to see if there's any additional input or information, they can share with that as well.
Great. Thank you.
And then let's see.
I know we have a couple more.
I still.
I don't see any more hands, so I am going to stay in the Questions and Answers unless I see any other hands go up.
I see that there are some answers.
Let's see. How does this coincide with child protection cases?
Is this a model that is most often used before, during or after a child protection case?
That's a really good question.
I will take a first go and then I would love if.
And others can definitely add additional input.
What I would say is that our goal with this model is to build the social connection and the protective factors around.
The our goal is to build that.
Sorry, words are escaping me just now.
Social connection is the big one and that when families and parents are connected and have are partaking together in this shared learning.
Learning and mentoring process that they are opportunities for them to build that community for that protective factor. And so, I'm going to defer over to Vicki and see what she would like to share regarding the how it coincides with child protection cases specifically.

 **White, Victoria F (DCYF)** 1:03:48
Thank you, Rebecca.
I like your question, Jessica, because I think that's important.
To understand how that would fit in the framework of child protection cases, when I thought about your question, the first thought that came to mind was.
Native American parenting classes of helping parents through learning about parenting, which is.
And I'm familiar with the Native American parenting, which is different.
From.
This parent leadership Training Institute is focusing on civic engagement, focusing on increasing skills for parents to learn how to advocate for themselves, to learn how to.
Understand.
The skills necessary laws and I see another question in here that keeps popping up and that has to do with the curriculum.
What does the curriculum look like?
I'm not sure if.
I guess Zulema or.
Beth Ann, as far as sharing the list of the curriculum topics, I know that Zulema did go into some of those topics.
It's 20 weeks of training for parents and like Carolyn said, it could be on a Saturday all day.
It could be on a evening, could be during the weekday.
It's whatever the meets the parents need.
So I think that when I look at this, I also see it as building parent voices advocacy and if they're part of the child protection system, this is where they would learn those skills to be able to advocate for themselves, to be those change agents as far as.
A particular topic, and that's why the Civic project is such an important piece to this model.
It really creates that.
That skill of how important it is to be the voice, for, for, for their area, for their community, or for their whatever they're concerned about.
So again, going back to the topics I have a list of them at hand.
I'm not sure if that's part of something we share now.
Or do we share it later as we come to finalizing a negotiation with our applicants who apply?

 **Waltz, Megan H (DCYF)** 1:06:44
We can share the list. We will share the list of topic areas.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 1:06:44
Thank you, Vicky.

 **White, Victoria F (DCYF)** 1:06:49
OK.

 **Waltz, Megan H (DCYF)** 1:06:50
As defined by PLI and MPLI, we will share that as an attachment on the website for folks to have.
Solemn. I'm wondering if you want to comment on the child protection aspect.

 **Zulema** 1:07:06
Right. So, we there's a pre and a post survey that we do in this experience, and it's focused on civic outcomes. And there are a couple of other personal outcomes that are always like a wonderful surprise.
And it's how we've really learned that the impact of leadership has a it has a ripple effect on other aspects of a parent's life.
And there are, we know changes that are made to how folks.
Parent the types of relationships that they leave, education and career changes that they make as a result of this training and so this training has been used by some communities as a child. Child abuse prevention strategy and so. And I think Beth Ann you can speak more.
To this, as you've had very specific conversations in your community around this, but we have seen this.
In Australia, this was used as a child abuse prevention strategy.
And again, the measures are around civics.
But then there are there's a ripple effect that we have seen that has had a pop has had a positive impact on families as a whole.

 **White, Victoria F (DCYF)** 1:08:23
Mm hmm.

 **Beth Ann Dodds** 1:08:27
Yeah. What we've seen in our community is.
A very large increase in factors such as going back to school.
Furthering their education promotion at work.
We have created a second evaluation.
We are evaluated by NYU.
We have created a second, third party evaluation that also measures the cultural factor.
We have seen where our participants are claiming their cultural identity, which I also would say is what the PLTI curriculum does as well.
Is it helps with identity?
It helps them take a look at themselves in the mirror.
The only difference is we're also adding in the cultural component when it comes to the child protection cases we.
Are entering into dialogue right now with the with Npli.
As well as KC family programs in creating an abbreviated version of this model.
For active open Indian child welfare cases in white earth.
So we want to know what we're hearing from our graduates is, yes, this is working.
They don't all have active open cases.
They have all 100% of them had.
Child protection, Indian child welfare involvement.
And this works.
I can't tell you enough how much this works.
But we're happy to share some of this data with you to show you what it's done in our community.
And we are happy to continue to have an open dialogue and report back when we know whether or not the abbreviated version works with active open cases.
So stay tuned and happy to continue this dialogue.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 1:10:35
Both.
I think thus far we have covered all of the questions that are currently in the Q and AI would draw everyone's attention.
There are some of those were answered in the actual Q&A portion and so you are welcome to go there if there are other questions we do still have a few minutes remaining.
OK, I've got a question.
How do we request a continuation of that dialogue?
I am.

 **Beth Ann Dodds** 1:11:11
I'm happy to put my e-mail address in the chat if it is related to tribal nations or organizations. Rebecca, I would also like to let everybody know we do have a graduate of the program on this call with us today. If anybody would like to hear some first.
Hand perspective of what? Where she came from and where she is today.
After being in our very first cohort in the white Earth community.
Marlena Hansen is with us here today.

 **White, Victoria F (DCYF)** 1:11:55
Thank you, Beth Ann. I've, I've.
I like that, Marlena added this in the in the chat and also, she has her e-mail available too. So, if you want to reach out to her, she's just doing wonderful things and just recently graduated from BSU.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 1:12:24
Yes, and I will add, there's other e-mail addresses also.
Zulema has graciously offered her e-mail address as well in the comments.
And then OK.
Let me pause for just a moment, please.
I know there are a couple of requests in the comments and.
Let's see here.
Just want to take a moment.
If you all will permit me.
At this time, due to time.
I ask that if you all have questions and would like to hear more from Marlena that you do, reach out via e-mail for those questions or take to learn a little bit more about her experience.
I've got one final question and then I think we're going.
We're going to try and finish up so in considering budget, I'm wondering if the training materials are provided by PLTI or if the cost of training materials should.
For so I'm going to Zulema do you want to take that question as well?

 **Zulema** 1:14:11
Yeah, I believe there's the curriculum use fee is a part of the budget or what the state is covering. I think Megan would better be able to answer that.
But it would be a part of your budget.
There's an annual curriculum news fee.

 **Waltz, Megan H (DCYF)** 1:14:29
Well, Minnesota has paid for the curriculum for the state has ensured the use of the curriculum for all grantees.

 **Zulema** 1:14:32
There we go. That's.

 **Waltz, Megan H (DCYF)** 1:14:39
And so that does not need to be included in your budget.

 **Zulema** 1:14:46
That's good.

 **Waltz, Megan H (DCYF)** 1:14:46
Savings. Well, if we're asking you to use a particular, probably ensure that you have access to that particular thing.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** 1:14:56
Thank you both.
OK.
I'm going to offer up the final opportunity to ask any other questions about the RFP, the application process, timing, anything else you might have with regard to with regard to the spending opportunity.
As I said, do. Take a look in the comments.
I mean in the Q&A as folks have been sharing their emails, if you have questions specifically about the curriculum.
And what that could look like?
And again, Marlena's e-mail is in there as well if you would like to hear firsthand experience, but for any further questions about the RFP, we do have just a few more minutes.
OK.
I hope that means folks questions got mostly answered again.
I will remind you that feel you are welcome also to submit those questions to this e-mail address. If something pops up later or if there was a question that you're not, you know you weren't feeling comfortable asking in the larger forum and that e-mail address again is Reg.
Dot PLTI.
RFP dot DCYF at state dot MN.
Us.
Please make that attention Rebecca Juarez. And if it's related to, you know, the operational pieces and logistics around RFP that will certainly come from me. If there's other questions that you all have, I will make sure to get that information to you. And as I said the.
Questions are due by the 19th and then they will be posted on the RFP page as an attachment.
No later than May the 21st, so that all potential applicants can review the questions.
And answers to help inform your applications prior to submission and then as mentioned already, I'm just going to highlight a couple of pieces.
This recording will be available on that same website, so if you have further questions or if you wanted to review any specific pieces during this time, you will have access to that recording on the RFP website. And last but not least, the titles of the sections within the.
Curriculum will be shared as an attachment.
Also again on that website so that where the RFP is posted in the announcement that you all have seen and that is where you will find this critical piece of information. And so please do refer there for any of the further questions or information that you are looking.
For.
That is everything that we have for you today.
Thank you so very much for your time.
Thank you very much.
Much to Vicki and to Megan at this at DCYF, and thank you very, very, very much to our partners at Npli and indigenous visioning for being here and taking time to answer questions, providing information.
Really, really appreciate your partnership and thank you all for being on this call and we were looking forward to the next steps.

 **Juarez, Rebecca (She/Her/Hers) (DCYF)** stopped transcription