



CHILDREN'S TRUST REGULAR BOARD MEETING MINUTES

May 11, 2026, at 4:00 PM

CTAC, 4010 NW 25th Place, Gainesville, FL 32606

Chair Mary Chance called the meeting to order at 4:00 pm.

Roll Call

Board Members Present: Mary Chance (Chair), Ken Cornell (Vice Chair), Lee Pinkoson (Treasurer), Tina Certain, Dr. Nancy Hardt, Dr. Maggie Labarta, Dr. Kamela Patton, Hon. Judge Phillip A. Pena

Members Attending Virtually: Melissa Walker

Dr. Labarta moved for the approval of the agenda and all items on the consent agenda. Member Pinkoson seconded the motion, which passed by unanimous vote.

Consent Agenda

1. Board Attendance YTD
2. 4.13.2026 Regular Board Meeting Minutes
3. 4.13.2026 Board Meeting Evaluation - Survey Results
4. FY 2026 Budget Report (March)
5. FY 2026 Checks and Expenditures Report (March)
6. FY 2026 Programmatic Awards and Expenditures Report (March)
7. FY 2026 2nd Quarter Financial Report to BoCC
8. Emergent Needs
9. Sponsorship Requests
10. Proposed Funding Opportunities
11. Deeper Purpose Budget Amendment

General Public Comments

Grayson Valentine (Executive Director, AMI Kids) introduced AMI student Samya Baptiste who shared her personal experiences and positive outcomes as an AMI student. She is proud of herself and looking forward to a bright future. Baptiste expressed gratitude to the program's staff and funders.

Rachel Ryan (Executive Director, Family Promise of Gainesville) commented on the county-wide housing crisis Alachua County families are facing. She noted that nearly 1,000 students in the Alachua County Public Schools are identified as homeless and Family Promise is one of the only

remaining organizations in the county that supports families with children. They have a 96% success rate of families remaining stably housed after one year.

Chair's Report

Chair Chance announced there will be a joint meeting with Alachua County Board of County Commissioners on June 11th and asked the Board members to send any agenda items they have for that meeting.

Executive Director's Report

12. May 2026 ~ Executive Director's Report

Executive Director Marsha Kiner shared highlights from the Summer Literacy Convening. Thirteen summer camp providers participated. Dr. Coleman-King (Freedom School) and UF CARD were among those who shared information. ED Kiner gave kudos to staff for their hard work in executing a great convening. ED Kiner thanked Chair Chance for joining her on a recent provider tour to the School District Office to visit the Amplified students. ED Kiner was also able to make provider visits to Girls Place, Kids Count, and the Community Partnership Schools (Rawlings, Metcalfe, and Howard Bishop) in the last month. She is very proud the Trust is affiliated with great providers.

13. Resolution No. 2026-02 - Adoption of Changes to Board Policies (Fund Reserves)

Member Pinkoson moved for the approval of Resolution No. 2026-02, amending Board Policy 3.40 Fund Balance to increase reserves to 3 months of operating revenue. Member Cornell seconded the motion, which passed by unanimous vote.

14. Nonprofit Lifecycle Assessment Pilot Proposal

ED Kiner reported to the Board that seven after-school providers will be part of this pilot program and training to build provider capacity. Moving forward, this will be required by all CTAC providers in the new fiscal year.

Member Certain moved for the proposal to be approved as recommended by staff; Member Cornell seconded the motion. During discussion, Dr. Hardt noted that the CTAC Board had to undergo the same training; Member Certain requested clarity on the Center for Nonprofit Excellence's role in the training as well as the fee breakdowns in the proposal. During public comment of the item, Sherry Kitchens (Child Advocacy Center) thanked the Board for supporting the pilot project and asked how and when this training will be required for CTAC providers. The motion passed unanimously.

Old Business - none

New Business

15. Strategic Plan Pathway: Programmatic & Funding Realignment Framework

Belita James, CTAC Director of Program Operations, presented the Strategic Plan Pathway Programmatic and Funding Realignment Framework that staff will use to evaluate programs, assess strategic plan alignment and make funding recommendations moving forward. The Board discussed omitting the “Community Need” category as community needs were considered within the Strategic Plan and this would be reflected in the “Strategic Plan Alignment” category. The Board agreed the 10% weight could be split evenly between the “Strategic Plan Alignment” and “Outcomes & Data Quality” categories. The Board discussed whether cost-effectiveness should focus on reasonable spending or fund utilization. Member Pinkoson asked if the framework would be used now or after the new strategic plan begins. DPO James explained this evaluation process would apply to current programs for the upcoming fiscal year, with a separate Continuous Quality Improvement process used for ongoing program evaluation.

Dr. Labarta moved for approval of the proposed framework with changes to the scoring and evaluation percentages as follows:

Strategic Plan Alignment - 60%

Cost effectiveness - 10%

Outcomes & Data Quality - 25%

Uniqueness/Duplication 5%;

Member Cornell seconded the motion, which passed by unanimous vote.

ED Kiner stated a letter of notification will go out to the providers letting them know about the possible changes.

Presentations

16. Dolly Parton Imagination Library – Evaluation Results

Bonnie Wagner, CTAC Research, Planning, and Evaluation Coordinator, presented program performance and evaluation results for the Dolly Parton Imagination Library program. Since fall 2021, when the Trust began funding the Imagination Library, over 3,300 children have been served, and 68,000 books have been distributed. Parents in the program report are encouraged to read with their child, read more with their child, and that receiving books help their child learn new words. Yolanda Hagley Fluellen (Executive Director, Gainesville Thrives) shared sample books for the Board to view. Chair Chance asked if there are challenges with returned books in high mobility zip codes. Fluellen explained that the DPIL has an agreement with the Postmaster that undelivered books can be picked up, although this is not a significant issue locally. Member Cornell expressed his love for the program and eagerness to see data results come back regarding reading scores for program participants. He asked about the cause of the increase in number of children served from 830 in FY2024 to 1,608 in FY2025. B. Wagner responded that the increased participation is due to the increased funding provided in FY2025 by the Trust. Beyond the Children’s Trust, additional funding sources are Friends of the Library, Dollar General grant, and the Amazing Give.

Fluellen stated that Gainesville Thrives does not receive other funding from governmental entities except for the County funding for the Gun Violence grant. Member Cornell said this is a cost-effective way to improve literacy rates. He plans to share this information with the County about increasing funding for the program. Member Certain commented that the City of Alachua has a large need and asked why they are not being served. Fluellen explained they are interested in branching out but need more funding. Cornell asked when the data from the school board will be available. Wagner explained that the application needs to get approved by the Dollywood Foundation.

17. HOPE Alachua: Health & Opioid Prevention Effort of Alachua County

Caroline Anderson (Alachua County Opioid Task Force – HOPE Alachua) provided an overview of the community initiative that addresses opioid use among youth in the county. Anderson showed the Hope Alachua - YouTube campaign video that was created to target youth 7-18 years of age. Judge Pena shared regret that he had not heard of this program before and asked what is being advertised and provided. Anderson explained that the current campaign is created for awareness and to connect parents to county-level partners and service providers. Next year, the program would like to get into the public schools if funding is renewed. CTAC Chief Operating Officer Kristy Goldwire advised that next year's goal is to include more outreach, but the first pot of money was used for marketing. The Board discussed how to assist with spreading the word. Judge Pena asked how the partnership with the public schools would be expanded. COO Goldwire responded that the task force is brainstorming how this will be done but there are endless possibilities. Dr. Anntwanique Edwards (Assistant Superintendent of Student Support Services, Alachua County Public Schools) asked about the age restrictions for marketing and encouraged the task force to connect with the school district during the brainstorming process for collaboration.

ED Kiner thanked the Board for allowing CTAC to be the administrative arm for the task force and noted that a significant portion of HOPE Alachua funds went to RAD Kids, which does operate in the schools.

18. Alachua County Public Schools McKinney-Vento Program

Dr. Pamela Worsham (Title IX, Part A McKinney-Vento Coordinator, Alachua County Public Schools) provided an overview of the McKinney-Vento program (MKV), which supports homeless students in the district. Dr. Worsham discussed the primary causes for displaced students and families, the federally guaranteed rights and required services under the MKV Act, how MKV students are identified, and what outreach methods are used. Dr. Worsham shared challenges and gaps the program faces: federal funding constraints, transportation demands, staffing capacity, affordable housing instability, and grant availability. Judge Pena asked what services are available for unaccompanied youth if they are identified. Dr. Worsham highlighted the benefits provided through Keys to Independence such as driver's license and auto insurance assistance. Member Cornell expressed interest in the

sustainability of the federal grant funding. He asked how the state allocation process works and how the Trust and community can help. Dr. Worsham commented that during COVID it was more difficult to identify the MKV eligible students, which impacted how much funding was allocated to the district. Member Cornell stated the important factor prior to expiration of the current MKV grant is accurately identifying eligible children. William Nice (Social Worker) rose during public comment to ask how do we build out additional resources? Dr. Worsham responded that MKV programs refer participants to community members. Nice added that “well trained professionals that can help allay fears will help people through these overwhelming systems and will lead to children being successful long-term.”

Adrienne Thieke (Hands on Gainesville) has seen this problem as a long-time teacher in Alachua County and noted there is also a gap among 18 – 24-year-old students who were not in the program prior to aging out.

ED Kiner shared there will be a Family Eviction and Housing Stability Convening on May 27th with select participants from Family Promise, Continuum of Care, Family Resource Centers, and other key community collaborators. CTAC should make a recommendation at the June meeting. Additionally, two chair letters from the Board of County Commission as well as the City of Gainesville were provided to the Trust. Member Cornell recommended Dr. Hardt attend the Convening.

General Public Comments - None

Board Member Comments

Member Certain announced she will attend the June 8th Board meeting but will not be at the Joint meeting with BoCC. Dr. Patton will not attend either meeting in June.

For Your Information

The following reports were provided for informational purposes:

- 19. Alachua County Reads Collaborative April Report
- 20. Summer Literacy Convening Recap
- 21. Early Childhood Learning Collaborative Workgroup Update
- 22. Flourish Alachua Cohort 3 April Launch

Next Meeting Dates

Board Workshop – Monday, June 8, 2026 @ 1:30 pm

Regular Board Meeting - Monday, June 8, 2026 @ 4:00 pm

Joint Board Meeting with Alachua County Board of County Commissioners - Thursday, June 11, 2026 @ 4:00 pm

Adjournment

Chair Chance adjourned the meeting at 6:13 pm



CHILDREN'S TRUST
OF ALACHUA COUNTY

Children's Trust Board Meeting

Sign - In Sheet

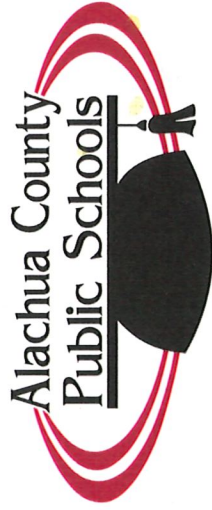
05/11/2026 from 4pm-6pm

Name	Organization	Email
Yolanda Hagley	Gainesville Thrives	yolandag@gainesvillethrive.org
Leannetta McNealy	ACPS	lee.mcnealy@gainesvillethrive.org
Rachael Ryan	Family Promise	Ryan@familypromisegainesville.org
Caroline Anderson	Hope Alachua	info@hopealachua.com
Adrienne Threke	Hands On Gainesville	adrienne@handsongainesville.org
Shandi Goodlee	Goodwill	sgoodlee@goodwillnorthfla.org
MARIA Mendez	Goodwill	mmendez@goodwillnorthfla.org
Gaila Woods	AmiKids	gwoods@amikids.org
Grayson Valentine	AmiKids	gvalentine@amikids.org
William Nice	Social Worker	WNICE61@GMAIL.COM
Leah Galone	PEAK Literacy	leah@peakliteracy.org
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Richard Carnell	Gainesville Thrive	RCARNELL77@GMAIL.COM
Amber Moats	Taskforce	barbara.moats@taskforce1.org



Sign – In Sheet

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Mckinney-Vento Program

The Children's Trust of Alachua County May 11, 2026



McKinney-Vento Homeless Assistance Act

MISSION AND SCOPE

The McKinney-Vento Homeless Assistance Act ensures that children and youth experiencing homelessness have access to a free, appropriate public education by removing barriers.

Families may be eligible for McKinney-Vento Homeless Assistance Act services if they are living in a shelter or transitional housing, staying with relatives or friends due to loss of housing or financial hardship, living in hotels or motels, or residing in other temporary or unstable housing situations.

- | | |
|--|--|
| <ul style="list-style-type: none">• Immediate enrollment• School of origin• Transportation (including school of origin)• Comparable service | <ul style="list-style-type: none">• Free school meals• Partial credit accrual• Access to postsecondary education |
|--|--|



McKinney-Vento — Alachua County Program

935

Students Identified
2025–2026
4% of the Total Student Population

~1,000

Annual Average Over
5 Years of Growth

Increasing

Current economic conditions indicate
a rise in eligibility (higher gas prices, rising housing costs, rising
grocery prices)

Additional Population Context

- 5 years of consistent growth, with an average of 1,000 displaced students annually
- COVID caused a temporary decrease in identification
- Current economic conditions indicate an increase in eligibility

Primary Causes of Displaced Students and Families

- Lack of affordable housing

- Non-monetary evictions

- Lack of employment opportunities

Core Required Services

Services & Supports — Federally guaranteed rights under the McKinney-Vento Act

 Clothing, Hygiene and Needs <i>Essential needs</i>	 Transportation to Origin <i>Stability in transit</i>	 Immediate Enrollment <i>No records needed</i>	 Case Management <i>Coordinated support</i>
 Social Worker Services <i>Family advocate</i>	 Tutoring and Academics <i>Academic stability</i>	 Dropout Prevention <i>Long-term success</i>	 Federally Guaranteed Rights ● Immediate enrollment ● School of origin placement ● Transportation (including to school of origin) ● Comparable services to non-homeless peers ● Free school meals ● Partial credit accrual ● Access to postsecondary education

Outreach & Identification: Actively identifies eligible students through enrollment questionnaires, staff referrals, family liaison home visits, and community partnerships.



Comprehensive Support Services

Comparable services available to McKinney-Vento eligible students across Alachua County Public Schools

Early Childhood & Family	Academic & Enrichment	Health & Mental Wellness	Specialized Supports
Voluntary Pre-K (full day)	Extended Day Enrichment Program (EDEP) Scholarships	Mental Health Services	504 Compliance
Home Instruction for Parents Preschool Youngsters (HIPPY)	Summer School	Positive Behavior Intervention and Support (PBIS)	Individualized Education Program (IEP) Compliance
Parent Academy	Dual Enrollment	Hazel Health	Psychoeducational Services
Pre-K ESE	Gifted Services	ParentGuidance.org	Occupational Therapy / Physical Therapy
Teenage Parent Program	English for Speakers of Other Languages (ESOL)	School Counseling	Assistive Technology
Summer Feeding Program	Migrant Education	System of Care - Foster, Idylwild, Lake Forest, Metcalfe, Rawlings and Terwilliger	Specialized Transportation
Health Screening (K,1,3,6)	Student Attendance	Hospital / Homebound	Social Worker Support for Juvenile Justice Students
	Foster Care Support	Social Workers	

Whole-Child Approach: McKinney-Vento students are connected to the full breadth of Alachua County Public Schools' support network — from early childhood through graduation.

Identification and Outreach

Identification Methods

- Enrollment questionnaire
- Staff/counselor referrals
- Self-identification at registration
- Home visits
- Community partners: Family Promise, One More Child, Continuum of Care, Safety Net Collaborative, and Headstart



Outreach Strategies

- Partnerships with shelters and food banks
- Training for all school-based district staff
- Multi-lingual flyers and community postings
- Participation in displaced student and family community events



Under-Identified Student Populations

These populations are often overlooked and require targeted outreach to ensure they receive the services they are entitled to under federal law.

Doubled-Up Housing	English Language Learners (ELL)	Migrant / Seasonal Workers	Immigrant Families	Unaccompanied Youth
Families sharing space not meant for them	Language barriers complicate identification	Frequent moves disrupt enrollment	Fear and unfamiliarity with school systems	Teens living without a parent or guardian

! Proactive outreach and staff training are essential to reaching these hidden populations.



Outcomes and Impact

Providing transportation to the school of origin ensures stability and minimizes disruption for McKinney-Vento students and families.

Community Partnership Examples

Alachua County
Social Services

Family Promise

One More Child

Safety Net
Collaborative

Continuum of Care
(CoC)

KEY OUTCOME: SCHOOL STABILITY

Students experiencing homelessness who remain at their school of origin show improved attendance, higher academic performance, and stronger social-emotional outcomes — all of which translate directly to long-term community benefit.

Challenges and Gaps

Federal Funding Constraints

Grant funds are limited and highly competitive, restricting program capacity.

Transportation Demands

High family mobility of McKinney-Vento students makes consistent transportation extremely difficult and costly.

Staffing Capacity

Current staffing levels are insufficient to meet the growing demand for services and outreach.

Donation Constraints

Restrictions on use of donated goods create service gaps for basic needs.

Housing and Economic Instability

Lack of affordable housing, inflation, and post-pandemic instability continue to drive rising need.



Funding and Sustainability

Alachua County Public Schools McKinney-Vento Program Funding Sources:

Federal Title IX, Part A

McKinney-Vento grant funds — primary federal funding stream

Title I, Part A Set-Aside

Required set-aside to supplement services for homeless students

Nonprofit Organizations

Fiscal contributions supporting basic needs and services

University Student Organizations

Community engagement and in-kind support

Community Donations

Supplemental supplies and basic needs items

Where Alachua County Stands

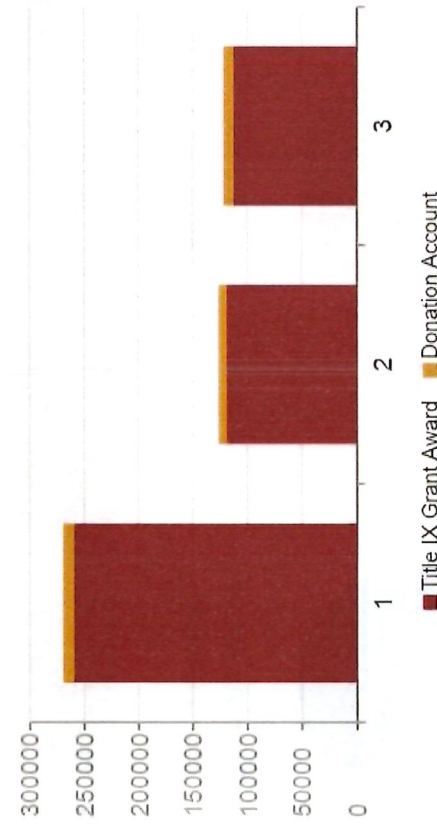
Grant Cycle Status



Important: Federal grant funding is not guaranteed beyond year 3, and there is no assurance Alachua County would be awarded a renewal even if the opportunity became available again.

McKinney-Vento: Combined Funding Analysis

Title IX, Part A Grant Award vs. Donations — All Fiscal Years



-57%	Grant Decline Title IX award drop
~\$8.5K	Donations Stable Avg annual donations
\$147K+	Total Funding Gap Lost vs 2023-24

Source: Title IX, Part A McKinney-Vento Funding Report — Alachua County Public Schools

McKinney-Vento Grant: Allowable Expenses

Purchases must be reasonable, necessary, and directly connected to supporting eligible students.

✓ Allowable Uses

- School supplies, backpacks, calculators and instructional materials
- Clothing for school participation (uniforms, coats, shoes)
- Hygiene products and personal care items
- Transportation: gas cards, bus passes, school of origin travel
- Tutoring and academic intervention services
- School activity or graduation fees
- Technology for school participation (Chromebooks, hotspots)
- Emergency needs impacting attendance or participation
- Staff professional development on homelessness support
- Salaries for homeless liaisons or support personnel
- Outreach materials and community engagement
- Early childhood education supports for eligible children

X Non-Allowable Uses

- Long-term housing, rent, or mortgage payments
- Utility bills unrelated to educational access
- General district operational expenses
- Entertainment or incentives unrelated to education
- Purchases for non-McKinney-Vento eligible students
- Large capital improvements or construction
- Gifts or cash payments to families
- Expenses duplicating another funding source

Key Standard: "Will this purchase help remove a barrier to the student's education, attendance, or school stability?" — If yes and documented appropriately, it is more likely allowable.

Why McKinney-Vento Numbers Differ from Housing and Urban Development (HUD)

Different Definitions = Different Counts

McKinney-Vento and HUD use different definitions of homelessness because they serve different purposes — one focuses on educational access, the other on housing assistance eligibility.

McKinney-Vento Focus
<i>Educational stability for children and youth</i>
Includes students experiencing:
• Temporary housing instability • "Doubled up" living situations • Hotels or motels • Shelters or transitional housing • Cars, campgrounds, or other temporary settings

HUD Focus
<i>Housing assistance eligibility</i>
Typically counts individuals or families who are:
• Living in shelters • Unsheltered • In places not meant for habitation • Facing immediate loss of housing

Key Point: McKinney-Vento identifies a broader group experiencing housing instability, which is why school district numbers are often significantly higher than HUD counts.

Understanding the Difference

Why the Numbers May Look Different

McKinney-Vento	HUD
Education law	Housing assistance programs
Student-centered identification	Housing-centered identification
Includes many temporary living situations	Uses narrower federal housing criteria
Schools identify eligible students	Housing agencies determine eligibility
"Doubled up" families qualify	"Doubled up" alone often does not qualify

Important Understanding

A student can qualify for McKinney-Vento educational services even if the family does not qualify for HUD housing assistance. This does not mean all identified students are unsheltered or living on the streets.

Remember: McKinney-Vento is an education law. HUD is a housing program. They are designed to do different things — and both definitions are valid within their own context.



Data and Accountability

Data Systems

- Student information systems — Skyward
- Family Educational Rights and Privacy Act (FERPA) compliance logs
- Florida Department of Education reporting

Data Sharing Partners

- United Way
- Alachua County Housing Authority
- Department of Children and Families
- Meridian Behavioral Health
- Children's Trust

DATA SHARING PRINCIPLE

All data is shared in compliance with FERPA and applicable Florida statutes. The goal is coordinated care and improved service delivery — not surveillance. Consent and transparency are central to all partnerships.



Questions and Discussion

Dr. Pamela Worsham

Title IX, Part A McKinney-Vento Coordinator

worshapj@alachuaschools.net

352-955-7323



Mckinney-Vento Program

The Children's Trust of Alachua County May 11, 2026



Alachua County Board of County Commissioners

Ken Cornell, *Chair*
Anna Prizzia, *Vice Chair*
Mary Alford
Charles S. Chestnut, IV
Marihelen Wheeler

Administration
Michele L. Lieberman
County Manager

5/5/2026

vu@gm.sbac.edu

Vu Thomas, Chair, District II
School Board of Alachua County
620 E. University Avenue
Gainesville, FL 32601

Dear Chair Vu and Members of the School Board,

On behalf of the Alachua County Board of County Commissioners (BoCC), this letter is being sent to request your partnership in addressing a matter of significant and growing concern: student and family homelessness in our community.

Recent data from the Alachua County Public Schools McKinney-Vento Program this school year indicates that more than 930 students leave the classroom each day without a stable place to call home. This level of housing instability directly undermines educational continuity, attendance, and academic achievement—outcomes that are inextricably linked to a student's ability to maintain stable housing.

This issue was brought into sharper focus during the recent Continuum of Care's Summit on Family Homelessness held at Santa Fe College, where community leaders, service providers, and stakeholders reached a clear consensus that stronger coordination is essential to address this matter.

Accordingly, the BoCC unanimously voted to respectfully request:

1. A convening of leadership from the School Board, the City of Gainesville, the Children's Trust of Alachua County, the Keys to Home Continuum of Care and Alachua County BoCC to develop a coordinated response to child and family homelessness.
2. That this convening includes a review of underutilized and vacant School Board facilities, with Alachua County conducting a similar review, and that we will invite the City to also participate in this effort of reviewing facilities to better serve students and families experiencing homelessness, consistent with the McKinney-Vento Act.
3. That participating entities work collaboratively to implement strategies that improve access to services, increase housing stability for families, and ensure educational continuity for impacted students.

This is not about assigning responsibility, it is about sharing it. By working together, we can align our existing resources, expertise, and leadership to ensure that fewer children in Alachua County are forced to navigate the impossible choice between education and survival.

Given the urgency of this matter, we respectfully request that this convening be scheduled to occur within the next 60 days. For many of these children, the consequences are immediate and severe—their safety, stability, and future are on the line. We recommend that each invited entity select one representative to serve on a working group supported by key staff.

We appreciate your continued commitment to the well-being of our community's children and families, and we look forward to partnering with you closely on this critical issue.

Respectfully,

A handwritten signature in black ink, appearing to read "Ken Cornell". The signature is fluid and cursive, with the first name "Ken" and last name "Cornell" clearly distinguishable.

Ken Cornell
Chair

CC: Alachua County Board of County Commissioners
City of Gainesville Commission
Keys to Home Continuum of Care Leadership Council
The Children's Trust of Alachua County



CHILDREN'S TRUST

OF ALACHUA COUNTY

Strategic Plan Pathway: Programmatic & Funding Realignment

May 11, 2026

Purpose of This Framework



- Ensure strategic alignment
- Maximize community impact
- Support data-driven decisions
- Provide consistency

Decision-Making Process



1. Identify Contract Type
2. Score Program
3. Apply Weights
4. Determine Recommendation

Identify Contract Type



Scoring & Evaluation



- Programs are evaluated using a **1–5 rating scale**

1 = Very Weak
2 = Weak
3 = Moderate
4 = Strong
5 = Very Strong

- **Evaluation Criteria & Weights**

Strategic Plan Alignment – 55%
Community Need – 10%
Cost Effectiveness – 10%
Outcomes & Data Quality – 20%
Uniqueness / Duplication – 5%

Score x Weight = Total Score out of 5

Decision Thresholds & Summary



- 4–5: Keep
- 3–3.9: Reduce, modify, or potentially discontinue
- Below 3: Discontinue
- Program
- Provider
- Score
- Recommendation
- Rationale

Score							
Category	Description	Weight	5	4	3	2	1
Strategic Plan Alignment	Directly supports strategic priorities and intended outcomes/impact	55%	Program goals directly align with strategic plan strategies, objectives, and indicators	Program goals somewhat align with strategic plan strategies; support objectives	Program goals indirectly align with strategic plan strategies (create conditions where objectives may be met).	Program goals loosely, indirectly align with strategic plan strategies	Program goals do not align with strategic plan strategies
Community Need	Serves high-need population or critical service gap	10%	Serves a high need population and clearly fills a critical service gap	Serves a high-need population or addresses an important gap	Serves a general population with some demonstrated need	Limited evidence of community need or gap	No clear community need identified
Cost Effectiveness	Expenditure history reflects full use of awarded funds	10%	Agency utilized 90% or more of allocated funds.	Agency utilized 70-89% of allocated funds	Agency utilized 60-69% of allocated funds	Agency utilized 50-59% of allocated funds	Agency utilized less than 49% of allocated funds
Positive Outcomes and Data Quality	Data is of quality and submitted on time. Data reflects positive outcomes (meeting Performance Targets)	20%	Meeting all performance targets; high-quality data and reporting	Meeting 90-99% of performance targets; adequate data quality	Meeting 80-89% of performance targets; adequate data quality	Meeting 70-79% of performance targets; weak or inconsistent data quality	Meeting fewer than 70% of performance targets; little or no reliable data
Duplication / Uniqueness	Limited overlap with other providers/services	5%	Unique service with no duplication; fills a clear gap	Minimal overlap with other providers	Some overlap, but still adds value	Significant duplication of existing services	Fully duplicates existing services with no added value

Strategic Plan Alignment



GOAL 2



FOCUS AREA: EARLY LEARNING

INDICATORS

Kindergarten Readiness, VPK Participation

OBJECTIVE

Children enter kindergarten ready to succeed

STRATEGIES

- Improve access to early childhood care and education
- Strengthen and enhance quality of early childhood care and education

How will we know we're making an impact? Measuring Strategic Results

Strategy	Measures	Targets
Improve access to early childhood care and education	Children aged 0-5 provided with free or reduced cost early learning opportunities (e.g. through tuition scholarships, summer programming)	165
	Children's learning gains outpace children not participating in programming	70%

Strategy	Measures	Targets
Strengthen and enhance quality of early childhood care and education	Childcare professionals strengthen their programming (e.g. through accreditation, staff professional development initiatives, leadership coaching)	80%

CTAC Implementation Plan

Specific Tasks

- Develop marketing and messaging campaign that accurately describes VPK and how to navigate applying for and enrolling children into programs.
- Explore potential solutions for improved navigation to and removing barriers for children to access VPK programming.
- Evaluate impact of early childhood programming on school-based academic performance.

Butterfly Garden Learning Lab

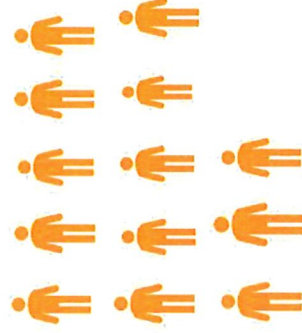


- Program consists of one **full day Saturday workshop for Early Learning educators** to learn how to build and maintain an outdoor butterfly garden with their class.
- Teachers learn about how to engage children in choosing and planting flowers to attract butterflies, construction of butterfly habitats, the butterfly lifecycle, and butterfly related stories to read.

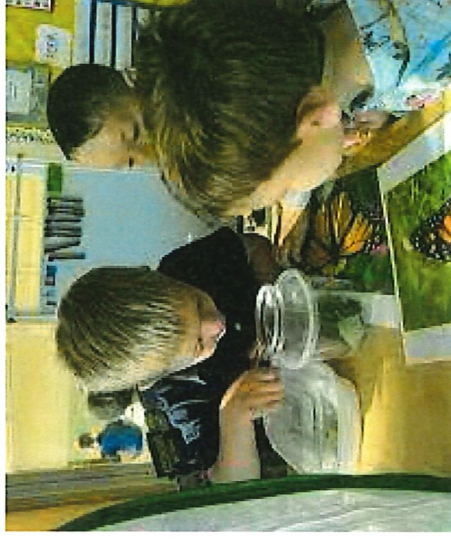


- Provider used **60% of awarded funds**

- **13 teachers** participated in the workshop



- Provider **met 95% of their performance measures**: Teachers reported building their own class butterfly gardens; they felt the gardens enhanced student interest in STEM and their programming overall.



Scoring and Evaluation: Butterfly Garden Learning Lab



Category	Description	Score (1-5)	Weight	Weighted Score	Score rationale
Strategic Plan Alignment	Directly supports strategic priorities and intended outcomes/impact	3	55%	1.65	Program provides a brief professional development opportunity to teachers; if butterfly garden project is implemented with fidelity, quality of center could be enhanced.
Community Need	Serves high-need population or critical service gap.	2	10%	0.2	The program does not target a specific demographic of teachers. Professional learning tied to this specific content knowledge is not a critical need.
Cost Effectiveness	Expenditure history reflects full use of awarded funds	3	10%	0.3	Agency utilized 60% of awarded funds.
Positive Outcomes and Data Quality	Data is of quality and submitted on time. Data reflects positive outcomes (meeting Performance Targets)	4	20%	0.8	Provider met 95% of their performance measures this fiscal year and data submitted was of quality and on time.
Duplication / Uniqueness	Limited overlap with other providers/services	3	5%	0.15	There are other STEM curricula available, potentially at a lower cost.
Total Score	3.1				Recommendation: Programs with a higher potential to enhance kindergarten readiness should be prioritized; Reduce or discontinue



CHILDREN'S TRUST

OF ALACHUA COUNTY

Thank you!