



CTAC Board Workshop Flipcharts and Post-its 02/23/2022

This document represents a verbatim transcription of the flipcharts and post-its generated during the CTAC board workshop. Items are not listed in any order.

Timeline of Achievements

Below are board members' reflections on past and desired future achievements. This information can serve as input into the strategic planning process.

Past Achievements

Achievements related to children and families

- Funded summer programs
- Beginning to deploy resources into the community
- We started supporting organizations that help our children
- Investments in early education to start improving outcomes for kids starting school
- Establishment of nurse home visitation program (Pritzker)
- Funding with a focus on early childhood
- Funded out of school program slots for summer for kids
- Funding of summer programs to address the summer slide
- Transformational professional development establishment and expansion (Pritzker)

Achievements related to CTAC

- Needs Assessment done – developmental gaps
- Tax passed – funds available
- Building the CTAC team – employees
- Established overarching goals and strategies
- Created a systematic approach to maternal health/infant health- start healthy/stay healthy – nurse visiting program
- We started moving money out to the community – this was not easy
- We defined the organization structurally
- We established goals and objectives
- Established administrative structure for the Trust
- Identified areas (goals) that more reflect disparities /risk
- Hired a qualified team of staff
- Visibility of Children's Trust through local media to keep the community aware of what the Trust is doing



- Children and Youth framework

Desired Future Achievements

Achievements related to children and families

- A technology component to help bridge the digital divide in the community
- Reduce juvenile justice incidents
- Achieve population and performance indicators - focus on impact/effect rather than effort
- Invest in more mental health/behavioral health programs to enhance these services for kids
- See our children begin school ready to learn
- Reduce incidents of child maltreatment
- Assist parents who need/want to make sure their children have what they need to be successful
- Improve 3rd grade reading, writing, and arithmetic scores and high school outcomes

Achievements related to system

- Create a systemic approach to problems that is strategic and not piecemeal
- Create a coordinated community understanding of intergovernmental funding
- Create cohesive systems that work strategically together
- Develop and expand providers in County (outside of UF)
- Collaboration between school district and out of school providers and churches and nonprofits to expand reach (e.g., # of kids served)

Achievements related to CTAC

- We need data to see whether we are doing this right so we can make corrections
- Community leadership and engagement
- We need to decrease the heat and pressure on us to oil the squeaky wheels so we can move strategically
- Increase trust – public trust in CTAC to deal with community in an honest, fair way
- Refinement of strategic plan strategies and tactics
- More visibility of the community engagement person and the objectives and steps made clear to the community
- Create reliable and accountable funded programs with providers and CTAC
- Improved connections and communication with local residents
- Create a focused approach to funding
- Have clear outcome data that shows our impact – both quantitative and qualitative



What does CTAC need to be able to demonstrate and report to the community in order to earn reauthorization in 2030?

Below are board members' perceptions of community expectations related to CTAC. This information can be validated during the community listening process and can also serve as input into the strategic planning process.

Expectations related to results for children and families

- CTAC funds improved peoples' lives
- CTAC "cleaned up the lake"
- Every child and family is impacted in some way by CTAC funding
- Even if CTAC can't provide direct service to an individual, CTAC does provide referral or some other type of resource
- A system where a family can access the right service at the right time – "just in time"
- CTAC serves as a community coordinator
- Children are safe while in CTAC funded programs

Expectations related to CTAC processes

- Families voices were heard, considered, and acted upon
- CTAC understands families lived experience and is doing something about it
- CTAC actions are equity focused
- CTAC listens to children and families directly – not through intermediaries
- There is transparency in CTAC operations and funding (which will increase trust)
- CTAC operations are timely
- CTAC keeps commitments
- CTAC does not re-duplicate the programs and processes that led to problems
- CTAC demonstrates leadership
- CTAC engages in collaborative decision-making with the community
- CTAC pays attention to both horizontal and vertical alignment
- CTAC has a data system to document CTAC funded outcomes and changes over time
- CTAC is responsive and adaptable to changing community conditions and emerging needs
- CTAC is free from scandals

What specific information does CTAC need to make our case for reauthorization and document our effectiveness?

Below are board members' thoughts on some of the data that CTAC should be collecting. This information can be used by the CTAC Data Committee.



Outcomes-related

- Education metrics – reading (3rd, 8th, 10th), HS grad, postsecondary info
- Data about increased access to right service at the right time
- All child abuse indicators decrease (removal, hotline calls, verified maltreatment)
- Health metrics (# RN visits, dental screenings, sealants)
- After participating in CTAC funded program did child demonstrate readiness for kindergarten?
- Documentation of parent engagement in academic achievement
- Of teens who had summer jobs through CTAC programs, how many found subsequent employment? Did any get a job at the same company?
- Did the literacy program work? Did child improve their reading?
- What percent decrease of children who are not reading on 3rd grade level from 2020 – 2030?
- We identified specific areas of concern – have they improved?
- Improved educational outcomes – graduation rates, testing at grade level, etc.
- Reduced Baker Acts for children
- Did Trust's programs affect other components of the child's life (i.e., better in school? less or no interactions with Juvenile Justice? – pick the indicators)
- Is the child better as a result of services received?
- Addressed some systemic issues that increase access and trust
- Juvenile justice metrics by zip codes, by school (unidentifiable). If contact, do diversion programs prevent recidivism?
- What percent decrease of juvenile justice interactions occurred from 2020 – 2030?
- More children are able to access out of schooltime programs
- Documentation of the closing of the gaps that were originally identified – literacy, STEM, parental engagement in schools

Outputs-related

- Have touched in some way all children and their families in Alachua and have data (quant and qual) to the “touch” was helpful and why
- Investment per child/family
- Demographic information (# kids, race, sex, zip codes/census tract, income levels)
- How are children progressing through programs funded by the Trust? Are they coming back?
- The individual services a child receives
- Number of children and families served by area
- How many children and families were served by the Trust or Trust providers?



- Name of child, age, neighborhood of residence, CTAC service we funded
- Categorize how funding spent over 10-12 years by category (education, health, childcare, etc.) and by type of institution funded (UF, nonprofits)
- How many children are served?

CTAC Processes-related

- Measure of community engagement/trust in CTAC
- Connect efforts to effects
- Evidence of collaboration with the other partners that support our mission (school board, faith-based, chamber)
- Live testimonials from community members as to how they were impacted (videos, Instagram)
- Stories from across the community

Strategies for Mitigating Contracting Challenges and Risks

Below is a list of potential strategies that were presented to the board and the interest poll results (“dot voting”). The number of dots next to each item represents the level of board interest in further exploration of the strategy for possible implementation by CTAC. At a future board meeting, staff will present information about strategies that received four or more dots for board discussion and decision-making. Of particular interest is how other CSCs are implementing any of these strategies.

- Coaching, training, professional development – 9 dots
- Maximum contract amount based on organizational size or capacity – 7
- Fiscal sponsorships/fiscal agents - 6
- Requiring collaborations – 5
- Service hubs (e.g., Duval hub) – 4
- Minimum contractor requirements – 2
- Back office administrative support - 2
- Cash advances – 1 (CTAC already implements this strategy)

Community Listening

Below is list of topics and audiences that the board would like to see in the community listening process.

Topics and Questions

- What gaps exist in terms of available services as well as populations served?
- A rank order of types of supports needed by children and families



- Obstacles/barriers to accessing supports
- What formal and informal supports have you found helpful for you and your children? Why, and how, were they helpful?
- What supports do you not have that you or your child need? What would be different if you had these supports?
- How can we best include you in CTAC's decision-making?
- How can we improve our organizational capacity and create the "CTAC way"?
- What helps? What hurts? What would work better? ... in education, health, safety, etc.
- What is happening in your neighborhood in terms of assets, service gaps, conditions, etc.?
- Do you know about CTAC? What do you know?
- Are you accessing CTAC services? If not, why not?
- What would improve the quality of life in your community?
- Who else should we talk to?
- What services do you wish you could provide? (for providers)
- What strategies are CTAC-funded providers using to build trust? (for providers)
- Are you partnering with CTAC? If not, why not? (for providers and partners)
- What strategies should CTAC be employing? (for providers and partners)

Audiences

- Parents and caregivers
- Children
- Sample targeted ages: Birth – 5, early elementary, late elementary/MS, HS/adult
- Sample those currently accessing CTAC programs as well as those not currently accessing
- Sample throughout Alachua County – urban and rural
- Sample vulnerable populations – immigrants, victims of domestic violence, housing insecure, juvenile justice involvement, pregnant women/new mothers, others TBD
- Sample at risk/at promise communities – those who have historically not had a voice or have not trusted institutions
- Providers – current and potential – nonprofit, public, for-profit
- Partners – current and potential – nonprofit, public, for-profit
- Key Informants (e.g., community leaders, Gainesville for All, pediatricians, faith groups, funders, etc.)

Methods considerations

- Talk to those who ran the initial CTAC campaign to determine who they spoke with
- Recruit community listening participants through trusted partners



- Partner with community organizations and trusted individuals within the community
- Utilize a contractor with experience in this type of data collection
- Recording and professional analysis
- Stakeholder analysis
- Network analysis
- Disaggregate the data by various groups, neighborhoods, etc.

Potential Uses for the Fund Balance

Below is a list of potential uses of the fund balance that are of interest to board members. At a future board meeting, staff will present information necessary for board decision-making.

- Community listening process
- Updating of CTAC's initial needs assessment
- Capacity-building supports for providers
- Programmatic funding
- CTAC infrastructure (e.g., data systems)
- CTAC communications plan development and launch
- Capital expenditures
- CTAC office building
- System building (e.g., convenings, facilitating collaborations)

Parking Lot

The items below were raised during the board workshop but could not be addressed during the workshop.

To be addressed during strategic planning

- What is the best allocation of CTAC funds?
- CTAC's conceptual framework and theory of change
- What role should CTAC play in coordinating/collaborating with other public agencies and municipalities?
- Should CTAC serve as a backbone organization for Collective Impact?
- How can CTAC best leverage other public funding sources?

Other items to be addressed at a later date (TBD)

- Maintain maximum millage rate or a rollback rate?
- How does CTAC ensure that contracted service providers are aligned with CTAC's goals, strategies, values, and guiding principles?
- Should CTAC employ multi-year funding cycles?
- How does CTAC measure results?



- Creating a community advisory board to provide ongoing, meaningful input to CTAC

Next Steps (discuss and finalize with Maggie and Colin)

At dates TBD, bring back to the board:

- Supplemental information on provider profiles to include characteristics of potential for-profit providers
- Details on identified potential strategies to mitigate risk
- Work scope for community listening process
- Details on identified potential uses for fund balance
- Information on the operational and staffing costs at other CSCs