



Summary of Board Meeting Evaluation Surveys

Per Board Policy 1.15, each meeting Board members will have the opportunity to evaluate the effectiveness and efficiency of meetings and provide suggestions on how to improve and make the best use of Board meetings. The following is a summary of the input Board members provided for review by the Board, CTAC staff, and members of the public regarding the most recent Board meeting.

Date of Meeting: April 7th, 2025

Completion Rate: 77% of Board members completed (7 of 9)¹

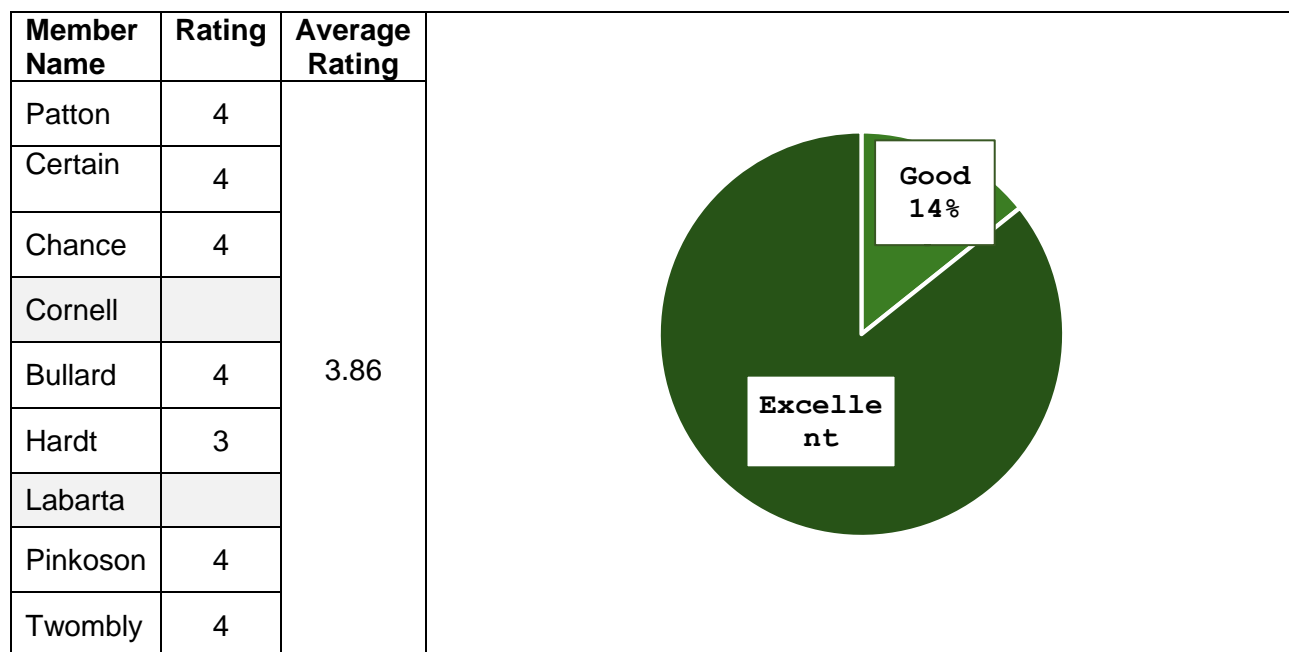
Evaluation of Meeting Components

Board members rate the effectiveness and efficiency of four meeting components from 1 to 4. A rating of 1 = “*poor*”, 2 = “*fair*”, 3 = “*good*”, and 4 = “*excellent*.” Board members provided “excellent” and “good” ratings for all components. The Board meeting included presentations from CTAC’s fiscal department, UF Lastinger Center, and CTAC staff on the recommendations for Summer Camp awards.

Meeting Component				
Date of Meeting	Materials Provided	Meeting Facilitation	CTAC Staff	Presentations
April 7, 2025	3.86 ↑	3.83 ↓	3.86 ↓	3.71 ↓
Average Rating (Cumulative to Date)	3.76	3.84	3.87	3.79

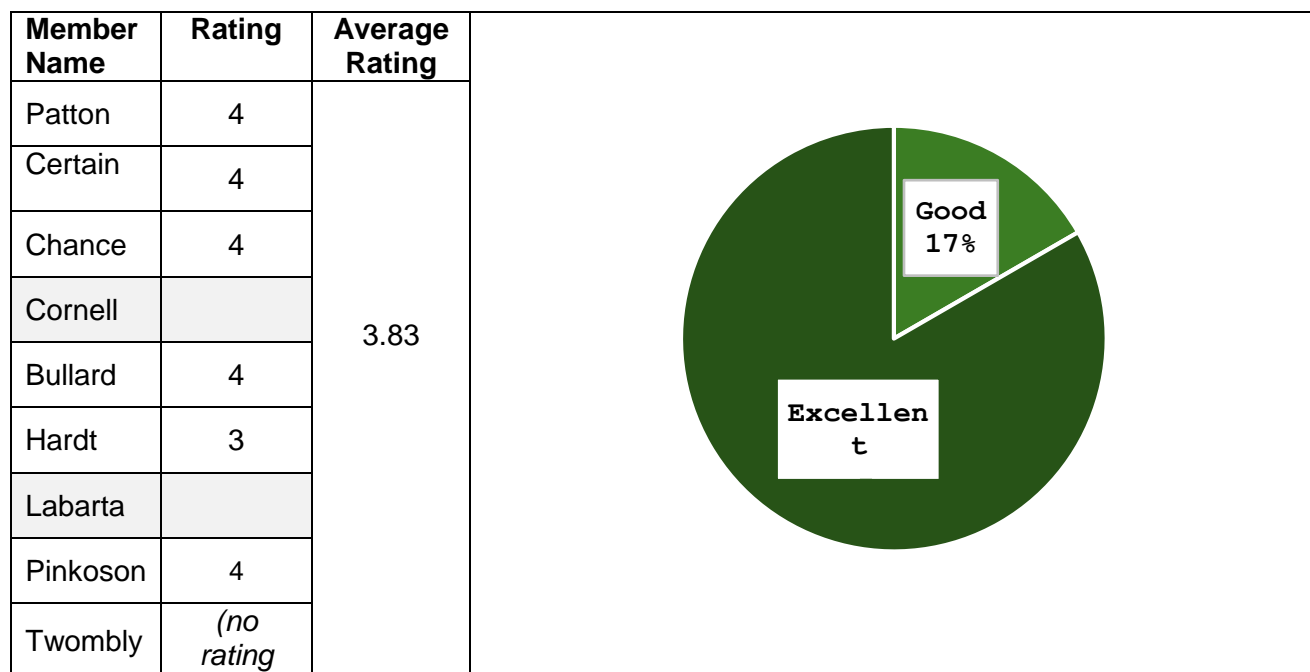
Materials Provided: The Board packet was received in a timely fashion and provided the information needed to prepare for the meeting.

¹ Eight Board members attended in-person or virtually on 4/7/2025. Board member Maggie Labarta was not in attendance. Seven of the eight Board members in attendance completed a survey.



Comments:

Meeting Facilitation: The Chair ensured Board members and members of the public who wanted to speak had the opportunity to be heard.

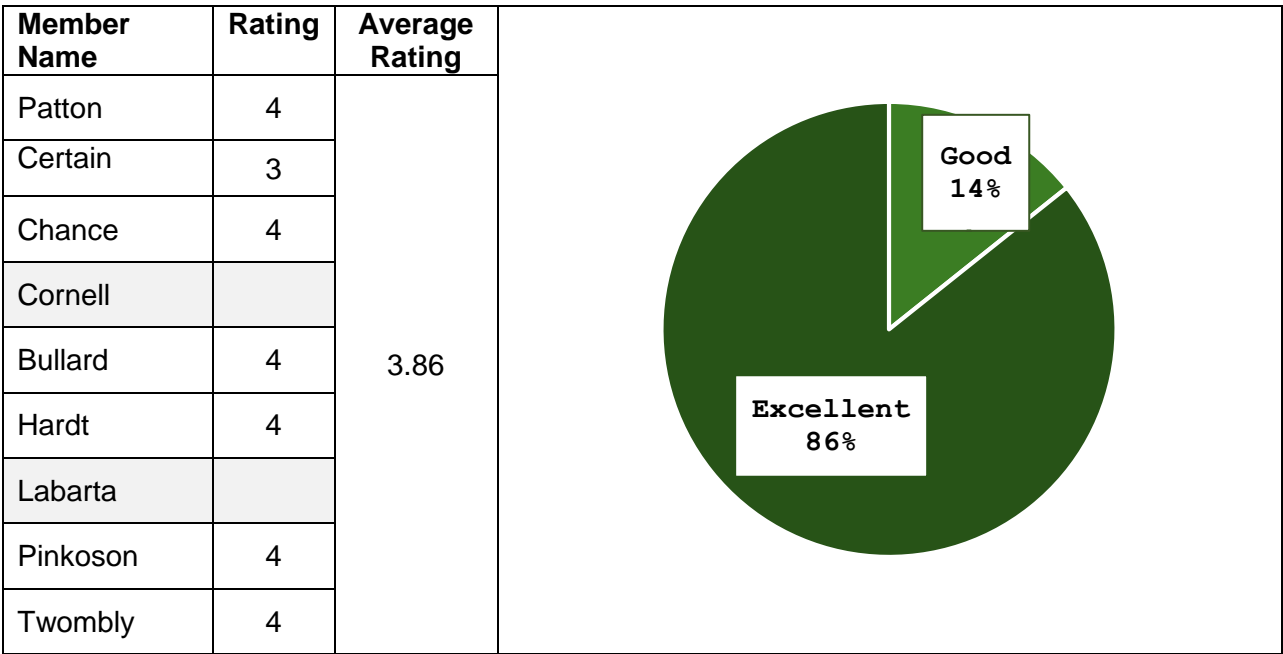


Comments:

Cheryl did a good job. (Certain)

Don't know. (Hardt)

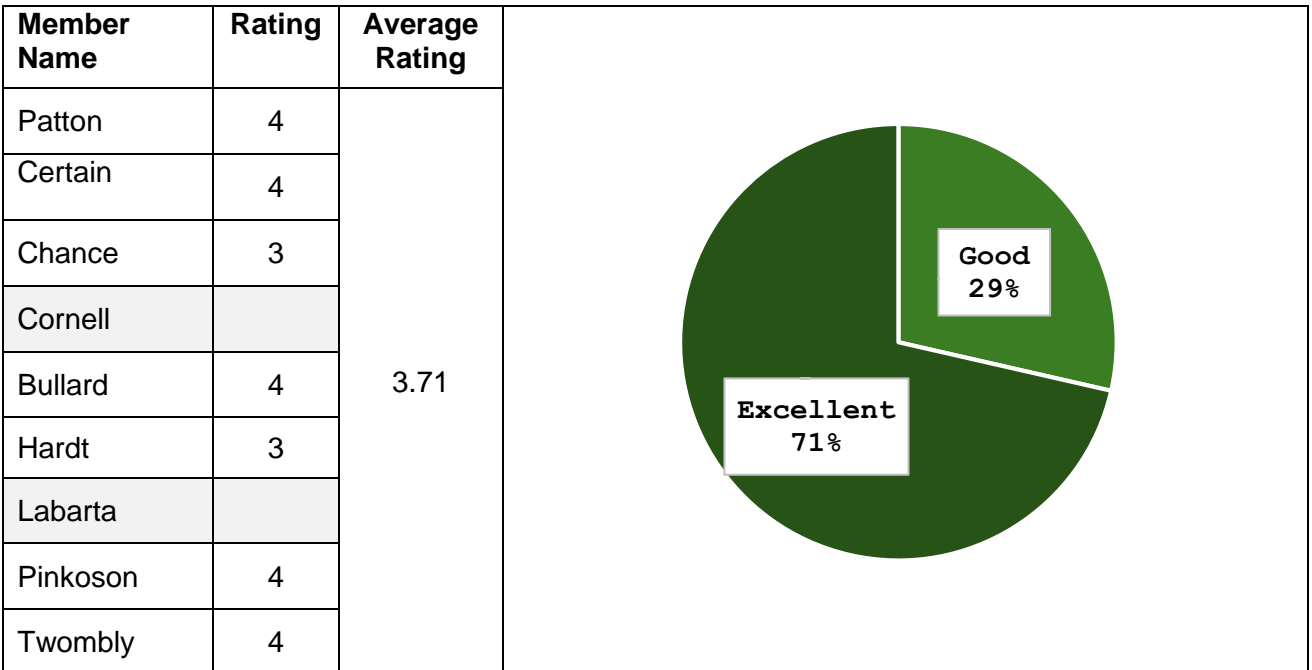
CTAC Staff: CTAC staff were knowledgeable on their agenda items and prepared to address questions or provide a plan for follow-up.



Comments:

Particularly appreciated the clarity and specificity with financial system improvements. (Chance)

Presentations: Presentations were helpful in providing information on programs and policies to guide decision-making and allow for input and transparency.



Comments:

Finally, Board members can provide general comments on the meeting overall as well as topics they'd like to see addressed on future agendas. These comments are listed below.

General Comments:

- Thanks for the continual thoughtful discussion for extending the summer funding to other camps. (Patton)
- Sorry for the lengthy meeting, but glad for the discussion. (Twombly)
- A really packed meeting agenda (Hardt)

Items, Presentations, or other Information for future Board agendas:

- 1. I'd like to learn about national and state campaigns for grade-level reading that have/are successful in increasing 3rd grade reading scores. (Backbone organizations and their models).
2. I'm interested in learning whether or not other Trusts prioritize zip codes with identified gaps in funding decisions (FL Chamber Gap Map). (Chance)
- Although I attempted to sign on about 15 minutes early, I had a few problems getting to the meeting. I did not have a link at first, and when it came, it did not have me as a panel member so I could not be seen at attendance time or early in the meeting. I sent a text to Scott who had someone put me on as a panel member. Having said that, it is amazing how well zoom works in Europe.

I thought there were some comments to be made about the report on literacy, but the conversation went off the rails a bit and I could not jump back in. Someone mentioned that few teachers were polled. I wanted to find out more about that. I was really struck by the large percentage of students who miss many days of school. I find it hard to blame the school system for that. We need to get to the bottom of it, though, because if children are not in school, how will they learn to read? The social issues underpinning the literacy results were sort of sidelined in the meeting once the discussion turned to weakness in the school system. I tried to express my opinion that we should not be so hard on the school system until our community's social programs support the 0-5 year olds who enter the school system with variable readiness to learn to read. Why don't we have more children in VPK? If I were a single mom with a job or two, a half day VPK program without transportation for my child would not meet my needs. We have discussed this before, but not taken enough action. Yes, the report covered lots of surveys, but I could not help wondering whether we had surveyed the right people. More people experiencing literacy challenges and more teachers trying to deal with them need to be heard. (Hardt)