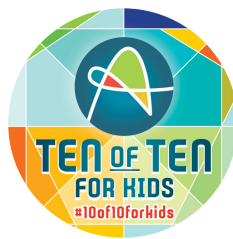


ALIA'S 10 OF 10 FOR KIDS: AN EMERGING VISION FOR CHILD WELFARE REFORM



EVALUATION REPORT SEPTEMBER 2017

Prepared By:
TerraLuna Collaborative
Nora F. Murphy, Ph.D.,
Principal Investigator



EVALUATION REPORT

TABLE OF CONTENTS

INTRODUCTION.....	1
PART 1: OPENING REFLECTIONS AND EXPECTATIONS.....	3
WHY PEOPLE ATTENDED THE 10 OF 10 FOR KIDS.....	4
WHAT PEOPLE HOPED WOULD CHANGE FOR THEM.....	5
WHAT PEOPLE EXPECTED WOULD CHANGE FOR KIDS.....	7
PART 2: PARTICIPANTS' EXPERIENCES.....	8
HOW PARTICIPANTS' EXPECTATIONS WERE OR WERE NOT MET.....	8
WHAT PEOPLE FOUND MOST AFFIRMING, HELPFUL, PUZZLING & CHALLENGING.....	10
PART 3: WHAT'S DIFFERENT AT THE END OF THE 10 OF 10 FOR KIDS	12
HOW PEOPLE THINK DIFFERENTLY AFTER THE 10 OF 10 FOR KIDS.....	13
HOW PEOPLE FEEL DIFFERENTLY AFTER THE 10 OF 10 FOR KIDS.....	14
PART 4: FROM PLANNING TO ACTION.....	14
VARYING PERSPECTIVES ON IMPLEMENTING CHANGE.....	16
PART 5: GUIDING PRINCIPLES.....	16
GUIDING PRINCIPLES FOR RADICAL CHILD WELFARE REFORM.....	18
FINAL GUIDING PRINCIPLES FOR AN "UNSYSTEM".....	19
GUIDING PRINCIPLES FOR ALIA.....	20
CONCLUSION.....	21
APPENDIX.....	



INTRODUCTION

THE PROBLEM

The problems facing the child welfare system in the U.S. are well documented. We spend \$28 billion annually serving the 650,000 children who spend time in foster care each year, yet these investments are not producing the desired results. There is an increase in the number of children spending time in out of home care, child welfare staff are turning over and experiencing burnout at unsustainable rates, and we are sending transition-age youth out of care ill-prepared to cope as independent adults.

Alia's assertion is that the child welfare system is built on old knowledge that doesn't reflect what we now know about neuroscience, attachment, belonging, trauma, and healing. We can trace childhood trauma to the root of nearly every social ill we are facing, and because we know better, we must do better. In their words, "Our youth are depending on us to rebuild a system that is truly focused on meeting their needs."

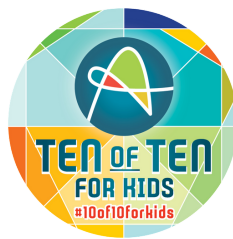
WHY ALIA?

Alia is a nonprofit organization founded on the innovative practice with children and families done at Anu Family Services and led by CEO Amelia Franck Meyer. Amelia led Anu through a complete organizational redesign after deciding as an agency to do things differently for kids. After a decade and a half of leadership at Anu, earning six innovation awards, and achieving industry-wide records for child outcomes, Amelia and her team launched Alia, to move from healing one child and one family at a time to focus on creating change for the system of child welfare. Alia shares the goal of strengthening the systems that provide services to youth in care and identifying best practices to meet child welfare needs.

ABOUT THE 10 OF TEN FOR KIDS

The Alia team dreams big. In every conversation they have about child welfare you can hear their sense of urgency -- they want all kids to be claimed and belong, they know that this doesn't happen in the current child welfare system, and they want radical child welfare reform to start now. They allowed themselves to dream big, then wondered what would it look like to work with others across the country who have the same sense of urgency and the same hopes for kids, but work in different communities and spheres of influence?

Alia imagined a National Convening using IDEO's human-centered design process. This approach is laser-focused on the end user experience and aligns the bright spots in our child welfare systems to gain better traction for meaningful change. Applying such a process has never been done



within child welfare. Alia advances the idea of a national convening that reimagines a system that provides what children need to thrive instead of focusing on the ways in which the system is broken, and offers a new way of intervening that will make the old way of working with youth obsolete.

TEN OF TEN FOR KIDS OBJECTIVES

The 3-day design event had four intended outcomes: 1) to inspire, 2) to challenge, 3) to generate ideas about what child welfare reform ought to be, and 4) to turn ideas into actionable items. Based on the collaborative work of the 100 design team members and the actionable items generated, Alia's goal is to support pilot projects that will achieve extraordinary outcomes for kids and families (short-term and long-term) and greatly relieve human suffering.

WHAT HAPPENED AT THE 10 OF 10 FOR KIDS?

100 participants (called designers in IDEO language) were convened by Alia for 3.5 days in May 2017.



This report reviews what happened by including numerous sources of data: 1) opening reflections from the first day of the 10 of 10 for Kids (n=93), 2) mid-point reflections from the second day of the 10 of 10 for Kids (n=111), 3) closing reflections from the last day of the 10 of 10 for Kids (n=99), 4) handwritten notes generated by participants during the IDEO-facilitated activities, 5) the evaluator's observations during the 10 of 10 for Kids, and 6) conversations with Alia staff before, during, and after the 10 of 10 for Kids.



By sharing an overview and analysis of this data, this report will lead you through why people wanted to be a part of the 10 of 10 for Kids, what they hoped to accomplish, what excited and/or puzzled them, and what they committed to do upon leaving and returning to their own homes and spheres of influence.

PART 1: OPENING REFLECTIONS & EXPECTATIONS

Participants came from many different states – from both coasts, middle America, and the Hawaiian islands. It was important to them to leave the Convening with new relationships that stretched across those geographic distances.

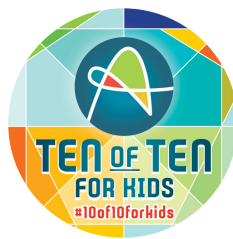
Their roles were just as diverse. Participants were judges, social workers, foster parents, foster youth, parent advocates, people who had lost their children to the foster care system, lawyers, non-profit workers, and more. They spanned a wide range of ages, cultural, and racial identities.

For all the diversity in the group, their commitment to seeking new ideas, strategies, connections, their willingness to find a collaborative solution, and their sense of hope held the group together.

For these participants, the work of child welfare and child well-being is deeply rooted in connection. The word “network” was used frequently when asked why they attended, referring both to a desire to cultivate and deepen their network of ideas and people who are “like-minded” - which seems to primarily be based on values like empathy and understanding.

Participants are also actively searching for hope for themselves and for the youth they work with and serve, sharing sentiments such as, “I’ll be inspired and able to act on the need/hunger to change child welfare.” And, “I’m hoping to leave with a sense of hope, knowledge, and drive to better my community.”

The need for new ideas, action items, and tangible tools and strategies seems to indicate a deep need for renewal. Each participant in their own way is looking for action, inclusion, relevancy, strategy, progress, equity, and reconnection. They want to see a path forward and see how they can affect change in their community.



WHY PEOPLE ATTENDED THE 10 OF 10 FOR KIDS

On the opening reflection, participants were asked, “Why did you feel it was important for you to attend this convening?” The answers show that participants came into the Convening with big dreams, intense commitment, and motivating personal experience. They approached the event with feelings of urgency and optimism for change. Answers fell into several general types of responses, from a direct connection to the Alia philosophy of “because we know better, we must do better,” to a need to be part of a collaborative solution, to a need for inspiration and inclusion. Participants were also looking for specific or tangible tools, in the design thinking process and in systems management.

WE CAN AND MUST DO BETTER FOR OUR CHILDREN, FAMILIES, AND COMMUNITIES (n=29)

- *Child welfare cannot continue as is, we must do better because our children deserve better.*
- *I've been involved in the child welfare system for over 20 years and I think we've done the best we could with what we've had, but we know better and we should be doing better. Our kids, families and communities need us to do better.*
- *The repetitiveness is frustrating in the true stories of the lives of kids who were in foster care*

I WANT TO CONTRIBUTE TO MAKING A DIFFERENCE (n=19)

- *I've been in this field for 25 years. There are lots of problems – We don't ever want to be part of the problem, we want to be part of the solution.*
- *I've been in this field for my entire professional career, and before that I was in foster care for 7 years. In all of that time I've seen the same problems over and over. It's time to figure this out.*
- *As CEO and founder of one of our local social responsibility and innovation labs, I thought it was important for me and our city to take part of this event.*

The most common reason people wanted to attend was their belief that we must do better for our children, families, and communities. Twenty-nine people indicated something to this effect with example responses provided above.

Participants also shared that they wanted to be part of the solution. Whatever their role in the child welfare ecosystem, they came with a feeling of direct responsibility for new action. For instance, one person's answer was, “I want to help with the answer.” As a group they expressed a pervasive and powerful belief in personal as well as professional responsibility, and the willingness to find and utilize solutions.



I WANT TO COLLABORATE & BE A PART OF THE CHANGE (n=19)

- *I want to be part of any gathering of committed people who want to make change in child welfare.*
- *I wanted to be part of a like-minded group to not just talk about change in CW but to be the change/transformation in CW.*
- *I want to be a part of the change/transformation & get to know others who are similar thinkers. Together we are much stronger & being united & aligned will help us reach our goal.*

Participants came to the Convening invested in the potential for collaboration, with the focus on solutions for families and foster youth. Their intention toward collaboration seemed to stem from a need for strength, unity, and togetherness. It was also a way to, again, express a need for action, which is not just about the urgency of the issues, but also about how long they have been struggling with these issues. They have questions about what effect their hard work has shown to date.

WHAT PARTICIPANTS HOPED WOULD CHANGE FOR THEM

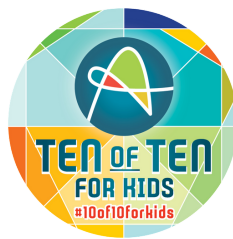
As an opening reflection, participants were asked, “What are you hoping to be different for you at the end of the Ten of Ten for Kids Convening?” From their responses, it was clear that people were hoping for both tangible outcomes -- such as concrete strategies and actions -- and less tangible outcomes such as new visions and perspectives.

Tangible strategies and actions

Participants were deeply invested in a variety of ways in changing child welfare systems to focus on child well-being systems. Some of their goals were vast – “A new transformed system.” Some were narrower – “Clarify the problem.” But all wanted to come away from the Convening with an understanding of obstacles and an approach to solutions.

SOMETHING TO BRING “HOME” THAT IS CONCRETE AND ACTIONABLE (n=18)

- *[M]ore ideas to take back to WA state, and work on trying to implement something in my state.*
- *I need to be re-energized, synergized, given tools, strategies to bring to Hawaii and influence/touch our system to change.*
- *Ideas I can bring back to my organization that can help to continue what we're starting here today*



People also shared the desire for greater awareness and understanding of the system as it currently is and possible solutions to the problems that exist within or because of it. For example, one person wanted a better, "Understanding [of] what structural barriers are in place." Others said more generally that they want new ideas and strategies (n=15) with statements such as, "I want to have different ideas about with is possible with child welfare systems."

New visions and perspectives

In addition to tangible strategies, participants anticipated or felt the possibility for experiencing several different kinds of shifts. For instance: a shift in their own vision about their work, a shift in systems, and a shift in how they or others think about the possibility of change.

Participants were also looking for different opportunities for growth: growth in collaborative networks, growth of new and expanded alliances, and growth in their knowledge toolbox.

Ultimately, participants wanted to leave with a reconnection to and resurgence of hope for the future of their communities, their work, and their relationships.

NEW VISIONS AND PERSPECTIVES (n=20)

- *I would love to be looking at problems and solutions differently, add a new perspective*
- *I hope to recharge & reenergize for my continued work, possibly defining a new direction*
- *Thinking differently. Taking more risk to make change.*
- *I hope that we will be able to think beyond what exists and what limits our current work to really reimagine this system*





WHAT PARTICIPANTS EXPECTED WOULD CHANGE FOR KIDS

On the opening reflection, participants were asked, "What do you expect will be different at the end of the Ten of Ten for Kids Convening?" All of the expectations participants shared were about the wellbeing of foster youth and families. While inter-related, some were more systems-focused, and some were specifically focused on kids' experiences.

SYSTEM-FOCUSED CHANGES



Many of these responses were related to who the system works for, whose voice is included, who is seen as a problem, and who is seen as a part of the solution.

NEW IDEAS & MINDSETS THAT STIMULATE A MOVEMENT FOR SYSTEMS CHANGE (n=17)

"Many people will seed many ideas across the country. These fractals will set in motion many, many institutional changes and kids will have exponentially better lives!"

NEW WAYS OF WORKING (n=13)

"A "system" that is accepting and non-judgmental. That our "system" is truly seen as a help and resource."

THE COMMUNITY IS SEEN AS PART OF THE SOLUTION (n=6)

"Kids will know the communities believe in them all the time."

A MORE KID- AND/OR FAMILY-FOCUSED SYSTEM (n=6)

CHANGES IN A KIDS' EXPERIENCE



Many of these responses were related to beliefs about what all kids deserve.

LESS TRAUMA, BETTER MENTAL HEALTH, AND BETTER RESOURCES FOR HEALING (n=11)

"Implemented, sustainable change for better outcomes that take into account lifetime of trauma."

KIDS ARE CONNECTED TO CARING PEOPLE, & WILL KNOW THEY MATTER AND BELONG (n=10)

"They feel love all the time; they feel encouraged all the time, they feel supported all the time"

KIDS WILL STAY AT HOME (n=6)

"They are able to stay safely @ home vs. foster care"

ALL KIDS HAVE PERMANENT, STABLE, LOVING FAMILIES (n=5)

"Children will all have a healthy, loving, caring, accepting family & community to grow up in!"



PART 2: PARTICIPANTS' EXPERIENCES

There is no question Ten of Ten for Kids impacted most people who completed a reflection at the closing ceremony. However, the way in which each person experienced the Convening varied dramatically within a multitude of perspectives and observations. The following sections demonstrate the diverse complexity of these experiences.

HOW PARTICIPANTS EXPECTATIONS WERE OR WERE NOT MET

On the closing reflection, participants were asked, “In what ways did this event meet or fail to meet your expectations?” This chart describes ways that the Convening met or did not meet expectations, based on general thematic groupings. Some feedback directly contradicts other feedback – for instance, some participants appreciated being challenged, while others felt their experience was not challenging enough. However, other comparisons provide useful perspectives on issues of diversity, systems design, and next steps.

DIVERSITY, QUALITY, AND EXPERIENCE OF PARTICIPANTS

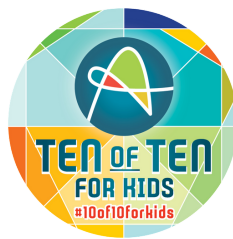
People were most likely to say that their expectations were met by the diversity and quality of the other participants (n=19). As one person said, “This event exceeded my expectations of working with a group of amazing people, committed to thinking outside the Box, to improve the outcomes of children and their families.” A small number of people wanted more diversity amongst the people leading the convening and more diversity of expertise of the other people participating.

DIVERSITY AND QUALITY OF THE CONVERSATIONS AND IDEAS EXPLORED

For many, the diversity and quality of the conversations and ideas shared with others was important to them and met their expectations (n=11). Several people used words such as being “pushed” or “challenged”. One person shared, “I found buttons pushed that I never expected and I feel like I grew from that and am appreciative of being made uncomfortable. :)”. But just as many wished that the conversations pushed further or challenged the status quo more (n=15). As one person shared, “By the end, I felt some expectations were met - that is, returning with some new ideas that could be transformative. I think I was looking for BIGGER change - more at a policy - resources - philosophy level. I wanted to truly throw out and start over.”

POSITIVE HOPEFUL ENERGY

Fifteen people wrote about how the positive hopeful energy met their expectations (n=15). Even when the work was challenging and messy, they felt inspired. “It was hard, messy, complicated and filled with inspiration - as expected.”



DESIGN THINKING HAD STRENGTHS AND LIMITATIONS

Many people lifted up the design thinking process facilitated by IDEO as a strength of the 10 of 10 for Kids Convening (n=11). One person said, “Unpacking the design training process and showed us how it can be applied to child welfare reform.” But others felt that the quick pace made it difficult for groups to get to the harder issues they felt needed to be discussed (n=12). As one person stated, “The dialogues were often shallow because of the incredible constraints of time and other activities were prioritized in the place of discussion.” Others (n=4) felt that there was a focus on reforming the system without enough focus in the current state of the system.

Additional ways in which people’s expectations were met included: the thoughtful planning and attention to detail (4), the quality and commitment of the Alia and IDEO staff (4), and the opportunities for networking (4).

Ways in which people’s expectations were not met included: hard experiences or emotions brought up for people (3), their voice/other voices not validated or heard (3), not enough discussion of race and racial justice (3), an uneven commitment by people present (1). One volunteer felt their time was not well spent.





WHAT PEOPLE FOUND MOST AFFIRMING, HELPFUL, PUZZLING & CHALLENGING

We asked people on the last day to share what was affirming and helpful, and what was puzzling and challenging. As with the previous sections, responses are inter-related and over-lapping, with some responses directly contradict other responses. In general, however, this provides useful perspectives about inclusion, mission, design framework, group dynamics, collaboration, and specific activities.



Shared purpose, mission and/or focus

People were most likely to find helpful the shared purpose, mission, and/or focus with others (n=21). They wrote reflections such as, "Reminder that the child is at the center of all we do", "That we are connected in heart and mind by what we hope for children", and "It was affirming to hear so many people discussing the importance of children remaining with or connected to their families and communities whenever it is safe to do so." Some people felt they could have gone even deeper with more time (n=16). One person reflected, "Inadequate time to trust our group. Share our experiences. Process our stresses."



The IDEO facilitated design thinking process

An equal number of people were enthusiastic about the design process (n=21). They wrote reflections such as, "The design process was the meat!", and "The guidance on the ideation and prototyping stage of the work", and "I really liked when we got into design and appreciate the push & opportunity to develop new ideas." Some people felt the design process was frustrating, went too fast, and made some problems hard to see and address (n=16).



The emphasis on thinking "big" and radical reform

Eight people wrote that they appreciated the inspiration, enthusiasm and opportunity to think big. Seven people appreciated having their ideas and/or beliefs validated. One person wrote, "The people and stories sound like and reflect what I have felt, believed, and heard (back at home). I AM NOT ALONE!" But an equal number of people felt that the conditions weren't present, or perhaps facilitated adequately, to support thinking for radical change (n=15). One person, for example, said that they felt there was a mandate to think big but "narrow parameters" to work within. Another person felt that more time needed to be spent creating safe space before "digging into traumatic work."



Issues related to race, equity and inclusion

People appreciated the inclusion of the lived experiences of former foster youth, parents of children in foster care, and foster parents (n=9). They also appreciated the inclusion of people of color and Native American traditions in the daily experience (n=4). But there was also a call for more diversity in the facilitation staff, and more direct discussion of the role race and equity (or inequity) play in the child welfare system (n=15).



Additionally, seven people found the group work and group dynamics most affirming. One person shared that the most helpful for them was the “diverse group of people sharing honestly, trusting each other, being bold.” By contract, four people found the group dynamics challenging. One person shared, “The most challenging aspect of the design group was interfacing with individuals who were still in ‘recovery’ phase & unable to provide objective feedback regarding systemic change because they needed ‘real time’ therapeutic intervention.”

Sixteen people listed the most affirming and helpful part to be the collaborating, networking and sharing. They shared feedback such as, “The passion people brought the affirming and confrontation, the messiness, the conversation, the action, the networking and connecting.” By contract, twelve people listed resistance, exclusion and defiance at the most puzzling or challenging. They shared sentiments such as “The power & experience of some voices made it easy to silent or dominate others.” And, “Some team members’ rigidity and sense of ‘rightness’”.

Participants listed specific activities they found helpful or affirming, such as the creation of the 90-second video, the improv and the immersive lunch. Five people found the trash bag experience to be the most puzzling or challenging.





PART 3: WHAT'S DIFFERENT AT THE END OF THE 10 OF 10 FOR KIDS

The responses shared in this section are the thoughts and feelings of participants during the closing event, on the third day together. Again, we see that people are reflecting on what change means for the child welfare system itself, for the various people in the system, and on what internal work they need to do themselves in order to best engage in reform work,

HOW PEOPLE THINK DIFFERENTLY AFTER THE 10 OF 10 FOR KIDS

On the closing reflection, participants were asked to describe one way they thought differently after this event, if at all.

Responses to this question indicate that the participants left with renewed motivation, awareness, and idealism, shaded by some pessimism and skepticism about the process, consensus, and the possibility for radical transformation. They are considering their relationships to others from a very personal perspective; more purposefully, more intentionally, through language, power, and privilege. Their awareness seems to be increasingly about making the connections and building the relationships that they were looking for, and that will sustain the healing and the work. We can see these shifts highlighted in the quotes below.

**Increased motivation to serve
children well and improve or
reform the sysetm for them
(n=19)**

"Definitely am more hyper-forward on helping all kids keep dignity and respect."

**Increased awareness of one's
own internal work (n=15)**

"Need to constantly check and test my assumptions"

"Making more space for the emotion."

**Increased commitment to
healing the parent and the
parent - child
relationship (n=7)**

"I am thinking more clearly about the need to focus on healing the parent so that the relationship between child and parent can heal; that damaged relationship will impact kids forever - we need to get parents to be the safe parents kids need."



**Increased empathy for youth
in the child welfare system
(n=6)**

"The depth of pain within some of these with "lived experience" that keeps them stuck/unable to move BOLDLY forward – was much more deeply paralyzing than I expected. Thank you to those who shared this – my empathy has deepened."

**Intentionally considering
language, power, and
privilege in child welfare (n=4)**

"Language. I've known it's importance, but I realize it is even more important than I ever considered."

"I am aware that my words can have incredible power and to be careful."

HOW PEOPLE FEEL DIFFERENTLY AFTER THE 10 OF 10 FOR KIDS

COMMITTED AND CONNECTED (n=17)

- "I feel more connected to visionaries"
- "These 3 days have awakened my inner creativity and I have a greater sense of urgency to create and act. Great ideas put into action can truly be transformative."
- "I feel that our pains, joy, hope, and love connect us all."

Participants reported a wide range of feelings. Overall, the most positive emotional responses resulted from relationship-building and personal connections, for instance confirming how many people are focused on the well-being of foster youth. The more negative emotional responses are about systemic observations.

Many participants came away feeling more connected to each other, to their work, to the families and youth they work with, and to the effort, they believe it will take to make systemic changes. It is also important to note that participants connected deeply with the work and perspective of visionaries. They feel connected to the idea of creation, action, and critically, of transformation – whether systemic or personal. Many others reported feeling hopeful, rejuvenated and inspired.

**HOPEFUL, REJUVENATED, AND
INSPIRED (n=17)**

- "Spiritually I feel fed. I know I am not alone in beliefs and am grateful for the rejuvenation."
- "This has rejuvenated energy and excitement me to keep going, keep fighting, and keep working towards a better future."
- "My hope is restored in humanity"

Six participants also indicate a need for validation – yes, this work is important; yes, our creativity is critical to change and success; yes, this is hard work; yes, the work includes significant experiences of loss. Acknowledgement of all of these experiences created a rich series of participant responses.



Some participants also reported feeling sadness, disappointment, woundedness, and discouragement. These are in response to both the task that lays ahead, of bringing change to fruition, and their personal experiences during the event. Some participants felt that the design of the event itself did not include them. Some felt the interactions they experienced during the event were unsatisfying or damaging. These participants shared statements such as "I am disappointed and wounded by yet another experience not designed for me." And, "I feel more open to risk; I feel discouraged - like many of us are 'stuck'. I was more hopeful when I came that some folks would be more radical." Ten people shared sentiments such as, "I think the challenge at hand is more difficult than we imagine." And, "I think it is going to be really hard to transform this system. We don't even have the language to think outside the system as it exists." However, even in the midst of discovery, recommitment, motivation, and encouragement, the skepticism some expressed provides valuable insight on the work going forward.

PART 4: FROM PLANNING TO ACTION

Ten of Ten for Kids was not a conference to generate awareness of or identify problems in the child welfare system. Instead, Alia's intention was for this National Convening to produce ideas for and energy toward solutions. Action is the hardest part.

VARYING PERSPECTIVES ON IMPLEMENTING CHANGE

As part of the closing reflection, participants were asked, "Please describe one thing you will do differently after leaving this event, related to child welfare reform, if anything."

There were hardliners who said they wanted a complete system redesign: "NOT tweak or improve. Blow it up!" Twelve people stated an intention to be audacious and daring, as in this response: "I will continue to be bold, wild, and loud about caring for the 'whole child' needs in my job and encourage and teach others to shift their perspective."

Eleven people wanted to aim for radical inclusivity, diverse perspectives, and new ideas. One attendee wrote, "I will focus on trying to ensure that multiple voices are included in reform planning," and "Include youth voices and their parents/caregivers in the work I do."





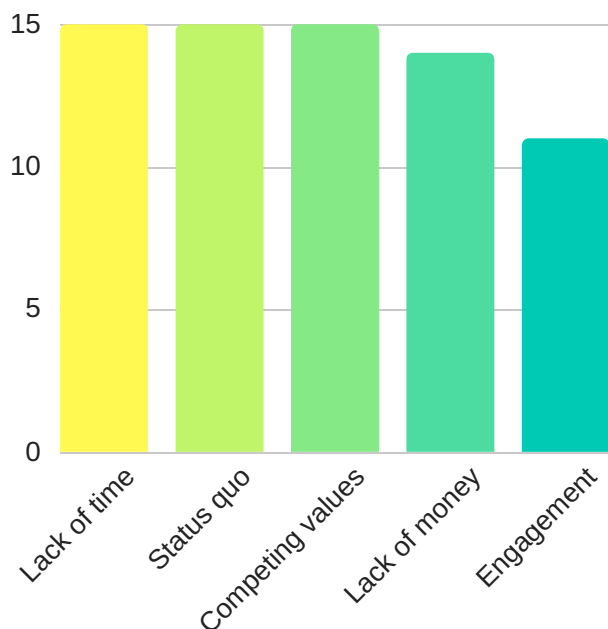
Twenty-two people had specific ideas they wanted to integrate into existing child welfare structures, such as “I will push to make our ultimate prototypes real” and I want to “replicate this event” for a safe sleeping campaign. Twelve people were thinking ahead to their programming and eager to “explore working with parents of young children who at are risk – Re: sacredness of childhood & what’s happening to child / impact ages prenatal.” Another attendee mused about how “to consider how I can work locally to affect change with communities and people who live it.” Five people specifically described that they want to keep working with people they met at the 10 of 10 For Kids.

Other people shared internal changes they will make. Eight people described specific ways they would like to educate themselves, from learning about the local cultural context to understating their own cultural biases. Six described ways they will show up differently, including:

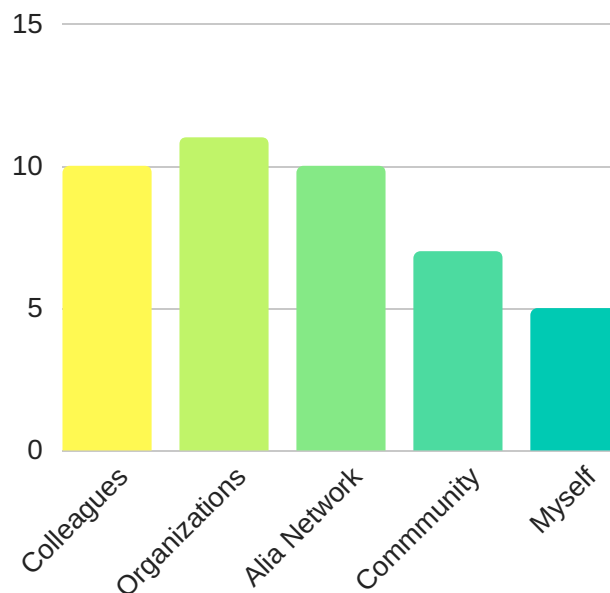
- Be more conscious and active.
- Find opportunities to be involved.
- Stand up more for what I believe is right.
- Be even more aggressive in my actions.
- Get uncomfortable and make change happen.
- Put all decisions through an equity lens.

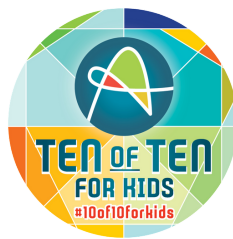
Still, the range of potential plans of action, from radical to controlled, faced some barriers. The top five barriers were 1) change takes time, which is in short supply; 2) disrupting the status quo is challenging and causes fear; 3) there is competition for values and agenda; 4) money is scarce; 5) it is difficult to engage others in reform efforts. And yet the power in this movement for change lies in the people and the interconnections between them. Attendees listed their top supports, including colleagues, community members, the 10 of 10 network, and themselves.

TOP 5 BARRIERS: FROM PLANNING TO ACTION



TOP 5 SUPPORTS: FROM PLANNING TO ACTION





PART 5: GUIDING PRINCIPLES

A principles-based approach contrasts with prescriptive models or recipes in which standardized directions must be followed precisely to achieve the desired outcome. In these models, there is a focus on following specific steps with fidelity. In contrast, guiding principles provide direction but must be interpreted and adapted to context and situation. The guiding principles presented in this document are based on data generated before and in response to the 10 or 10 for Kids. They provide a direction for child welfare reform and Alia while also allowing for variation in how this work happens in different settings and locations.

Guiding principles are useful for helping groups of people work together in complex systems and changing environments. Good guiding principles are clear, useful, inspirational, and provide direction through uncertainty, providing a north star that points towards the future vision.

We present two sets of guiding principles in this section—one set to guide radical child welfare reform and a second set to guide Alia as it begins to develop the role they will play in this reform effort. Each principle is distinct and important on its own and at the same time, these principles inter critical component of the overall vision.

GUIDING PRINCIPLES FOR RADICAL CHILD WELFARE REFORM

The Guiding Principles for Radical Child Welfare Reform were developed after a series of activities that served to generate, test, and refine ideas. The activities are defined below.

DEVELOPING THE GUIDING PRINCIPLES

ACTIVITY 1: Future State Activity. The future state activity took place over lunch on the last day. People were asked to reflect on this question: If we implement the types of things we've designed and agreed on over the past three days – What will the future be like for our children? Once they imagined that future, participants filled out a placard that had been handed to them when they entered the room. Once completed, people were encouraged to head over to a photo booth with their placards. Essentially, the future state activity aimed was to bring the group back into inspiration, to counter any confusion or skepticism with hope, and to create a vision for the future.

ACTIVITY 2: IDEO Drafts Guiding Principles. Following the future state activity, the IDEO team presented guiding principles. These guiding principles were created by team IDEO at the end of 10 of 10 day two, by highlighting the themes each group put forth in their idea concept and prototype work. The six initial guiding principles were (in no particular order): 1) Engage and listen to the whole child, 2) Identify and confront bias, 3) Seek within a child's family and community to ensure every child is claimed, 4) See people in the context of their history, 5) Support the child's adults too, and 6) Dare to build in joy for all.



ACTIVITY 3: Complicate and Confirm. After presenting the principles, IDEO guided the group through a session to begin refining the guiding principles. The structure of the initial discussion on each of these was by offering a “confirm or complicate” vote. “Confirm” is to say you think the principle is spot on. “Complicate” calls the principle into question and suggests further exploration. There was rich discussion around each of these guiding principles indicating that Alia and the group needed more time to develop the principles.

ACTIVITY 4. Listening Session. On June 23rd, Alia held a Listening Session for 10 of 10 participants to offer more feedback and interaction with the principles. Nuances were delivered and a second draft will be submitted to the group for further feedback.

ACTIVITY 5: Weaving the Threads. Alia’s Chief Innovation Officer, Katie Miller, and TerraLuna Collaborative evaluators Nora F. Murphy met to discuss all that had been learned through the surveys, the future state activity, the IDEO guiding principles, and the feedback gathered through the Complicate and Confirm activity and the listening session. These guiding principles are presented below.

7 DRAFT GUIDING PRINCIPLES FOR RADICAL CHILD WELFARE REFORM - AUGUST 2017

Do What Love Would Do: Support children and families with loving personal and professional relationships, spaces, and practices.

Dream Bigger + Bolder: Change mindsets to dream bigger and bolder for ourselves and others, believing that doing what’s right is possible, celebrating creative solutions, and challenging the status quo.

Collaborate For Discovery: Collaborate with openness, grace, and forgiveness to see possibilities and discover what works best for children and families.

Promote Healing and Joy: Build and connect people to relationships and care-giving communities where they can belong to realize strengths, healing, and wholeness, and experience joy.

Be Radically Inclusive: Include people with different voices, perspectives, identities and lived experiences who want to work in a principles-focused way on child welfare, thinking creatively and broadly about who has a seat at the table.

Relentlessly Pursue Justice and Dignity: Create processes that identify and disrupt systemic inequities, biases, and structural oppression related to race, culture, language, sexual orientation, socio-economic status and family structure and connect people to care-giving communities where they can directly engaging with issues of race, racism, social justice, privilege, and equity.



Continued conversations and information gathering, including an additional listening session with the 10 of 10 designers, resulted in identifying the following guiding principles. Those who are committed to a new way of supporting children and families are challenged to uphold these Guiding Principles of an "UnSystem".

FINAL GUIDING PRINCIPLES FOR AN "UNSYSTEM" - SEPTEMBER 2017

Protect relational connections as sacred

We regard trusting relationships and secure attachments to specific people (biological family members and self-identified "family") as the foundation of lifelong wellbeing. Connections to communities (geographic, faith, cultural, and other) and attachments to traditions should also be treated as necessary for survival.

Trust the wisdom of children and families to design their own futures

We view families as their own experts, whole, undamaged, and capable. We defer to families (to the extent safe and possible) to decide what they need, what services they receive, and who is involved - to be architects of their care. We support the personal journey of every individual and family to becoming as capable as possible in determining their futures.

Commit to intergenerational wellbeing

We know trauma that occurs in families must be healed within families. Targeting one young person or family member within the family unit is insufficient for long-term family and community wellbeing and resilience.

Insist on racial equity and radical inclusion

We challenge the individual bias and structural oppression present in the child welfare system as evidenced by the overrepresentation of people of color. Racism, ageism, homophobia, and all other forms of bias and systemic discrimination are vigorously identified, challenged, and rectified.

Dare to share power

We recognize that by working together we can come up with better solutions than we can alone. Agency leaders with agency workers, workers with families, workers with other workers, and agencies with other agencies: seeking other perspectives and employing shared decision-making will lead us more quickly to solutions that work.

Nurture the capacity for joy

We see the ability to experience and express joy as a measure of wellbeing, an expression of every person's birthright, and only accessible when other foundational safety needs are met. We vow to create space to nurture widespread wholeheartedness where young people, families, workers, and leaders are safe enough to express vulnerability, hope, bravery, and joy.

And when in doubt, **DO WHAT LOVE WOULD DO.**



Guiding principles compiled by the team at:





GUIDING PRINCIPLES FOR ALIA

The guiding principles for Alia help the organization engage people through the barriers to progress and provide a path forward for foster youth. The work that Alia does can not be defined as a limited set of steps. Instead, it is about a vision of relationships and supports to which people can be held accountable. These guiding principles can act as a North Star, helping Alia make decisions in the face of complexity as they decide who they are, who they are becoming, who to partner with, and how to collaborate.



Support Children By Supporting and Strengthening Their Families and Communities:

In order to thrive in permanent homes, children need strong families and communities. Alia works with others to weave and repair the fabric of families and communities.

Co-create and Propel a Vision of Radical Change and Hope: Many people doing the day to day work of child welfare can get overwhelmed by the size of the challenge. Alia holds up and builds momentum around a co-created vision of radical change and hope.

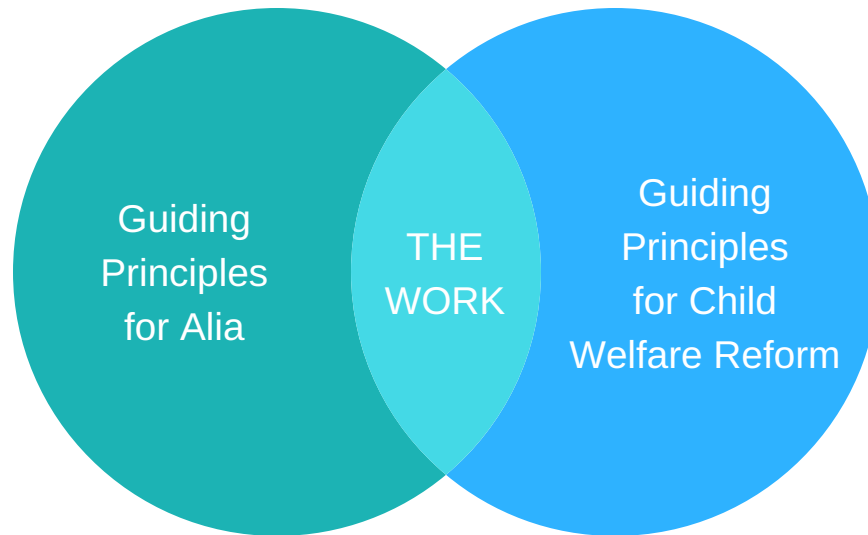
Meet in the Middle: Change happens at the grassroots level, at the policy level, and everywhere in between. Alia works with people at all levels to support coordinated and cohesive change that meets in the middle to change the experience of children and families.

Support Mindset Shifts: External change is often preceded by internal shifts. Alia helps people with the inner work necessary to support the mindset shifts necessary for radical change, allowing people to see things differently and develop a new sense of what's possible.

Build Welcoming, Invitational, and Inclusive Networks: Systems are created and reinforced by people. As such, change will be created and sustained by people. Alia builds the invitation and welcoming networks necessary to support radical change, and where voices that are typically marginalized are elevated, heard and respected.



CONCLUSION



The 10 of 10 For Kids Convening was a bold statement and innovative event--it dared people to dream big and co-create a radical re-imagining of the child welfare system. As with any innovation, there parts that worked tremendously well, there were pain points, and there emerged a deep wealth of knowledge about where people are now about what is next. In addition to being a significant event in and of itself, the event was a "coming out" party for Alia, allowing the world to engage with its energy, its people, and its vision.

As is to be expected with an undertaking of this significance, some parts of the Convening worked tremendously well and some uncovered a need for healing. Attendees at the Convening built a deep wealth of knowledge and a powerful shared connection. From their written reflections and feedback, the insight into why they are involved in the work of child welfare is significant.

The data presented in the first seventeen pages of this report suggests two sets of emerging guiding principles, one for Alia one and for the larger ecosystem of child welfare reform. The work for the well-being of foster youth happens at the intersection of these guiding principles. The work is a way of living in the organization's values, a belief system rather than a bureaucracy. The work of Alia cannot be done solely inside the limitation of an instruction manual. Instead, these guiding principles hold people accountable to a shared vision for moving forward.



APPENDIX A: 7 DRAFT GUIDING PRINCIPLES FOR CHILD WELFARE REFORM, ASSUMPTIONS, AND QUESTIONS

Children and Youth at the Center. Develop change with children and youth at the center—seeking their input, elevating their voices, and learning from their experiences.

Assumptions:

- 1) The children and youth about whom the system is making decisions are most impacted by the child welfare system.
- 2) We can not guess what the experience is like for children and youth. We must ask them, listen, learn, and respond.

What this looks like:

- Children and youth have a greater voice in their experience while it's happening.
- Children and youth input is required and essential for everything re-designed or built under the umbrella of child welfare reform.

Questions this raises:

- How do we do this well, and in a way that is genuine and empowering, not re-traumatizing or trivializing?

Do What Love Would Do. Support children and families with loving personal and professional relationships, spaces, and practices.

Assumptions:

- 1) Everyone needs to be love and be loved.
- 2) Healthy love can happen within the context of varied personal and professional relationships.

What this looks like:

- Children only sleep in homes where someone already loves them.
- People stay in children's lives long enough for children to experience enduring love.

Questions this raises:

- Who decides if this is a loving approach?



Dream Bigger + Bolder. Change mindsets to dream bigger and bolder for ourselves and others, believing that doing what's right is possible, celebrating creative solutions, and challenging the status quo.

Assumptions:

- 1) Change is limited by what we believe to be possible or impossible.
- 2) Our fear of failing, or fear of the consequence of failing, prevent us from thinking bigger and more boldly.
- 3) Creative solutions exist. People just need the space and encouragement to share them.

What this looks like:

- Allow people to take risks for what's right, knowing that they might fail.
- Meeting people where they are and providing opportunities for them to change those beliefs, knowledges and assumptions.

Questions this raises:

- What is the discernment process for deciding which creative ideas to implement?
- How do we learn from each other, across communities, time and strategies, to get smarter about what big and bold change takes?

Collaborate For Discovery. Collaborate with openness, grace, and forgiveness to see possibilities and discover what works best for children and families.

Assumptions:

- 1) No one person has all of the answers and resources.
- 2) Collaborating for discovery yields radically different outcomes than working alone or trying to be the "one" with the best solution.
- 3) Mistakes by well-intentioned people have and will continue to be made. Meeting these mistakes and missteps with grace and forgiveness allows for greater possibilities.
- 4) Collaborating for big, bold change requires a spirit of openness.

What this looks like:

- People listening deeply to others.
- People not seeking credit as individuals or organizations.
- Continuing to engage in open conversations even when they are hard.

Questions this raises:

- How are openness, grace, and forgiveness cultivated?
- What needs to be in place to support the discovery process, transitioning some of what is been discovered into pilotable strategies when appropriate?



Promote Healing and Joy. Build and connect people to relationships and care-giving communities where they can belong to realize strengths, healing, and wholeness, and experience joy.

Assumptions:

- 1) Everyone has people and places where they can belong.
- 2) People need to belong with the context of varied relationships and communities.
- 3) People heal, in part, within the context of healthy, welcoming, and supporting communities.
- 4) People need to experience wholeness—an integration and valuing of their histories, intersecting identities in order to be healthy.
- 5) Joy is possible and desirable for everyone.

What this looks like:

- Honest conversations with people about their needs for community and belonging.
- A diverse range of healthy communities to connect people with.
- Support for a variety of healthy communities.

Questions this raises:

- How are communities built and maintained?
- How are communities identified?
- How do we help people know what types of belonging might provide opportunities for healing and joy?

Be Radically Inclusive. Include people with different voices, perspectives, identities and lived experiences who want to work in a principles-focused way on child welfare, thinking creatively and broadly about who has a seat at the table.

Assumptions:

- 1) Creative ideas and important allies will come from surprising places

What this looks like:

- When in doubt, ask. Start a dialogue.
- Share. Collaborate. Take hands. Take time.
- Take concerns seriously.

Questions this raises:

- How do we incorporate conflicting values and beliefs?



Relentlessly Pursue Justice and Dignity. Create processes that identify and disrupt systemic inequities, biases, and structural oppression related to race, culture, language, sexual orientation, socioeconomic status and family structure and connect people to care-giving communities where they can directly engage with issues of race, racism, social justice, privilege, and equity.

Assumptions:

- 1) People need support in reflecting critically on their own cultural identity and background, and in connecting personal history to larger social and historical forces.
- 2) People need support examining the intersectionality of gender, race, class, sexual orientation and other social markers in their lives and the lives of others.
- 3) Categories such as “gender,” “race” and “ethnicity,” are socially constructed.
- 4) The ways in which these categories are constructed and reinforced impact various dimensions of human life.
- 5) The ways in which these categories are valued impacts the way our systems work and act.

What it looks like:

- Using a racial justice lens to center race and racism in the work.
- Honoring and including Native and indigenous traditions.
- Recognizing the effects of institutional racism.
- Diversity isn't a matter of having one representative person of color at the table – instead, redesign the table.

Questions this raises:

- How do we work with the inevitable backlash that occurs when disrupting the status quo, making sure we don't unintentionally make it worse for children and youth?