CHILDREN'S TRUST REGULAR MEETING AGENDA

May 23, 2022 at 4:00 PM

CTAC, 802 NW 5th Ave, Gainesville, FL 32601

Call to Order

Roll Call

Agenda Review, Revision and Approval

Approval of the agenda also approves all of the items on the consent agenda.

Consent Agenda

1. Board Attendance YTD
2. 5.9.22 Regular Board Meeting Minutes
3. Board Meeting Evaluation - Survey Results from 05-09-2022

General Public Comments

Chair's Report

4. Executive Director Search (Dr. Maggie Labarta)
5. Grace Grows Community Engagement Toolkit

Executive Director's Report

Committee Updates

6. Steering Committee (Cheryl Twombly)

Presentations

7. Fiscal Year 2023 Proposed Millage and Tentative Budget

Old Business

New Business

Board Member Comments

For Your Information

Items in this section are for informational purposes only and do not require any action by the Trust.

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Next Meeting Dates

Regular Meeting - Monday, June 13, 2022 @ 4:00 PM
ACPS District Office Board Room, 620 East University Ave., Gainesville, FL 32601

Regular Meeting - Monday, June 27, 2022 @ 4:00 PM
CTAC Offices, 802 NW 5th Ave, Gainesville, FL 32601

Adjournment

Virtual Meeting Information

View or listen to the meeting: https://www.youtube.com/channel/UCpYNq_GkjCo9FQo3qR5-SOw

Public Comments: Submit online at http://www.childrenstrustofalachuacounty.us/commentcard.

Guidelines for Public Comments

Please note that the Guidelines for Public Comments have been updated and will be effective starting with the Board Meeting of the Children's Trust of Alachua County on May 9, 2022.

Summary: Public comments can be made in person at the Children's Trust Board Meetings, or by completing a comment card at www.childrenstrustofalachuacounty.us/commentcard. We will no longer take comments by Zoom or by phone. Your written comments will be provided to Board Members prior to the start of each meeting.

Any member of the public wishing to be heard either under the agenda section "General Public Comments" or on a specific agenda item shall complete a comment card and present the card to the Clerk of the Trust prior to the start of the Board or Committee meeting. In the event following the start of a Board or Committee meeting additional items are added to the agenda, then with the consent of the Chair of the meeting, any member of the public may submit an appearance card to speak on such additional item(s) prior to Board or Committee discussion of such item(s).

Members of the public recognized by the Chair will have three (3) minutes to speak on a single "subject matter" submitted on an appearance card presented prior to the start of the meeting. In the event an individual submits multiple requests to be heard on more than one agenda item the Chair shall determine the amount of time allotted to the speaker, however, such time shall not exceed ten (10) minutes without approval of the Board or Committee.

The Clerk of the Trust will function as official timekeeper. Members of the public may not share or transfer all or part of their allotted time to any other person or to any other agenda item, except as permitted by this Policy. To the extent a speaker has previously addressed a Board or Committee on the same subject and at which a majority of the Board was present, then the Board Chair may limit repeat comments at the Board meeting by the same speaker.

File Attachments for Item:

1. Board Attendance YTD

2022 Board Member Attendance

Regular Meetings	1/10/2022	2/14/2022	3/14/2022	4/11/2022	4/25/2022	5/9/2022	5/23/2022	6/13/2022	6/27/2022	7/11/2022	7/25/2022	8/8/2022	8/15/2022	8/22/2022	9/12/2022	9/26/2022	10/10/2022	11/14/2022	12/12/2022
Labarta	P	P	P	P	P	P							cancelled						
Certain	P	P	P	P	P	P							cancelled						
Pinkoson	P	P	P	V	P	P							cancelled						
Andrew	N/A	N/A	N/A	P	P	P							cancelled						
Cole-Smith	P	P	V	V	P	V							cancelled						
Cornell	P	P	P	P	P	P							cancelled						
Hardt	P	P	P	P	P	V							cancelled						
Miller-Jones	N/A	P	absent	absent	V	absent							cancelled						
Simon	P	P	N/A	N/A	N/A	N/A							cancelled						
Snyder	P	P	P	absent	P	P							cancelled						
Twombly	P	P	P	V	P	P							cancelled						

Special Meetings	Board Retreat 2/23/2022	Emergency Meeting 3/4/2022
Labarta	P	P
Certain	P	P
Pinkoson	P	P
Andrew	N/A	N/A
Cole-Smith	P	V
Cornell	P	P
Hardt	P	P
Miller-Jones	absent	V
Simon	P	N/A
Snyder	P	P
Twombly	P	V

V = Virtual Attendance
P = Physical Attendance

File Attachments for Item:

2. 5.9.22 Regular Board Meeting Minutes

CHILDREN'S TRUST REGULAR MEETING AGENDA

May 09, 2022 at 4:00 PM

ACPS District Office Board Room, 620 East University Ave., Gainesville, FL 32601

Call to Order

Chair Dr. Margarita Labarta called the meeting to order at 4:00 PM.

Roll Call

PRESENT
Chair Maggie Labarta
Vice Chair Tina Certain
Treasurer Lee Pinkoson
Member Shane Andrew
Member Karen Cole-Smith – participated virtually
Member Ken Cornell
Member Nancy Hardt – participated virtually
Member Patricia Snyder
Member Cheryl Twombly

ABSENT
Member Susan Miller-Jones

Agenda Review, Revision and Approval

Approval of the agenda also approves all of the items on the consent agenda.

Motion to approve the Agenda made by Member Pinkoson, Seconded by Member Cornell.

Motion was unanimously approved by voice vote.

Consent Agenda

1. Board Attendance YTD

2. 4.25.22 Regular Board Meeting Minutes

3. Board Meeting Evaluation - Survey Results from 4.25.22

4. April 2022 Checks and Expenditures Report

5. 2nd Quarter Budget Review

6. Program Funding FY22

General Public Comments

Chair's Report

7. Executive Director Search Update (Dr. Maggie Labarta)

As of this meeting, seventeen people have applied for the Executive Director position; the closing date is Friday, May 13, 2022. Atty Swain is nearing completion of a contract with the Alachua County HR Director, Heather Akpan, who will assist with the search for $82 hourly with a cap of $5,000.

Executive Director's Report

8. Executive Director's Report (Kristy Goldwire)

AED Goldwire reported that the first cohort of 13 Alachua County Early Learning Centers have completed the Business Leadership Institute for Early Learning Masterclass. They gain CEUs, have pre- and post-tests to acertain learning gains, and develop business plans.

Six early learning centers will move forward to the Accreditation Academy, designed to increase the number of Gold Seal programs in Alachua County. This will represent a 40% increase in accredited childcare businesses and account for 243 school readiness subsidized slots in Alachua County.

CTAC funded Summer Camps open later this month. To help promote and increase registration, CTAC has released a video advertisement on WCJB.

AED reported that staff will present a preliminary budget for FY23 at the next meeting.

Committee Updates

9. Data Technical Advisory Committee Update (Bonnie Wagner)

Staff presented an update from the April 28 meeting. All committee members were present, they discussed data strategy, what CTAC is currently collecting, how we gather data, and how collected data is connected with our goals and strategies. They also addressed the advantages of having a data system, and the importance of tracking individuals over time and across programs. The next meeting will discuss more data sharing and a consent process on May 26.

10. Steering Committee Update (Dr. Maggie Labarta & Cheryl Twombly)

Chair Labarta and Member Twombly provided an updated timeline of planning activites and meeting sessions for the committee. Dr. Catherine Raymond has offered to facilitate as a strategic planning consultant.

The next step will be to release an Invitation to Negotiate (ITN) for the Community Listening portion. The draft will be discussed at the next committee meeting on May 25, will be presented for board approval on June 13, then released to the public on June 17, 2022.

Motion made by Vice Chair Certain, Seconded by Member Cornell, to approve a contract with Dr. Catherine Raymond as a strategic planning consultant for the Children's Trust of Alachua County.

Motion was unanimously approved by voice vote.

Presentations

11. Community Engagement and Promotion Update (Elizabeth Cayson)

Liz Cayson, Community Engagement Coordinator, gave a presentation on how CTAC is keeping the community informed and their strategies to continue to promote and highlight the good work that the Trust is doing.

Through internal communication, targeted outreach, and social media, the Trust is engaging and building stronger relationships with residents, stakeholders, local businesses, governmental agencies, community partners, public organizations, and families across the county. Marketing efforts include promotional materials, email campaigns, newsletters, and local media avenues. CTAC is leveraging its resources to build trust and support community goodwill.

The Trust has joined several of the county's chambers of commerce, the Alachua County League of Cities, professional clubs, rotaries, and more. We are tabling at community events and sharing information about our programs, such as afterschool, summer camp, and TeensWork. In the past three months, CTAC has been represented at 40 locations/events throughout Alachua County.

Old Business

12. Evaluation Planning Update (Bonnie Wagner)

Bonnie Wagner presented and addressed the following two questions: 1. How can we use data to strategically focus on our organizational goals? and 2. How are providers being supported, assessed, and evaluated?

She suggested an interactive dashboard that shows the number of participants served, the funded programs, the strategies, and the goals of the CTAC. She explained how the CTAC monitors programs and our process for continuous quality improvement.

New Business

Board Member Comments

Member Hardt suggested the Trust reach out to the ED of the CHIP program in Roanoke, Virginia. They have about 420 families for wrap around services from conception to age 5, about 1.2 million for the whole household, they have a monthly visit program, and have figured out the trust issue for the opioid families. We could learn so much from them.

Vice Chair Certain asked about the meeting between AED Goldwire, and Todd Hutchison regarding the finance software upgrade with Alachua County. Chair Labarta reported that the advice was for CTAC to hire a CFO or Director of Finance, develop a relationship with the software vendor, and have the CFO/DoF be the system administrator and manage the software implementation.

Chair Labarta mentioned a recent phone call with the Gainesville Chief of Police, Tony Jones, regarding the ongoing issue of youth mental health, the amount of youth violence that he's

seeing, and the amount of trauma that's involved with those children. Recently, several local entities have received money earmarked for mental health, but they all come with restrictions on what they can be used for (prevention, intervention, crisis) and for whom (students, families, etc.).

This issue will be part of the CTAC strategic planning and one of the provider groups that's going to be very critical to listen to.

She suggested an inventory of possible providers in the community to understand who can do what, and with what, and convene with those providers, sooner rather than later. We need to see if there's money in the community that can be better used towards a collective goal, and if so, what are the collective goals and how can we best use the resources that have flooded us right now? Chair Labarta volunteered to facilitate that conversation.

Member Cornell added that he also spoke to Chief Jones and there is a definite sense of urgency. He was in favor of increasing funding and programming for CTAC's first goal: All children are born healthy and remain healthy. He suggested staff call the County for more information regarding who will pay, and for what.

For Your Information

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    13. Dr Hardt Article

Next Meeting Dates

Regular Meeting - Monday, May 23, 2022 @ 4:00 PM
CTAC Offices, 802 NW 5th Ave, Gainesville, FL 32601

Regular Meeting - Monday, June 13, 2022 @ 4:00 PM
ACPS District Office Board Room, 620 East University Ave., Gainesville, FL 32601

Adjournment

Chair Dr. Margarita Labarta adjourned the meeting at 5:28 PM.

CTAC Strategic Planning Activities and Timeline - Revised
Last updated, 05/06/22

Planning sessions facilitated by strategic planning consultant
- Staff (all sessions virtual) – 7 sessions
- Steering committee (mix of virtual and in-person sessions) – 4 virtual, 3 in-person
- Full Board (all sessions in-person) – 2 sessions

Notes:
- Timelines and session agendas are in draft form and subject to modification by the steering committee.
- Community Listening-related activities are outside the scope of the strategic planning consultant.
- Throughout the process during board meetings, the strategic planning committee chair will provide updates on strategic planning activities and staff may conduct brief presentations on topics relevant to the strategic planning.

May 2022
- Steering committee session – Community Listening ITN development

June
- Community Listening ITN released

July
- Community Listening contractor selected

August
1. Community Listening data collection protocols, participants, and dates finalized
2. Staff environmental scan activities completed: Secondary data update, intervention best practices review, peer CSC practices review, other activities TBD
3. Staff planning virtual session (2 hr) – staff environmental scan results discussion

September
1. Community Listening data collection begins
2. Steering committee ½ day in-person workshop - review of staff environmental scan activities, exploration of potential CTAC theories of change/frameworks

October
1. Community Listening data collection ends
2. Steering committee virtual strategic planning session (2 hr) – agenda TBD

November
1. Community Listening initial results submitted to CTAC
2. Staff planning virtual session (2 hr) – SWOT exercise
3. Steering committee ½ day in-person workshop – review of initial Community Listening results, SWOT exercise
4. Staff planning virtual session (2 hr) – prep for December board workshop

December
1. Steering committee virtual strategic planning session (2 hr) - CTAC organizational capacity building – goals and strategies
2. Board ½ day in-person workshop - presentation of Community Listening results and staff environmental scan; discussion of potential CTAC theories of change/frameworks; SWOT exercise
3. Staff planning virtual session (2 hr) – follow-up from board workshop

January 2023
1. Steering committee virtual strategic planning session (2 hr) - finalize CTAC theory of change, review of mission, vision, principles (if needed)
2. Staff planning virtual session (2 hr) – prep for steering committee workshop
3. Steering committee ½ day in-person workshop - identify funding priorities and allocations, key goals and strategies and performance metrics
4. Staff planning virtual session (2 hr) – drafting of plan contents

February
1. Steering committee virtual strategic planning session (2 hr) – review of plan contents
2. Staff planning virtual session (2 hr) – prep for board workshop
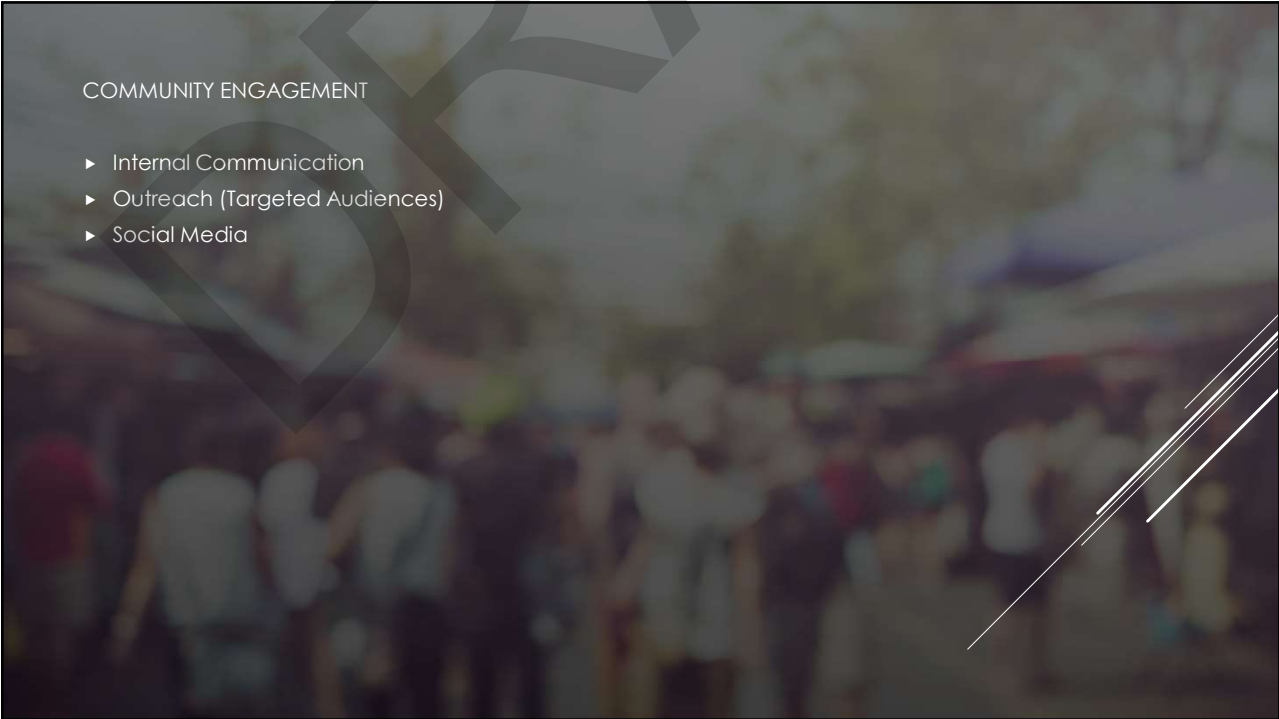3. Board ½ day in-person workshop - presentation and discussion of draft plan

March
- Final plan presented for approval

A. Solicitation Timeline

EVENT	DATE / DUE DATE
Release of the competitive solicitation and begin the Cone of Silence	**Friday, June 17, 2022**
Bidders' Information Session Location: Zoom, Registration link:	TBD
Last day to submit written questions	TBD
Final response to all written questions posted	TBD
Application Submission Deadline	**Friday, July 8, 2022, 3 PM E.T**
Application Review Period	July 11-13, 2022
Applicant Interviews	July 14-15, 2022
Funding recommendations released; end cone of silence	Monday, July 18, 2022
The Children's Trust of Alachua County Board Meeting review funding recommendations	**Monday, July 25, 2022**
Appeal period begins if needed	July 26, 2022
Contract negotiations begin	August 1, 2021
Contract begins	August 15, 20222

1

COMMUNITY ENGAGEMENT

▶ Internal Communication

▶ Outreach (Targeted Audiences)

▶ Social Media

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Good afternoon,

I'm Elizabeth Cayson, Community Engagement Coordinator

For today's presentation, we wanted to provide some information about Community Engagement and how we are keeping the community informed. This is just a snapshot.

Community Engagement is Important because we need to communicate to the public information about our programs; make connections and cultivate relationships across our diverse communities. We engage with residents, stakeholders, and interested parties, for Children Trust to build stronger and trusting relationships between our funded organizations, public organizations and our residents & families residing in Alachua County.

There are several ways we are accomplishing these communication efforts:

•	First, we are Meeting INTERNALLY with staff to coordinate and discuss what promotional and marketing materials are needed to promote our services out in the community. Designing and creating flyers, brochures, and marketing pieces specific for our targeted audiences. We are being Intentional with our work, being inclusive of equity access for families and now considering translation of materials to Spanish for our Hispanic and Latino families, which we can do inhouse. Also, are partnering with Rural Woman's Health Project, to get our summer camp & enrichment program information out to their families. Currently they are assisting 700 families.

•	We are Responding to telephone calls from the public requesting information, and we are hearing from a larger percentage of Hispanic and Latino families.

•	For Internal OUTREACH:

•	Continuing to attend zoom meetings and sharing information (Several organizations are continuing to meet via zoom Due to COVID)

•	We are raising awareness through email campaigns, sending out flyers, brochures, and newsletters

External Outreach Events-Attending and participating in Health & Wellness events, provider tabling events, and Community Fairs. We distribute marketing materials and provide information to families to inform them about our programs, such as our Afterschool programs, Summer Camps, & TeensWork. We are connecting with people from everyday walks of life who are dealing with real life challenges.

Attend Business & Civic functions & social gatherings, which include early morning events & evening hours. (Gainesville Black Professionals/Rotary/Kiwanis/Woman's Club) Community Engagement is not just an 8 to 5 PM job.

•	We are members of several chambers of commerce, the Alachua Chamber, Hawthorne Chamber, High Springs Chamber, Newberry Area Chamber and Greater Gainesville Chamber of Commerce. This offers the Childrens Trust networking opportunities and ways to provide support to local businesses and community partners, including our neighbors in rural communities.

•   Continuing to Build relationships with churches and ministerial associations

•   We continue to engage with our Municipalities. When I started the feedback, I received from several rural community leaders was that supporters of the Trust requested support from the rural cities and once the referendum passed No one bothered to considered soliciting input from the rural communities. I devised a plan to have presentations delivered before every city in the county starting with our rural communities to update them about the Childrens Trust and how we were funding programs and supporting initiatives in their perspective cities. Trust member Pinkoson joined us at several of those meetings. The presentations were well received. Those meetings were followed up with ongoing communications with some of the city managers, including the initial meeting with Mayor Marlowe to learn more about the Opioid Initiatives and how the Children's Trust could support it. We continue to provide email updates to the cities.

•   Legislative Delegation-For Children's Week, we traveled to Tallahassee. I was able to schedule in person meetings with all of our local delegation and it was wonderful to be able to advocate for our initiatives and support FACCT in-person. Senator Perry has requested that we meet with him prior to next year's session to start conversations early on regarding policy changes relating to children's systems of care. This is a wonderful step towards continuing dialogue with our elected officials.

In the past 3 months, we have been to 40 locations/events throughout the County

Social Media is a great way to communicate and engage with stakeholders and community. To put it into perspective:

There is research that has shown that most families have access to a cell phone and many use social media for information.
US Census reports that 94.6% of residents in Alachua County have computers and 86 % have INTERNET service in their home. (https://www,census.gov/quickfacts/alachuacountyflorida) (May be different for Rural areas)

We use social media platforms when we are at events to promote our organization and share out information, mostly Facebook, Twitter, and Instagram. We have seen an increase in our Engagement numbers since we have been using social media on a consistent basis. Our Spanish posts have increased in our engagement numbers as well. I am posting messages in English and re-tweeting in Spanish to enlarge our reach.

If you are not following us on social media, please like us/follow us on social media, we are constantly sharing information and highlighting you all as well.

We are putting a face to our organization as we continue to build Trust while serving in the community.

Also, communicating to interested parties about our funding opportunities through Sponsorships, of which I manage.

Here are a few pictures of CTAC staff members out in the community as well as some of the Trust Members.

Greater Gainesville Chamber event with Cynthia Curry, new city manager
We are attending community event such as 13th Annual MLK Breakfast event Trust Members Ken Cornell & Karen-Cole Smith were present.
Great opportunity to network
Trust Member Cheryl Twombly at Celebrate the Child event

Sunrise Rotary 40th Celebration
President Brodie, Santa Fe speaks to Sunrise Rotary-Great networking opportunities

We were able to add Children's Trust to the Alachua Co. League of Cities (majority of municipalities represented) Kristy did a nice job in updating the League about the Children's Trust and it was great that we were in High Springs, her hometown.

Looking for opportunities to partner with community partners such as Episcopal Children Services Head Start/Early Head Start …3 site locations: Gainesville, Hawthorne, & Waldo Center.

*Not our providers however we are building relationships because they serve families in our county.
High Springs Chamber & Good News Arts
For social media, we organized "Safe Motherhood Initiative" to bring awareness about safe pregnancies. We were able to meet with the team at Comprehensive Woman's Health & Healthy Start Team. The basket had Childrens Trust marketing materials for one of our pregnant moms.

Organizing event to participate at
SWAG Resource Center Health & Wellness Fair

Great opportunity to engage with Our Providers Healthy Start & Gainesville Thrives Great to meet Dorothy Benson/Founding member

Celebrate the Child event-hosted by Child Prevention Task Force at Cone Park location
We engage and participate with our community organizers. We want families to see that we are there to support them

Cone Park Resource Library
Host: 1st annual Health & Wellness event/kids jumped ropes
Organizers asked us to provide activities for children and we do. For this event we used jump ropes, kids loved them. Also, wearing fitness clothes to fit in during the Fitness Theme event. Here I am with Ms. Gay one of our funded providers, she was signing kids up for her camp.

42nd Annual 5th Ave Arts Reception & Festival

Trust Members Tina Certain & Ken Cornell stopped by our table

Mr. Fields, Minority Listings, asked Mia & I if we would take a photo

Great opportunity to network with city leaders

YMCA host Healthy Kids Day, City of Hawthorne
Mayor Randal, & Wendy Sapp, City Manager, Hawthorne Angela Howard, CEO, YMCA.
New Tech (pictured)

Mayor Randall thanked us for supporting YMCA and for being at the event. Also, invited us to several of their upcoming events/Parade in July.

Alachua Elementary - In celebration of Mother's Day, handed out goody bags. Principal Harbour and Mayor Gib Coerper at Parent Drop-off… we were there before 7am. Parents loved it! We got lots of positive engagement through social media. We hope to continue partnership with Principal Harbour & the School Dist.

*We have been following up with calls from parents after these events inquiring about TeensWork Alachua and how to access childcare services.

Opportunities for Community Engagement in the future:

Our team meets regularly to strategize on marketing & promotional opportunities, we are currently developing a summer camp/enrichment program directory as a guide to inform families. This will be a great marketing tool for families to contact camps directly. We've also created a commercial promoting summer camps, we hope to continue these types of marketing efforts.

•   Hosting Family events: such as Father's Day Recognition, Literacy event for Encouraging summer Reading/ 2nd annual Lights on Afterschool, etc.- We hope to partner with County Library, & Gainesville Housing Authority, School District & other entities.

•   Producing short campaign awareness videos/interviewing our Providers/Community Partners/Hospitals/Colleges/Universities

•   Videos on Parenting Tips/Multiple languages

•   Leveraging Trust Members (That's All of YOU) in participating in videos on "Expert Advice"

•   Other Marketing Advertisements such as Build Boards Trust Member Dr. Karen Cole Smith has mentioned.

•   We are a small team however working closely to get the job done. I appreciate our team always willing to help with outreach and taking team photos for social media to bring awareness on important topics/awareness campaigns that impacts our society and being available to answer questions when the public calls.

•   Thank YOU.
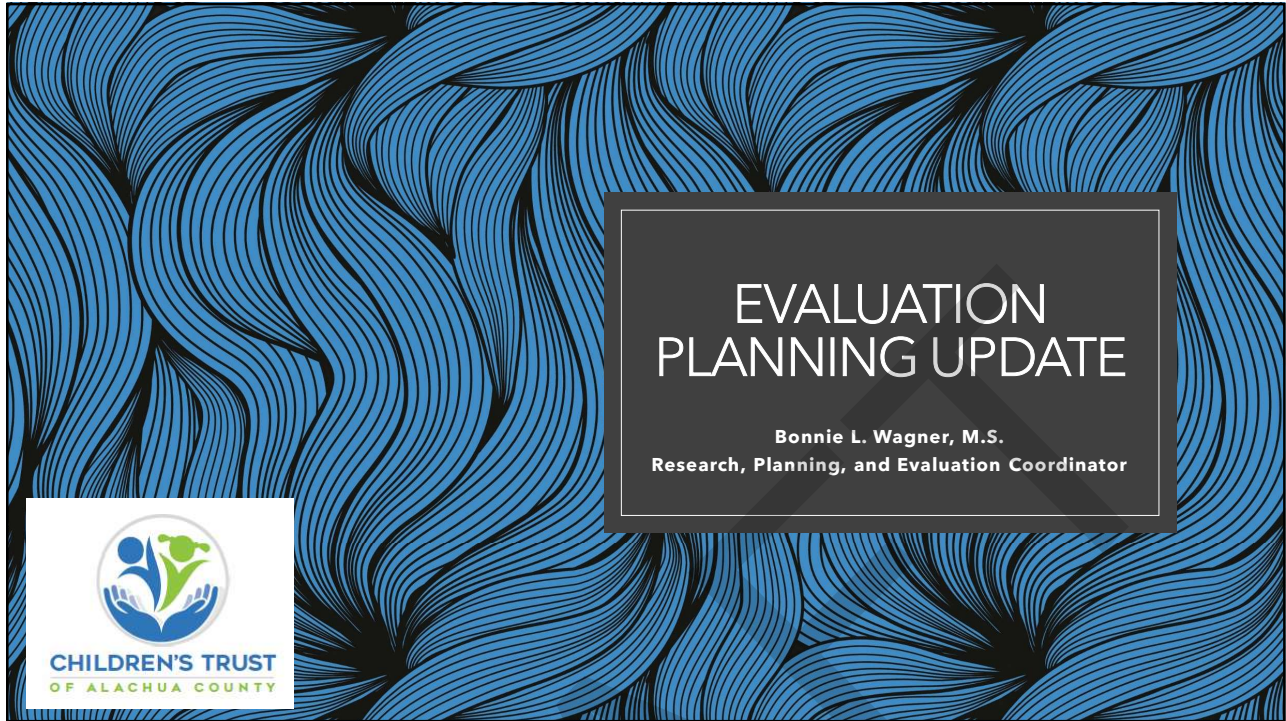
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Questions Addressed:

1) **How can we use data to strategically focus on our organizational goals?**

2) **How are providers being supported, assessed, and evaluated?**

2

How can we use data to strategically focus on our organizational goals?

3

Participants Served -> Program	Strategy	Goal
294 pregnant women -> Family Partner	Support Maternal & Child Health	Children are born healthy & remain healthy.
362 families with newborns -> NewboRN		
No report * -> Pace Reach	Support Mental Health & Substance Abuse Prevention	
No report * -> PALS		
148 children -> Wellness Coordinator	Support Physical Health	
	Improve Food Security	
44 teachers -> Transformative Professional Development	Support Professional Development & Capacity Building	Children learn what they need to be successful.
19 owners / directors -> V'Locity Master Class		
9 programs* -> Youth Development Capacity Building Collaborative		
327 children -> Afterschool	Expand Access to High Quality Childcare, Afterschool, & Summer Programs	
Coming soon** -> Summer		
153 children -> Imagination Library	Support Literacy & Other Academic Supports	
47 children* -> Bridge Literacy Program		
1,430 children* -> Operation Full STEAM		
Coming soon** -> Freedom Schools		
	Support Special Needs	
0* -> New Tech Now	Support Career Exploration & Preparation	
Coming soon** -> TeensWork Alachua		
0* -> Help Me Grow	Support Initiatives that Connect Families to Resources	Children have nurturing & supportive caregivers & relationships.
540 parents* -> Family Resource Centers		
41 parents* ->Project YouthBuild Parenting Program	Improve Family Strengthening & Supports	
	Support Injury Prevention	Children live in a safe community.
24 children* -> Big Brothers, Big Sisters	Support Initiatives that Prevent Delinquency / Truancy	
7,387 children* -> Peaceful Paths Prevention Program	Support Violence Prevention Initiatives	

Our Pathway to Improve Child Outcomes

- Program

- Strategy

- Community Goals

4

24

2

Five Conditions of Collective Impact

Common agenda

This means coming together to collectively define the problem and create a shared vision to solve it.

Shared measurement

That means tracking progress in the same way, allowing for continuous learning and accountability.

Reinforcing activities

That means integrating the participants' many different activities to maximize the end result.

Continuous communication

That means building trust and strengthening relationships.

Strong backbone

That means having a team dedicated to aligning and coordinating the work of the group.

Source:

FSG REIMAGINING SOCIAL CHANGE

5

How are providers being supported, assessed, and evaluated?

6

We want to see providers be successful.

Contract Manager

System Coordinator

Providers

Fiscal Assistant

Evaluation Coordinator

- **Contract managers as the primary point of contact for providers.**
- Monitor and provide support so contract expectations are carried out.
  - Administrative
  - Fiscal
  - Operations
  - Program Performance
  - Population Focus
  - Service Delivery
  - Data Quality
  - Participant Outcomes
  - Partnership & Collaboration
  - Innovation
  - Sustainability

7

How do we monitor programs?

Site Visit:

| What	How
Environmental safety	Tour of the facility
Background checks	Review personnel records
Staff credentials	
Staff ratios	Observe services in action
Service delivery	
Eligibility verification	Review documents and processes
Data collection	
Data quality	

*monitoring may vary based on the contract and type of services being provided.
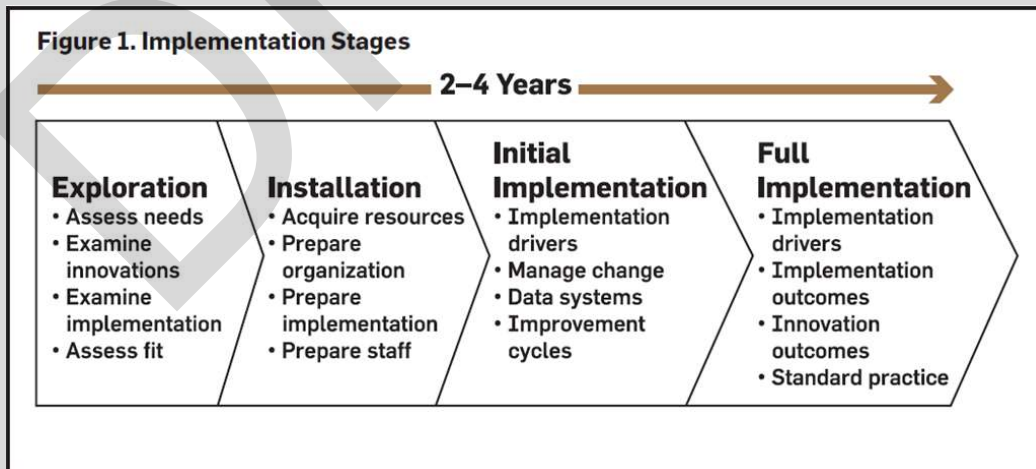
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What is our Continuous Quality Improvement process?

- Contract negotiation and orientation meetings.
- CTAC staff and providers have regular communication via email, phone calls, and ad hoc meetings.
- Providers submit monthly invoices, reports, and data.
- Contract Manager and Evaluation Coordinator complete site monitoring visits once or twice per year.
- Provider receives monitoring results and works with CTAC to address any areas of concern.
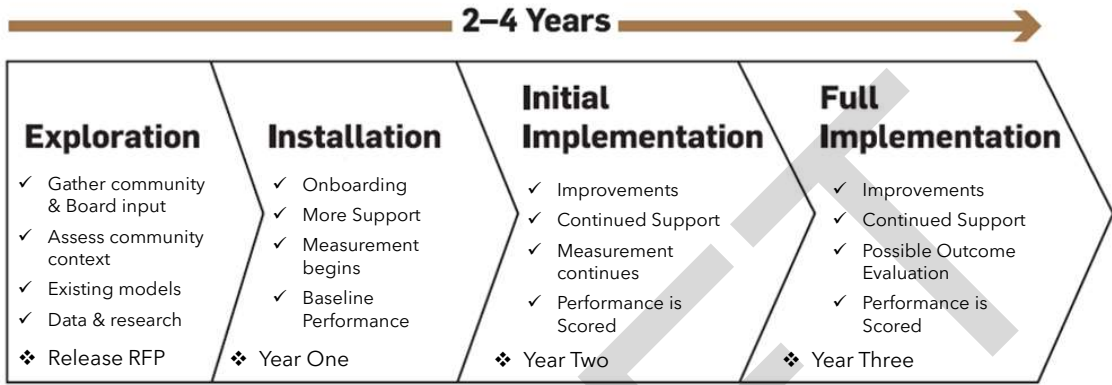- We will be conducting Provider Reflection Surveys.

9

Implementation Science
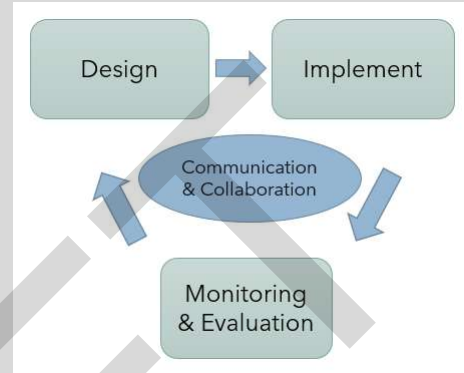
Figure 1. Implementation Stages

10

Implementation Science in Practice

Figure 1. Implementation Stages

2–4 Years →

Exploration
- ✓ Gather community & Board input
- ✓ Assess community context
- ✓ Existing models
- ✓ Data & research
- ❖ Release RFP

Installation
- ✓ Onboarding
- ✓ More Support
- ✓ Measurement begins
- ✓ Baseline Performance
- ❖ Year One

Initial Implementation
- ✓ Improvements
- ✓ Continued Support
- ✓ Measurement continues
- ✓ Performance is Scored
- ❖ Year Two

Full Implementation
- ✓ Improvements
- ✓ Continued Support
- ✓ Possible Outcome Evaluation
- ✓ Performance is Scored
- ❖ Year Three

11

When do we evaluate outcomes?

<u>Factors to consider</u>:
- ◦ Stage of Implementation
- ◦ Level of Investment
- ◦ Organizational Capacity
- ◦ Existing Evidence Base

12

What's Next?

◦ Our Pathway to Improve Child Outcomes

◦ Quarterly reports by Goal

◦ Program Performance Measures

◦ Evaluation Planning, Support, and Collaboration

13

References:

Fixens, D. & Blase, K. (2016). *Active Implementation Practice and Science*. National Implementation Research Network. Retrieved from: https://nirn.fpg.unc.edu/resources/brief-1-active-implementation-practice-and-science

Metz, A., Albers, B., Burke, K., Bartley, L., Louison, L., Ward, C. & Farley, A. (2021). Implementation Practice in Human Service Systems: Understanding the Principles and Competencies of Professionals Who Support Implementation, Human Service Organizations: Management, Leadership & Governance, DOI: 10.1080/23303131.2021.1895401

Metz, A., & Bartley, L. (2012). Active Implementation Frameworks for Program Success: How to Use Implementation Science to Improve Outcomes for Children. Zero to Three Journal, 34(4), 11-18.

14

File Attachments for Item:

3. Board Meeting Evaluation - Survey Results from 05-09-2022

Summary of Board Meeting Evaluation Surveys

Per newly adopted Board Policies, at each meeting, Board members will be given the opportunity to evaluate the effectiveness and efficiency of meetings and provide suggestions as to how to improve and make the best use time during 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.
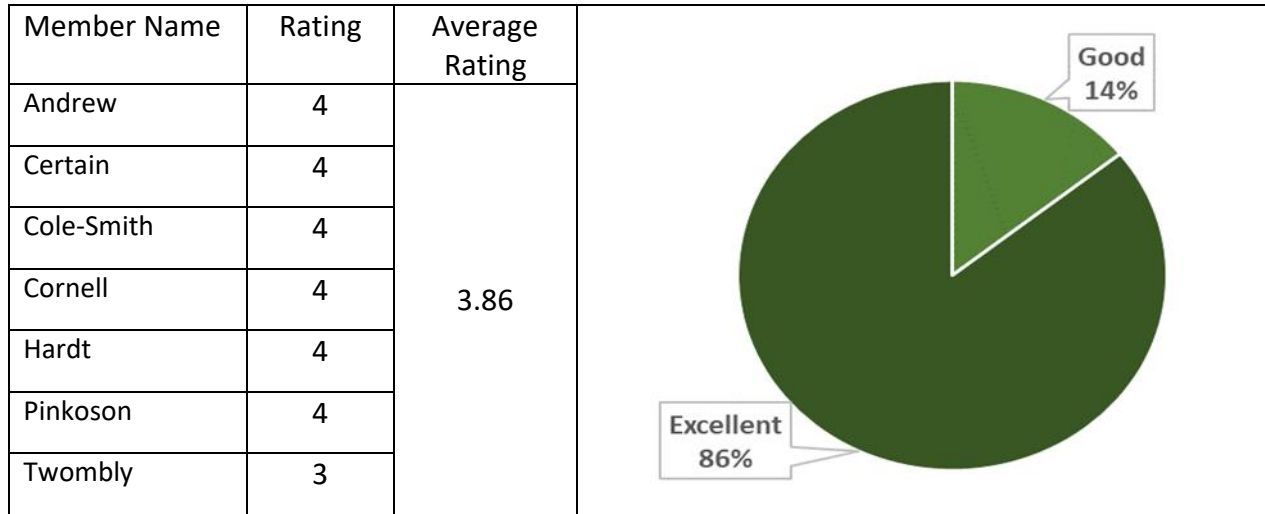
Date of Meeting:	**May 9, 2022**
Completion Rate:	**70%** of Board members completed (7 of 10)

Evaluation of Meeting Components:

Board members rate effectiveness and efficiency of four components from 1 to 4. Ratings signify 1 = "*poor*", 2 = "*fair*", 3 = "*good*", and 4 = "*excellent*". While most board members rated each meeting component as "good" or "excellent", those participating virtually indicated they were not able to hear, see visuals being presented, and communicate and accordingly provided ratings of "fair" and "poor".
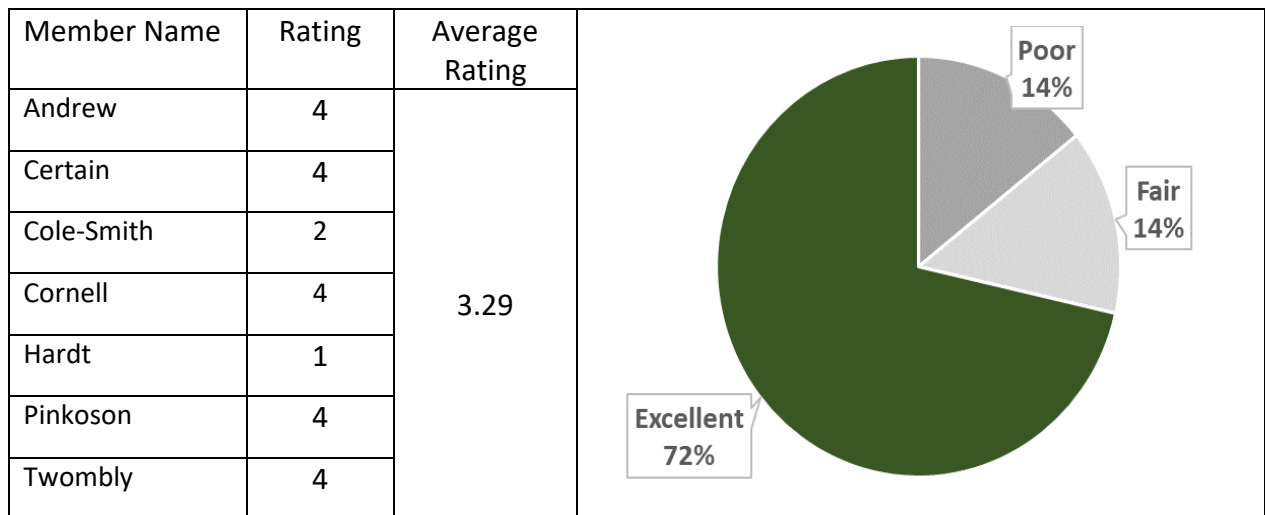
	Meeting Component			
Date of Meeting	**Materials Provided**	**Meeting Facilitation**	**CTAC Staff**	**Presentations**
May 9th	**3.86**	**3.29**	**3.83**	**3.00**
April 25th	**3.88**	**3.88**	**4.00**	**4.00**
April 11th	**3.80**	**3.40**	**4.00**	**4.00**
March 14th	**3.83**	**3.83**	**4.00**	**3.40**
February 14th	**3.86**	**3.80**	**4.00**	**3.83**
January 10th	**3.71**	**3.86**	**3.71**	**3.36**

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

Member Name	Rating	Average Rating
Andrew	4	
Certain	4	
Cole-Smith	4	
Cornell	4	3.86
Hardt	4	
Pinkoson	4	
Twombly	3	

Comments: No comments received.

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

Member Name	Rating	Average Rating
Andrew	4	
Certain	4	
Cole-Smith	2	
Cornell	4	3.29
Hardt	1	
Pinkoson	4	
Twombly	4	

Comments:

- Communication was difficult due to technical issues - especially for those who were on Zoom. (Cole-Smith)

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

Member Name	Rating	Average Rating
Andrew	--	
Certain	4	
Cole-Smith	4	
Cornell	4	3.83
Hardt	3	
Pinkoson	4	
Twombly	4	

Comments:

- Excellent work and information provided by CTAC employees and Board members. Keep up the superb service! (Andrew)
- Great presentations on both community engagement and evaluation planning update. (Cornell)

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

Member Name	Rating	Average Rating
Andrew	--	
Certain	3	
Cole-Smith	2	
Cornell	4	3.00
Hardt	1	
Pinkoson	4	
Twombly	4	

Comments:

- Could not hear or see some visuals/presentations due to technical issues. (Cole-Smith)
- Could not hear. (Hardt)
- Really enjoyed hearing about all the community engagement. Great job working on visibility. Bonnie also provided a comprehensive overview on the future of evaluation planning for our CTAC providers. Love the idea for the one-page snapshot. (Twombly)

Finally, Board members were able to provide general comments on the meeting overall as well as topics they'd like to see addressed on future agendas. Concerns continue to be expressed about the technology issues that affect those who participate in the meeting virtually; particularly, in not being able to hear, communicate, and view presentations. Board members expressed interest in hearing more about early childhood, and priority areas, specifically goals 1 and 4 in future meetings.

General Comments:
- Hopeful that the technical issues associated with Children's Trust meetings are resolved soon. This will ensure a productive connection with the community. (Cole-Smith)
- Very interested in hearing and building on our progress for early childhood effort (Goal 1) and safety issues (Goal 4). (Cornell).

Are there any items, presentations, or other information you would like placed on a future Board agenda?
- Early childhood report(s), either data, evaluation, community outreach, anything Mia thinks we should know. I suggest that the outreach team (who presented ably yesterday), ask when they are out doing events if people know about the NewboRN program. We should have better acceptance of that program, and maybe they can find out why people are offered the program say no, or maybe they will find the people are not being offered the program. (Hardt)

File Attachments for Item:

4. Executive Director Search (Dr. Maggie Labarta)

**AGREEMENT BETWEEN THE CHILDREN'S TRUST OF ALACHUA COUNTY AND
ALACHUA COUNTY
FOR HUMAN RELATIONS SERVICES**

This Agreement ("Agreement") is made by and between the Children's Trust of Alachua County, an independent taxing district of the State of Florida ("CTAC") and Alachua County, Florida, a political subdivision and charter county of the State of Florida, by and through its Board of County Commissioners (the "County"), who are collectively referred to as the "Parties".

WITNESSETH:

WHEREAS, the Children's Trust of Alachua County (CTAC) is in need of Human Resources consulting services to assist with the recruitment of a new Executive Director; and

WHEREAS, at the time of the recruitment of the prior Executive Director, Alachua County (County) through its Human Resources Director Heather Akpan, provided this support to the CTAC; and

WHEREAS, the County is willing to provide Heather Akpan, for consulting services at an hourly rate.

NOW, THEREFORE, in consideration of the mutual promises and covenants contained herein, and other good and valuable consideration, the receipt of which is acknowledged, the County and CTAC agree as follows:

1. **Recitals**. The foregoing recitals are incorporated herein.

2. **Scope**. In accordance with the terms and conditions of this Agreement, County agrees to provide Human Relations Services, relating to the hiring of an Executive Director, for and as needed by the CTAC. County acknowledges that time is of the essence completing the Services. It is understood that the Services may be modified, but to be effective and binding, any such modification must be in writing executed by both the Parties.

3. **Term**. This Agreement is effective on the day the last Party signs it and continues until September 30, 2022, unless earlier terminated as provided herein. This Agreement may be amended at the option of the parties as necessary under the Scope of Services.

4. **Qualifications**. By executing this Agreement, County makes the following representations to CTAC:
   A. County is qualified to provide the Services and will maintain all certifications, permits and licenses necessary to act as a County and to provide the Services during the term of this Agreement.
   B. County is familiar with the Services and the conditions of the site, location, project, and specifics of the Services to be provided.
   C. County will coordinate with CTAC and its agents in providing the services under this agreement.

5. **Payment**.
   A. The CTAC will pay and County will accept, for the timely and complete performance of the Services described in this Agreement, $82.31 per hour for the services of Heather Akpan described in Exhibit 1. The Parties agree that the amount to be paid to County for the Services required will not exceed the sum of $ 5000.00
   B. As a condition precedent for any payment, County must submit monthly invoices to the CTAC requesting payment for Services properly rendered and expenses due, unless otherwise agreed in writing by the County. County's invoice must describe the Services rendered, the date performed, and the time expended, if billed by hour. County's invoice shall be accompanied by documentation or data in support of expenses, as the CTAC may require. Each invoice shall

County Services v.4.2022/Contract No.

constitute the County's representation to the County that the Services listed have reached the level stated, have served a public purpose, have been properly and timely performed, that the expenses included in the invoice have been reasonably incurred in accordance with this Agreement, that all obligations of CTAC covered by prior invoices have been paid in full, and that the amount requested is currently due and owing. Submission of the County's invoice for final payment shall further constitute the County's representation to the CTAC that, upon receipt by the County of the amount invoiced, all obligations of the CTAC to others, including its consultants and subcontractors, will be paid in full. County shall submit invoices to the CTAC at the following address, unless otherwise directed by the CTAC:

> Kristy Goldwire
> Acting Executive Director
> Children's Trust of Alachua County
> P.O. Box 5669
> Gainesville, FL 32627

C.   The CTAC will make payment to County for amounts properly invoiced, as set out below, and in accordance with the provisions of the Florida Prompt Payment Act, Chapter 218, Part VII, Florida Statutes.

D.   If the CTAC has reasonable cause to suspect that any representations of County relating to payment are inaccurate, the County may withhold payment of sums then or in the future otherwise due to County until the inaccuracy, and the cause thereof, is corrected to the Acting Executive Director's or her designee's reasonable satisfaction.

E.   The CTAC's performance and obligation to pay under this Agreement is contingent upon a specific annual appropriation by the CTAC. The Parties hereto understand that this Agreement is not a commitment of future appropriations. Continuation of this Agreement beyond the term or the end of any fiscal year shall be subject to both the appropriation and the availability of funds in accordance with Chapter 129, Florida Statutes; and that the failure of the CTAC to do so shall not constitute a breach or default of this Agreement.

6.   **Deliverables**. All project deliverables and documents are the sole property of CTAC and may be used by CTAC for any purpose. Any and all deliverables required by this Agreement to be prepared by County, such as but not limited to plans and specifications, will be done in such a manner that they shall be accurate, coordinated and adequate for the purposes intended. County represents that the deliverables prepared under this Agreement will meet the requirements of all applicable federal, state and local codes, laws, rules and regulations. The CTAC's review of the deliverables in no way diminishes the County's representations pertaining to the deliverables.

7.   **Personnel**. County will assure that all County's personnel who perform the Services, or perform any part of the Services, are competent, reliable and experienced to perform their assigned task timely and satisfactory. Barring illness, accident and other unforeseeable events, the Parties anticipate the following individuals, who are employed or retained by County, will perform the Services:

Name   Function

Heather Akpan   Human Relations Director

8.   **Default and Termination**.

A.   Termination for Convenience: Either party may terminate the Agreement without cause by providing written notice of termination for convenience to the other party at the address stated herein. County Manager and their designee is authorized to provide notice of termination on behalf of the County. Notice may be electronically given. Upon such notice, County will immediately discontinue all Services for the CTAC currently or to be provided to the CTAC, unless the notice from the County directs otherwise.

Page 2 of 7

County Services v.4.2022/Contract No.

The effective date of termination of this Agreement will be the date specified in the notice of termination or, if date specified in the notice, then the effective date of termination will be the date that the notice of termination is received by the County.

9.   **Notice**. Except as otherwise provided in this Agreement, any notice from either Party to the other Party must be in writing and delivered by hand delivery with receipt or sent by certified mail, return receipt requested, to the addresses below. All notices will be deemed delivered five (5) business days after mailing. Each Party may change its mailing address by giving the other Party, written notice of election to change the address.

To CTAC:

Kristy Goldwire
Acting Executive Director
Children's Trust of Alachua County
P.O. Box 5669
Gainesville, FL 32627

To County:

Michele Lieberman
County Manager
Alachua County Board of County Commissioners
12 SE 1st Street
Gainesville, FL 32601

cc: With a copy electronically sent to:

Alachua County Procurement, Attn: Contracts
acpur@alachuacounty.us

Clerk of Court, Attn Finance & Accounting
dmw@alachuaclerk.org

10.   **Standard Clauses**.

A.   Public Records. In accordance with §119.0701, Florida Statutes, County, *when acting on behalf of the County,* shall as required by Florida law:

1. Keep and maintain public records required by the County to perform the Services.

2. Upon request from the CTAC's custodian of public records, provide the County with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Florida law or as otherwise provided by law.

3. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the term of this Agreement and following completion of the Agreement if County does not transfer the records to the County.

4. Upon completion of the Agreement, transfer, at no cost, to the County all public records in possession of County or keep and maintain public records required by the County to perform the Services. If County transfers all public records to the County upon completion of the Agreement, County shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If County keeps and maintains public records upon completion of the Agreement, County shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the County, upon request from the County's custodian of public records, in a format that is compatible with the County's information technology systems.
    IF COUNTY HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO

County Services v.4.2022/Contract No.

COUNTY'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CTAC'S PUBLIC RECORDS CUSTODIAN AT E-MAIL: publicrecordrequests@childrenstrustofalachuacounty.us PHONE: (352) 374-1830 ADDRESS: P.O. Box 5669, Gainesville, FL 32627.

If County fails to comply with this section, County will be deemed in default under this Agreement. The County may enforce as set forth in §119.0701, Florida Statutes. County who fails to provide the public records in response to a request within a reasonable time may be subject to penalties imposed under §119.10, Florida Statute, and costs of enforcement, including fees, under §119.0701 and §119.12, Florida Statutes.

County will take reasonable measures to protect, secure and maintain any data held by County in an electronic form that is or contains exempt, confidential, personal information or protected information, as defined by Florida or federal law, related to or in connection with performance of the Services. If County suspects or becomes aware of a security breach or unauthorized access to such data by a third party, County shall immediately notify the County in writing and will work, at County's expense, to prevent or stop the data breach.

      B.   <u>Confidential Information</u>. It is not expected by the parties that any Confidential information as defined under §812.081, Florida Statutes, or other law, during this agreement.

11.   **Laws & Regulations.** County will comply with all federal, state, and local laws, ordinances, regulations, rules and code requirements applicable to the work required by this Agreement. County is presumed to be familiar with all laws, ordinances, regulations, and rules that may in any way affect the work outlined in this Agreement. If County is not familiar with laws, ordinances, rules and regulations, County remains liable for any violation and all subsequent damages, penalties, or fines.

12.   **Governing Law and Venue**. The laws of the State of Florida shall govern this Agreement and the duties and obligations stated within this Agreement. Sole and exclusive venue for all actions arising under this Agreement shall be in a court of competent jurisdiction in and for Alachua County, Florida.

13.   **Amendment and Assignment.** The Parties may only modify or amend this Agreement by a mutual written agreement of the Parties. Neither Party will assign or transfer any interest in this Agreement without prior written consent of the other Party. The County and CTAC each bind the other and their respective successors and assigns in all respects to all of the terms, conditions, covenants, and provisions of this Agreement.

14.   **Additional Services.** Additional services not specifically identified in this Agreement may be added to the Agreement upon execution of a written amendment by the Parties.

15.   **Third Party Beneficiaries.** This Agreement does not create any relationship with, or any rights in favor of, any third party.

16.   **Independent Contractor**. In the performance of this Agreement, County is acting in the capacity of an independent contractor and not as an agent, employee, partner, joint venturer, or associate of the

County Services v.4.2022/Contract No.

County. County is solely responsible for the means, method, technique, sequence, and procedure utilized by County in the full performance of the Services referenced in this Agreement.

17. **E-Verify.** County shall utilize the U.S. Department of Homeland Security's E-Verify system to verify the employment eligibility of all new employees hired by the County during the term of the Agreement. County shall expressly require any subcontractors performing work or providing Services under this Agreement to utilize the U.S. Department of Homeland Security's E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the term of this Agreement. The E-Verify system is located at https://www.uscis.gov/E-Verify

18. **Conflict of Interest.** County warrants that neither County nor any of County's employees have any financial or personal interest that conflicts with the execution of this Agreement. The County shall notify CTAC of any conflict of interest due to any other contracts, or property interests.

19. **Prohibition Against Contingent Fees**. As required by §287.055(6), Florida Statutes, the County warrants that he or she has not employed or retained any company or person, other than a bona fide employee working solely for the County to solicit or secure this Agreement and that he or she has not paid or agreed to pay any person, company, corporation, individual, or firm, other than a bona fide employee working solely for the County any fee, commission, percentage, gift, or other consideration contingent upon or resulting from the award or making of this Agreement. If County breaches this provision, the County has the right to termination this Agreement without liability, and at the County's discretion, to deduct from the contract price, or otherwise recover, the full amount of such fee, commission, percentage, gift or consideration.

20. **Force Majeure**. The Parties will exercise every reasonable effort to meet their respective duties under this Agreement but will not be liable for delays resulting from force majeure or other causes beyond their reasonable control, including, but not limited to, compliance with any government laws or regulation, acts of nature, fires, strikes, national disasters, pandemics, wars, riots, transportation problems and any other cause whatsoever beyond the reasonable control of the Parties. Any such cause will reasonably extend the performance of the delayed duty to the extent of the delay so incurred and so agreed by the Parties.

21. **Collusion.** By signing this Agreement, the Parties declare that this Agreement is made without any previous understanding, agreement, or connections with any persons, counties or corporations and that this Agreement is fair, and made in good faith without any outside control, collusion, or fraud.

22. **Counterparts.** This Agreement may be executed in any number of and by the Parties on separate counterparts, each of which when so executed shall be deemed to be an original, and such counterparts shall together constitute but one and the same instrument. Receipt via email with pdf attachment by a party or its designated legal counsel of an executed counterpart of this Agreement shall constitute valid and sufficient delivery in order to complete execution and delivery of this Agreement and bind the Parties to the terms hereof.

23. **Severability and Ambiguity**. It is understood and agreed by the Parties that if any of the provisions of the Agreement shall contravene or be invalid under the laws of the State of Florida, such contravention or invalidity shall not invalidate the entire Agreement, but it shall be construed as if not containing the particular provision(s) held to be invalid, and the rights and obligations of the Parties shall be construed and enforced accordingly. This Agreement shall not be construed more strictly against one Party than against the other Party, merely due to fact that it may have been prepared by one of the Parties. Each Party

County Services v.4.2022/Contract No.

represents and agrees that it has had the opportunity to seek the advice of appropriate counsel, including legal counsel, in the review and execution of this Agreement.

24.   **Electronic Signatures**. The Parties agree that an electronic version of this Agreement shall have the same legal effect and enforceability as a paper version. The Parties further agree that this Agreement, regardless of whether in electronic or paper form, may be executed by use of electronic signatures. Electronic signatures shall have the same legal effect and enforceability as manually written signatures. Delivery of this Agreement or any other document contemplated hereby bearing a manual written or electronic signature, by electronic mail in "portable document format" (".pdf") form, or by any other electronic means intended to preserve the original graphic and pictorial appearance of a document, will have the same effect as physical delivery of the paper document bearing an original or electronic signature.

25.   **Entire Agreement.** This Agreement constitutes the entire Agreement and supersedes all prior written or oral agreements, understandings, or representations of the Parties.

     IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed on the respective dates under each signature: by Alachua County, Florida by its representative who is authorized to sign, and by CTAC, through its duly authorized representative.

CTAC

By: _____

Print: Kristy Goldwire _____

Title: Acting Executive Director _____

Date: _____

Approved as to form:

_____

Counsel to the Trust

ALACHUA COUNTY, FLORIDA

By: _____

     Michele Lieberman, County Manager

Date: _____

Page 6 of 7

IF CONTRACT IS LESS THAN $50,000 CAN BE SIGNED BY COUNTY MANAGER IF SIGNED BY COUNTY MANAGER CLERK DOES NOT ATTEST AND SIGNATURE BLOCK IS REMOVED

Approved as to form:

_____

Alachua County Attorney's Office

County Services v.4.2022/Contract No.

File Attachments for Item:

5. Grace Grows Community Engagement Toolkit

G.R.A.C.E. Community Engagement Toolkit

Growing Resilience and Cultivating Equity

Written By

Staci White, Latashia Brimm, Miranda Carver, Dehlia Albrecht, Brandy Stone, Paul Monaghan, Karissa Raskin, Jose Perez Orozco, Shelley Rogers, Marty Mesh, Abigail Perret-Gentil

Edited By

Leigh Scott, Brooke Brimm

Table of Contents

How will the G.R.A.C.E. Model for Community Engagement support you?

The G.R.A.C.E. Model is designed to address community issues with community members who have experienced injustices and inequities and have traditionally been denied a platform for their needs and ideas to be heard and realized. The model aims to help you and your neighbors leverage the assets and strengths in your neighborhood to create equitable and sustainable solutions that positively impact your community, group, and lives.

Recognizing that every community and neighborhood is unique, we encourage you to take the pieces of this toolkit that are relevant for your work and adapt them to fit the needs of your own community engagement project. The G.R.A.C.E. model was created based on our work in a specific community that was seeking to address issues of food access and food sovereignty. While the framework for community engagement and empowerment is something we believe can be helpful to other communities, we also recognize that YOU are the experts of YOUR community and should use this tool as a guide, not as the end-all-be-all. We also want to point out that the model can be used to address any number of issues facing your community; it is not limited to food access work. This model is all about identifying and bringing together the assets in your community and the most important of those assets are the neighbors themselves. As long as there are people willing to participate, this model can span any number of topics and be used as an advocacy tool to create equity and empowerment in any community.

In the next sections of the toolkit, we will dive into specific topics that we have found helpful to our own community engagement work. These topics cover the importance of self-care when doing this type of heavy and emotionally taxing work, as well as some of the logistics and administrative elements that come with community organizing and advocacy. Please feel free to jump around in the toolkit to review the sections that are most relevant to you. We know it is a lot, so do not feel the need to take it all in at once. Community-based work is a process... and a long one at that. Grab a cup of coffee and enjoy!

Who is Grace Grows?

Grace Grows began in 2015 and officially incorporated as a non-profit organization in 2018 to empower individuals experiencing food insecurity and homelessness through therapeutic horticulture, community development, and education. Grace Grows originally began as a garden at a housing-focused shelter for people who are experiencing homlessness. Grace Marketplace, located in East Gainesville, provides low-barrier shelter, food, and wrap-around services for adults experiencing homelessness. Grace Grows gardening programs are currently housed on two acres at the Grace Marketplace campus.

The garden was built with and for people who resided there and supplies healthy food to the shelter's kitchen. Impacted individuals helped design the garden and the affiliated programs every step of the way. Through successful training, education and therapeutic programs that work directly with impacted people, Grace Grows participants graduate from a credentialed horticulture training course that has led to job opportunities. Grace Grows also teaches participants to grow food for themselves, formerly homeless participants, and the shelter kitchen on the campus of Grace Marketplace.

Since the inception of Grace Grows horticulture programs, they have expanded to work with other communities who experience food insecurity. This expansion came as a direct result of working with individuals who had been housed after participating in Grace Grows programs at the shelter. It was clear that there was a need for empowering and holistic solutions to address many intersecting disparities that existed within the community. Inspired by conversations in the Gainesville Food Systems Coalition of Greater Gainesville meetings and conversations with many other people who work within the spheres of food systems and community development - as well as many impacted people - Grace Grows received funding to initiate the Community Food Project. This effort has since led to the creation of the G.R.A.C.E model for community engagement.

Background on the G.R.A.C.E. Model

This work is not easy, and it cannot be done alone. It also cannot - and should not - be done only on a volunteer basis. The G.R.A.C.E. model values the contributions of community members like you and recognizes the need for compensation of your time and expertise.

For decades, community members and leaders have been requesting support to improve food access and food sovereignty in SE Gainesville, an area of the city that has historically experienced some of the most profound economic disparities. Through funding from USDA's Community Food Project Planning Grant, Grace Grows facilitated a process of working with community members in SE Gainesville to create a plan for increased food access and food sovereignty for that area. One of the ultimate goals of the USDA funded project was to generate a plan that can guide local institutions (i.e. City of Gainesville, Alachua County, University of Florida, Santa Fe College) around providing resources to address community-identified needs and support community-driven solutions to improve food access and food sovereignty. However, through the duration of this project, it became evident that conducting a community-driven, participatory action research process **together** with those most impacted by the issue at hand is essential to ensure equity, empowerment, and longevity of any solution created. With this awareness, the Growing Resilience and Cultivating Equity (G.R.A.C.E.) Model was born. This model aims to amplify the voices of community members who have traditionally been denied a platform for their needs and ideas to be heard and realized.

Community members like you have the best ideas on how to create the change you want to see in your community. You also deserve the space, support, and opportunity to be the drivers and leaders of positive change. However, knowing where to start can be difficult. This toolkit is designed as a tool to help empower and guide you through that process. The G.R.A.C.E. model builds on the social networks, cultural roots, and assets already existing in your community. These assets may include knowledge, skills, people, and programs that - when brought together under a shared mission - have the ability to unite the community toward creating truly community-driven positive change.

Background on the G.R.A.C.E. Model

This work is not easy, and it cannot be done alone. It also cannot - and should not - be done only on a volunteer basis. The G.R.A.C.E. model values the contributions of community members like you and recognizes the need for compensation of your time and expertise. (See "Financial Resources for the Project") One way that the G.R.A.C.E. model exemplifies this value is through the compensation of Community Advisors to be the drivers of equitable change in their community. Through a lengthy process of engagement with the community, the community advisors are equipped with the resources and support needed to build capacity among their neighbors. The outcomes of this process not only produce a tangible plan that can be used by local institutions to support grassroots-led change in the community, but also improves the overall resilience of the neighborhood by empowering individuals to become leaders of impact-oriented positive change beyond the scope of the project.

Grace Grows acknowledges the need to share their process with other organizations and institutions seeking to include community-engagement in their projects. Through the process we used, we learned what worked well and what the challenges were, and wanted to share those ideas with others. By documenting the strategic steps included in the methodology, the rationale for creating such a framework, and the lessons being learned through piloting, Grace Grows created this community engagement model to benefit community members, organizations and institutions throughout Gainesville and beyond. The methodology - termed now as the "G.R.A.C.E. Model for Community Engagement" - is not specific to one topic or geographic area, and thus has the ability to be scaled and shared across any manner of projects and locations seeking to improve their community engagement practices.

Community Advisors: Residents, leaders, and business owners who should be regarded as having expertise based on their lived experience**.**

Self-Care

Generally, creating any project requires pouring yourself into something you are passionate about and willing to invest a great amount of energy. This is no different when partnering in community-driven projects, things don't always go as planned. Many community partners may already be juggling the stress of working a job, caring for kids at home, and day-to-day living when they decide to commit to the project. Regardless of how well a project is planned, there will be unforeseen setbacks and/or moments when it's necessary to pivot, postpone and/or abandon parts of a project as information is gathered, input is given, more is learned and understood. Stress arises for many reasons and displays itself differently for everyone. Self-care is maintaining your well-being inside and out. Maintaining a healthy relationship with yourself is vital for your happiness, success, peace of mind, and survival. It's normal to struggle with proper self-care; everyone does from time to time. Taking care of your physical, mental, and emotional health helps you to maintain a positive attitude and healthy outlook. Self-care is highly personal and over time you'll develop self-care techniques that are customized to meet your specific needs.

Here are a few suggestions of techniques to improve your well-being:

1. Doing Something You Enjoy (Mental and Emotional Self-Care)
Practicing a hobby or healthy pastime that you enjoy is essential in self-care. It's you giving back to yourself. Expressing yourself in a creative way is a manner of practicing mental and emotional health/wellbeing, it's acknowledging that you are important and matter. Allotting yourself time to do something that you love to do boosts happiness and productivity in other areas of your life, as well.

2. Exercise (Physical Self-Care)
Daily physical activity is an important part of self-care and may vary depending on age, health, and physical condition. Find or create an exercise routine you enjoy that is suitable to your lifestyle and physical condition. Practicing that routine at least 20 - 30 minutes a day can significantly improve your physical and for some, emotional well-being. Examples (there are many other forms of exercises outside of the ones listed): bike riding, yoga, swimming, running, walking, dancing.

Self-Care

3. Meditation (Mental, Physical and Spiritual Self-Care)

Meditation is considered the practice of a set of techniques that help you quiet the mind in order to achieve a heightened state of focus and awareness. For some, it's a therapeutic method of assisting in relaxation. There are many different types of meditation that can be found on various apps if meditation is a method of self-care that appeals to you.

4. Positive Affirmations (Mental and Emotional Self-Care)

- I am kind
- I am powerful
- I am happy
- I am supportive

5. Boundaries (Mental and Emotional Self-Care)

Ensuring there is a healthy separation between one's personal life and work life. It can be helpful to remind oneself that as individuals, we are more important than the labor we perform. We are valuable as people, simply for being who we are.

6. Social Support (Mental and Emotional Self-Care)

Spending time with family and friends

Self-Care

7. Journaling (Mental, Emotional, and Social-Emotional Self-Care)

In community-based work, the lines between personal life and advocacy work can become blurred. This is another reason self-care is important. Keeping a journal is a great tool for self-care and personal growth. Some people keep two journals, a personal and a professional journal. Documenting your day-to-day experiences in writing can be therapeutic in mental, emotional well-being, and social-emotional growth. Not only are you recording details of moments that have impacted your life; you're also creating a tool that can be used to track your own personal growth and healing. Keeping a journal allows you to look back on those moments to see how you changed over time from having those experiences. Here are some things many people say when looking back through their old journals:

- How have they grown (or not)?
- What they would do differently (personally and/or professionally) going forward?
- Who touched their lives and how?
- How their thoughts/beliefs have changed?
- How resilient they are?
- What areas of one's self could benefit from improvement?

8. Healthy Diet and Rest (Mental, Emotional, and Physical Self-Care)

Schedules can be all over the place when you're advocating for a cause that impacts you and your community. There will always be another meeting to attend, an event to organize, and/or phone call to make. All of these things take energy to accomplish and it's important that you take time for proper nourishment and rest. If you're not feeling well it will be difficult to focus on the things necessary to accomplish your goals. A healthy diet means different things for different people. Research options that are best for you. Some ways to improve sleep quality are:

- Reduce phone usage within 30 minutes of bedtime
- If you find yourself awake for more than 15 minutes in the middle of the night, get up and do something relaxing - get a drink, stretch, deep breathe - and lay back down to sleep
- Avoid caffeine within 6 hours of bedtime
- Stay as consistent as possible with sleep and wake times to keep your body on schedule

What is Assets-Based Community Engagement?

Community engagement is about cultivating relationships and involving those relationships in the process of creating community solutions to systemic problems. Assets-Based Community Engagement (ABCE) is an approach that prioritizes the strengths, and resources that are already a part of the community. ABCE engages the community in recognizing and using community assets that have been constructed and sustained by community members. This approach is more empowering than typical extractive models, recognizing that all people and cultures have gifts. Some examples of these gifts are the individuals and groups in the impacted community who have created resilience within their community like the "the fish man" or the farmers or "church ladies" who feed their neighbors when access to resources were limited. Supporting the assets that already exist in the community will empower the community and acknowledge the efforts they have implemented into the community that kept them alive. This in turn reinforces that the solution is to generate power in the impacted community.

Creating an asset map will identify the assets that exist within the impacted community. Using these existing assets to drive the project's objectives are vital in recognizing the community's work and what they have done to survive. The assets already existing are the building blocks the impacted community utilizes to address inequity and the lack of crucial resources, honoring the work that was done before. Community engagement projects honing in on the details of these assets tell a story of relevancy, resiliency, and community togetherness.

Going into a community as an outsider and implementing or creating assets for the target community is assuming what the community needs and wants. Assumption should never be a part of any community engagement project. If we want to be mindful of the power dynamics that perpetuate the issues that we are trying to address, there are tools that we can use to do that. When using an assets-based approach, appreciative inquiry is a communication technique that can be helpful, as it uses an empowering approach.

Traditional Communication	Appreciative Inqury
What is wrong with you?	What do you envision?
Where is your community lacking?	How can we support the ongoing efforts in your community?

Community-Driven Action Planning

To be community-driven means to put people who are directly impacted by a challenge in the driver's seat when planning and designing solutions for how to address the challenge. A community-driven action plan is a plan that is developed by the impacted community. This plan is constructed to map out the methods of implementation and priority outcomes. **Community-Driven refers to the ideals, processes, and solutions as the creation of the impacted community. The experiences, knowledge, and actions of the impacted community are what guide the development of the project.** Engaging the community in the process of developing a community-driven action plan creates a network of involvement that entices workable solutions. Community engagement fundamentally impacts the project as a whole, as the input and insights shared from the impacted community serve as the foundation for project development and implementation. Community engagement will identify the issues affecting the community that will be addressed through the project. Members of the impacted community are best positioned to determine which possible solutions are most viable, as there may be unforeseen consequences associated with different solutions, as well as layers of complexity to the issues themselves as experienced by neighbors in the community. Community members are able to use their day-to-day lived experience to guide the project towards success, basing their input on both past and current experiences of living in the community. Lived experience should be the driving force in project planning.

Community members' lived experiences should drive:

- Identifying the needs and issues to be addressed by a project
- Identifying the knowledge, skills sets, and other resources that exist in the community that can help address the needs
- Strategizing solutions that empower the knowledge, skills, resources and voices of the community
- Prioritizing possible solutions based on what is feasible and culturally appropriate for the community.
- Bringing in other community members to be a part of the process

Community-Driven Action Planning

Community-driven action plans should include concise and thorough objectives. These objectives could include convening stakeholders from all sectors of the influence of your project. For example, Grace Grows' Food Planning Project convened stakeholders from the local food system including consumers living in the low-income Southeast Gainesville neighborhoods, local farmers, business owners, churches, employees, academia, government entities, people not traditionally represented in positions of power, and non-profit organizations. Another objective of the plan could include collecting information around concerns through **community-based participatory action research** and creating solutions from the findings of that research. Each project will have objectives relevant to the issue their community seeks to address, and community engagement will help to identify those objectives. Lived experience should be the driving force in project planning.

Community-based Participatory Action Research:
An approach to research that involves collective, reflective and systematic inquiry in which researchers and community stakeholders engage as equal partners in all steps of the research process with the goals of educating, improving practice or bringing about social change in a way that centers the voices of the impacted community and improves upon accountability measures.

In order for community engagement to be truly successful, those doing the work must be truly invested in the project. You may find that impacted community members frequently have had adverse experiences with inauthentic community engagement. It is possible that those engaged at the beginning of projects are not provided the opportunity to engage with the program implementation in the same way, resulting in decreased involvement from and demoralization within the impacted community. Even with these experiences in mind, your intentions for this project do not have to dwindle. Your hopes for community engagement have not perished, but more so your plan must expand and grasp the community in a way that works for them. **Meet the community where they are** and understand that building trust takes time.

Components to a Strategic Community-Driven Planning Process

Project Components

Vision

Project Components

Mission

Mission and Vision Statement

The intention of your mission statement is to articulate the goal of your organization, project, or program. The mission statement should also address a specific audience that the target service will impact. It is imperative that the mission statement lays the foundation of the organization, project, or program's purpose. The mission of Grace Grows is to empower individuals who are experiencing homelessness or food insecurity through horticulture. One way that Grace Grows does this is through the southeast Gainesville Community Food Planning Project. The mission of this project is to "create a plan for increased food access and food sovereignty for that area."

Following the creation of the mission, the project team can work to establish the way that mission will be carried out. One way you can do this is through visioning sessions. In these visioning sessions, folks from many parts of the project can work together to choose the values that will be upheld during the project. This could include being community-driven, assets-based, justice-minded, and accountability-focused. These project values should be based on the **systemic solutions** on which your organization, project, or program is founded. The mission is the root from which the rest of your project and initiatives stem.

Systemic Solutions address the fundamental ways that systems work in order to solve the problem rather than employing temporary solutions.
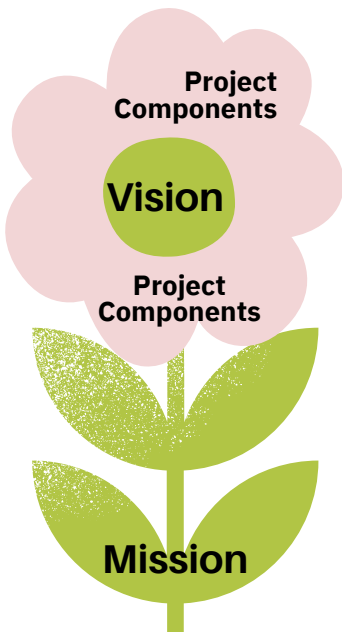
Components to a Strategic Community-Driven Planning Process

Financial Resources for the Project

Funding is a major source for development and movement for any idea or plan. For community engagement projects, funding provides support for not only the creation of the project but also the compensation for community members' knowledge, time, and resources. Allocating funds in the form of fair wages to the community members who are doing the work can make your project more equitable by acknowledging the pre-existing economic burden already experienced by impacted people. Often these people are already doing the work and are doing so without compensation. In budgeting, it is important to be mindful of putting resources into the impacted community rather than investing only in communities that have more economic power. For example, in the Grace Grows Community Food Project, the Community Advisors were given stipends to compensate them for their active participation in the project.

Project funding sources should be consistent with the mission of the organization or project. For example, the Grace Grows' Food Planning Project received funding from the United States Department of Agriculture due to the shared focus on agriculture, food insecurity, and food disparity. Multiple diverse funding streams are needed to increase project sustainability. Some grants and financial support will be funded in different stages of the project.

Components to a Strategic Community-Driven Planning Process

58

As your project continues to grow, different objectives will be added, which may require additional funding opportunities. This could include grant funding, donors, and collaborations and partnerships. By bringing in additional resources to support the project, such as knowledge, volunteers, or collaborations, the internal capacity of the project as well as the capacity of the impacted community are enhanced. Through building capacity, project sustainability will likely be strengthened. The solutions generated through this work should be a shared responsibility through many facets of the community, as community-based projects generate power for organizations in the community working toward solutions. The Grace Grows' Food Planning Project required extensive multi-institutional collaborations concerning food insecurities, food disparities, and lack of healthy food access in the southeast region of Gainesville.

Things funders usually want to know:

- What is the impact on the target community?
- Was your project funded prior to this grant?
- What is the purpose of your project? What are its goals? What is the intended outcome?
- Describe the target audience. What are the categories and roles of the target audiences?
- Describe the impact on the target audience.
- Describe the partner benefits.
- Describe the project activities.
- What are the specific objectives, terms, and conditions of the project/grant agreement?
- Include the breakdown of your budget with the inclusion of rewarded funding. Also, include a budget justification overview.

Components to a Strategic Community-Driven Planning Process
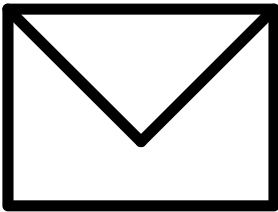
Letters of Support

When starting a new project and gaining buy-in from the community and external partners, letters of support can be very helpful to your outreach process. They can demonstrate validity, reliability, and buy-in when advocating for resources. Such letters of support may come from your local leaders, local organizations, businesses, and the local government. You will increase the likelihood of broader community participation when you can demonstrate that trusted community leaders are your collaborators and will vouch for you. Be discerning about which community organizations and members you garner letters of support from. Request support from organizations that are authentically community embedded and consider providing a template letter with the proper addresses and formatting to make the task of drafting a letter seamless. When requesting letters of support, ensure that the team dedicates adequate time to necessary community conversations in order for all interested parties to be well informed. This is also part of the trust building which is essential to community engagement.
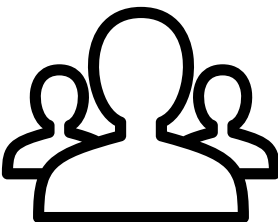
Developing Your Project Team

There are many different versions and structures to project teams. In the G.R.A.C.E. model, the overall Project Team is composed of a Logistics Team, Community Advisors, Project Advisors, and a Research Team, all of which work together to plan, implement, and report on the project. The roles of each of these teams are detailed below.

Components to a Strategic Community-Driven Planning Process

Logistics Team

A Logistics Team is composed of individuals with the necessary skills or expertise to execute the project from an operational standpoint. Members of the Logistics Team should ideally have experience working with impacted communities. These individuals share the same passion for community change and progression. The team is ultimately responsible for communications, overseeing the process, fiscal management, coordination of the larger Project Team, and implementing the project plan in an efficient manner. Your Logistics Team could include the following:

Role	Skills	Example Tasks
Project Coordinator	Systems thinking, organization, verbal and digital communication	Facilitate meetings, track and delegate tasks, assess progress toward goals
Project Assistant	Organization, verbal and digital communication	Schedule meetings, follow up on action items
Research Assistant	Data collection and analysis techniques	Develop and conduct surveys, report results in accessible formats
Project Advocates	Systems thinking, relationship building	Hold one-on-one conversations with community members and local leaders

Components to a Strategic Community-Driven Planning Process

61

Logistics Team (Continued)

In order to recruit Logistics Team members, reach out to community partners to be a part of a dedicated core Project Team that will commit to providing support throughout the duration of the project. The Logistics Team is a diverse team of individuals who believe that impacted community members have the greatest awareness of the issues at hand as well as the most relevant lived experience to determine viable solutions. Your members being connected to different organizations and institutions can supply support, communication, advocacy, and representation in diverse approaches. This advocacy can identify how the project connects with the entire city in which the target community is located. Including someone that is directly connected to the local government body in a community engagement project can create a stream of communication between the project and local policymakers.

Potential responsibilities of the Logistics Team may include:
- Recruiting additional Community Partners
- Planning and Coordinating meetings.
- Disseminating project information to the public. (For example, press releases, flyers, marketing material, and communications with stakeholders.)
- Coordinate the logistics of the project's Community Engagement strategies for example;
  - Establish Project Advisory Board
    - Determine qualifications for and role of potential Project Advisory Board
    - Decide on a process for selecting Project Advisors
    - Selection of Project Advisory Board

Components to a Strategic Community-Driven Planning Process

Logistics Team (Continued)

Potential responsibilities of the Logistics Team (continued):
- Establish Community Advisory Board
    - In collaboration with Project Advisory Board determine the Spheres (qualifications including lived experience) for Community Advisory Board
    - Request nominations/recommendations for Community Advisors
    - Selection of Community Advisory Board
- Create a project timeline
- Seek out sources of support such as funding, additional organizational and community partners, and volunteers
- Fiscal Management
- Delegating tasks
- Coordinating the research component with tasks such as data management, data collection
- Provide training for community partners, allies, and additional project teams

Having a Project Coordinator ensures a holistic approach by having someone that evaluates all the moving parts of the project. They organize and facilitate project team meetings. The Project Coordinator works closely with the Logistics Team to prepare an agenda. The agenda relates to the project mission, links to relevant documents, lists the agenda items to be discussed, and tracks information and tasks, and tracks information and tasks. The Project Coordinator also ensures accountability and harmony amongst the team. They often will be the first person to initiate conversation surrounding logistical and intrapersonal issues that will inevitably arise through the duration of the project. For example, the Project Coordinator may contact people to ensure they remain engaged when engagement has been reduced or they may redirect objectives based on new feedback or information.

Components to a Strategic Community-Driven Planning Process

Project Advisory Board

The Project Advisory Board is a group of individuals who are well versed in the socio-economic statuses and history of the community on which on which you are focusing. Ideally, this group would include impacted individuals and start out with principles of equity and inclusion. Often project designs address diversity and inclusion on the back–end, still perpetuating problematic power dynamics. The members of the Project Advisory Board have established lasting relationships with members of the community and are well aware of the issues that are prevalent within the community. These individuals are respected, known, and acknowledged by the community.

The Project Advisory Board should be able to:
- Connect with the community
- Help recruit your Community Advisory board from the impacted community
- Prioritizes the voices of the Community Advisory Board (to ensure an equitable approach)
- Use their voices and their social power to create opportunities for members of the impacted community to engage in the decision-making progress. For example, the Grace Grows Food Planning Project directors created space for the Project Advisory Board to bring in the voices that are not always heard but are meaningful to the Grace Grows Food Planning Project.

Components to a Strategic Community-Driven Planning Process

Community Advisory Board

Equitable selection: The fair and nondiscriminatory stance of determining the community advisors, volunteers and other participants from the community who will potentially be impacted by the research and action plan.

Community Advisors are residents, leaders, and business owners who have expertise based on their lived experience. They are integral to ensuring the project incorporates the voices of all members of the impacted community. Through an **equitable** community-driven nomination process facilitated by the Logistics Team and Project Advisory Board, Community Advisors are recruited and selected. The Community Advisory Board selection process should have a distinct focus on spheres, or areas of lived experience. In identifying the spheres criteria for your project, it is important to focus on those who are impacted by the systems that are in place both directly and indirectly. They may not be as visible as the project advisory board, but they hold influence and range on the purpose of the project. For the sake of equity, certain spheres may be prioritized above others based on power differentials that exist even within that community, so that people that are not typically represented in positions of power may have an equal voice in the process.

The community driven action plan is essentially derived from the consultation, guidance, and instruction of the Community Advisory Board. They are required to be engaged in leading all aspects of the process from planning through implementation. Community Advisors will be responsible for attending meetings, deciding on research methodology and plans, advocating for the research plan in their communities and driving the visioning process toward desired outcomes for the project. Including influential community members that showcase influential awareness and intentional advocacy can build rapport within the impacted community.

Components to a Strategic Community-Driven Planning Process

The Research Team

To learn more about research ethics, read the Belmont Report:

www.hhs.gov/ohrp/regulations-and-policy/belmont-report

THE BELMONT REPORT

Office of the Secretary
Ethical Principles and Guidelines for the Protection of Human Subjects of Research
The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research
April 18, 1979

AGENCY: Department of Health, Education, and Welfare.

ACTION: Notice of Report for Public Comment.

SUMMARY: On July 12, 1974, the National Research Act (Pub. L. 93-348) was signed into law, thereby creating the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. One of the charges to the Commission was to identify the basic ethical principles that should underlie the conduct of biomedical and behavioral research involving human subjects and to develop guidelines which should be followed to assure that such research is conducted in accordance with those principles. In carrying out the above, the Commission was directed to consider: (i) the boundaries between biomedical and behavioral research and the accepted and routine practice of medicine, (ii) the role of assessment of risk-benefit criteria in the determination of the appropriateness of research involving human subjects, (iii) appropriate guidelines for the selection of human subjects for participation in such research and (iv) the nature and definition of informed consent in various research settings.

The Belmont Report attempts to summarize the basic ethical principles identified by the Commission in the course of its deliberations. It is the outgrowth of an intensive four-day period of discussions that were held in February 1976 at the Smithsonian Institution's Belmont Conference Center supplemented by the monthly deliberations of the Commission that were held over a period of nearly four years. It is a statement of basic ethical principles and guidelines that should assist in resolving the ethical problems that surround the conduct of research with human subjects. By publishing the Report in the Federal Register, and providing reprints upon request, the Secretary intends that it may be made readily available to scientists, members of Institutional Review Boards, and Federal employees. The two-volume Appendix, containing the lengthy reports of experts and specialists who assisted the Commission in fulfilling this part of its charge, is available as DHEW Publication No. (OS) 78-0013 and No. (OS) 78-0014, for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Unlike most other reports of the Commission, the Belmont Report does not make specific recommendations for administrative action by the Secretary of Health, Education, and Welfare. Rather, the Commission recommended that the Belmont Report be adopted in its entirety, as a statement of the Department's policy. The Department requests public comment on this recommendation.

When conducting research, the ethical principles of **beneficence, justice,** and **respect** for persons must be upheld. People who participate in a study need to be able to give their consent to the process freely, fully informed, and end their participation whenever they choose. If collaborating with an academic institution, Community Advisors and the Research Team will likely need to be trained by the Institutional Review Board (IRB), a training that educates a research team on those principles. In addition to the ethical principles, the Research Team must also be aware of the historical trauma which often exists between academic institutions and impacted communities.

Beneficence: Do not harm. Maximize possible benefits and minimize the risks of possible harms.

Justice: Equitably distribute the risks and burdens of the research based on who is most likely to benefit.

Respect: Acknowledge personal autonomy & protect those with diminished autonomy (e.g., children)

Those involved in the Research Team should have expertise and training in working with the type of information that the project is looking to collect. These individuals also need to have experience and access to the appropriate software/platforms to process and analyze the information gathered. The information gathering and processing can be complex and laborious, so a team of 3-8 people may provide enough support without creating difficulties with coordination.

Components to a Strategic Community-Driven Planning Process

Volunteers

The role of a volunteer is to help support the project. For example, Grace Grows' Food Planning Project received doctoral student support from the University of Florida, different professionals offered in-kind services, and volunteers were sought from the existing Grace Grows network. Volunteers should be respected and held to appropriate standards of accountability. It's important to make clear and define expectations and in order to be able to have the desired level of accountability. Volunteers should be equipped with the training and knowledge of what it means to be engaged in a community driven decision making process as well as any other necessary skills. This can make it a more enriching and reciprocal experience for volunteers. Use different outlets to recruit volunteers. You can use your online resources, team members can potentially use their connections to bring in volunteers. Volunteers should share the same values of the project. Making a mental map of the resources and connections available to you can make the process of recruiting volunteers easier.

Determining Effective Method(s) for Reaching Out to the Community

Objectives for the planning process could include assembling and including stakeholders, and gathering information that informs your method of engagement. This can help you to comprehend the barriers and opportunities for the group your community engagement project is focusing on. Effective methods of reaching out to the community are plentiful. Even though the methods are plentiful, choosing the method that is culturally relevant to the community is imperative.

Components to a Strategic Community-Driven Planning Process

Some ways of engaging the community and gathering feedback are as follows:

Engaging the Community	Gathering Feedback

- Focus groups
- Surveys
- Town hall meetings
- Community events
- Oral history projects
- Door-to-door

- Presentations
- Direct phone calls
- Paper mail
- Personal meetings
- Social media
- Email

Out of these approaches, the Logistics Team should garner extensive feedback with the impacted community to help determine what would be the most effective and appropriate ways to reach out. Bear in mind that an equity minded approach prioritizes accessibility for communication platforms. Community Advisors can provide insight on the methods that they suggest would engage the target community best. For example, Grace Grows' food planning project's Community Advisors analyzed the questions that were created by the Logistics Team. They critiqued those questions and created a new list of survey questions that directly focused on community members' experience with food insecurity and food assets. Relying on Community Advisors for support when generating a community engagement tool is what makes this project community driven. Community Advisors using their expertise to perfect the community engagement tool that directly impacts community members is a respectful and precise method.

Components to a Strategic Community-Driven Planning Process

Community engagement tools are methods used to include feedback from members of the community in the process of gathering data. The community engagement tool serves as an integral instrument that allows community members to participate in decision making. This tool should be intentional in creating a platform that amplifies the voices of community members who have gone unheard. These tools are one of the most important components of a community engagement project due to the potential direct impact it will have on community members. The tools should be created by community members for community members and must never be performative. There should always be clear expectations explained to participants about the benefits and limitations to the benefits. There should always be follow up throughout or at project completion in order to continue to build trust with impacted communities.

Planning Project Team Meetings

Planning project team meetings entails the collaboration of the advisory boards and the Logistics Team. The Logistics Team discusses what has been accomplished, what needs to be accomplished, and what the next steps will be. The project coordinator utilizes the information provided by each team to compile the meeting materials and form a specialized agenda that focuses on the objectives of the project. During the meetings, there should be opportunities to designate responsibilities in order to accomplish the tasks meant to complete the objectives of each goal.

# Components to a Strategic Community-Driven Planning Process

It is important to set expectations for communication by creating a culture of respect and equity in the meeting planning process. Subject matter is often very personal to impacted people and may take more of an emotional toll. Therefore, this needs to be taken into consideration during communications processes. Meeting planners should always be mindful to not overburden people who may already be experiencing economic and time inequities. The Logistics Team needs to be keenly aware of their role in reducing labor for those who do experience those disparities. This meeting process is essential to incorporating equity into communications.

Questions to Consider:

- Is there a digital divide?
- What time should the meeting be? How long?
- What should the order of the agenda be, in order to prioritize people's ability to participate?
- Is childcare needed?
- Do folks have varying abilities? (physically accessible, visual auditory)
- Is there educational equity?
- What are the preferred methods of communication?

Components to a Strategic Community-Driven Planning Process
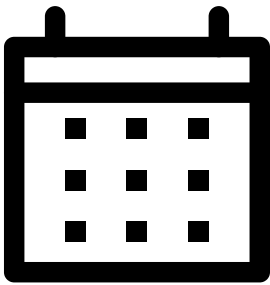
Setting a Timeline

A timeline for the project is a necessity to ensure that the funding needs are met and that the project objectives are accomplished. Essentially, timelines are a monitoring tool that helps to propel the project forward and ensures that the work gets done in a timely manner. The project timeline will give a detailed look at what has been accomplished and what needs to still be accomplished. A timeline should be set in the beginning stages of the project. When managing a project with multiple teams and components, it can be helpful to identify a tool that works for your team. These tools can help to provide structure to the roles and responsibilities of each member of the project team. For example, a tool that is often used to view the timeline of a project in its entirety is the GANTT chart. This tool helps you to plan tasks around deadlines, match each Logistics Team member with their appropriate responsibilities, manage project objectives, and organize hours. When creating your timeline, it is important to leave abundant time for instrument design and data collection, as these can be extremely time consuming due to the consensus or democratic nature of any community effort. Throughout the duration of the project, timelines will invariably change, but setting a timeline in the beginning allows for a more birds-eye view approach to task completion. For difficult tasks, it can be helpful to factor in an additional 20-25% more time that you expect something to take. In doing this, if you do not use the time, you have it back in your schedule. If you do use the time, you have already considered it in your overall plan.

The Research Process

The purpose of including a research process in your community engagement project is to help you answer questions you have about the issues facing the community and possible solutions. It can also generate more resources by generating social capital in the larger community because of the cultural context that requires "evidence-based inquiry." This is not to say that prior community feedback is not valid. It is only to recognize how allocations of funding are determined. <u>These systems are frequently structured in ways that are inequitable.</u> In particular, the research process will help you to systematically and intentionally find those answers so that your results accurately reflect the different perspectives and lived experiences of community members. There are many different approaches you can take to collecting the data you need, but they typically involve the same stages: 1) planning and design; 2) data collection; 3) data analysis; and 4) dissemination of findings.

Planning and Design

The first step in any research process is to identify your research questions. In other words, start by writing out specifically what you need to know about how the issue you are focusing on is affecting your fellow community members and about possible ways to address that issue. Generally, it's best to use "why" and "how" questions to guide your overall research process. By contrast, questions starting with "what," "where," "which," or "how much" can make good sub-questions and/or data collection questions to help you answer your bigger research questions. The reason for this distinction is that "how" and "why" questions invite more in-depth, complex, and varied answers, while the other kinds of questions often have a straightforward but limited answer. It is the research team's job to make connections between those more straightforward answers and piece together the larger puzzle to answer the more complex research questions. This helps to make your findings more insightful and, ultimately, useful to the community. See the table below for examples of effective research questions, compared with questions that are better suited for the data collection tool you use, such as a survey.

> **Sub-questions** ask about specific aspects of your larger research question to help you understand the whole picture.

The Research Process

Once you have decided on your research questions, the next step is to consider what tools and approaches will be most likely to 1) reach all the different people you need to hear from, and 2) give you reliable results. This sounds like a more complicated task than it actually is. You will just need to combine the deep knowledge of the community that you and your team already have with careful thought and planning. For example, if your research question is, "Why is it difficult for folks in Southeast Gainesville to access the foods they want," a data collection process that only includes talking to people who visit a particular grocery store will likely mean missing out on hearing from the folks who avoid or cannot get to that store.

Effective Research Questions	Possible Data Collection Questions
- Why is it difficult for folks in Southeast Gainesville to access the kinds of foods they want? - How do these challenges or barriers differ based on people's lived experiences? - How are members of the community already working to surmount those barriers? - Why are community members pursuing those particular solutions? - How would community members like to see their local food system changed?	- What kinds of foods do community members most want? - What challenges or barriers do they face in obtaining groceries? - Where do community members shop for groceries most often? - Which food access programs do community members use most? - What strategies are folks using to access foods? - What resources, infrastructure, or programs do community members feel are most needed?

The Research Process

Here are some questions to consider when deciding what approach to use to answer your research questions:

1. What specific information do I need in order to answer this question? This might include:
   a. Stories of lived experiences
   b. Personal opinions
   c. Descriptions of particular actions or patterns of behavior
   d. Context about the local social, infrastructural, or policy environments
2. Who has this information?
3. Where can I find them and how do I contact them?
4. What are the potential challenges of getting in touch with them?
5. Are there any barriers or other factors that could affect the kinds of answers they give? This could include:
   a. Lack of time to talk or answer questions (in general or in a specific context)
   b. Mistrust of researchers or particular institutions
   c. Sensitivity to topics that are private, stigmatized or potentially uncomfortable (e.g., having a criminal background, sexual orientation, experiences with poverty, traumatic experiences, generational trauma, medical conditions)
   d. Lack of access to technology used to collect data
   e. Language differences
6. What steps can I take to anticipate and address those challenges and barriers?

Once you have considered these questions, you can start thinking about data collection techniques. Before we dive into a description of the data collection process, it's important to acknowledge that becoming comfortable with these concepts takes a lot of practice and repetition. Entire graduate school courses exist that focus only on one aspect of what we will be covering! Therefore, keep in mind that this guide will not be able to tell you everything there is to know about conducting a research study. But this does not mean you shouldn't do it! By leaning on your team and your collective wisdom you'll be able to get answers to your questions.

The Research Process

Another important factor when considering a research process is the availability of resources to conduct all the steps needed. Each of these steps takes considerable time and resources, and sometimes your team may prefer to use more affordable and faster ways of data collection methods. For example, a few in-depth interviews with key stakeholders may be preferred over a wide-community survey if you don't have the resources needed, as long as you are addressing the team's research questions.

Finally, another important consideration is the research design to be used to identify and contact potential participants. If a community survey is conducted, think about how you will collect this information. It is often very difficult and expensive to conduct a randomized survey of the community. A convenience or snowball sampling may be the most feasible method.

Convenience sampling involves reaching a conveniently available pool of participants

Snowball sampling happens when current participants recruit new participants

Data Collection

Any form of primary research involves data collection. For community engagement projects, it is important to collect data from the people who have first-hand experience with the phenomenon or topic studied. Data can be either quantitative or qualitative. Quantitative data is information expressed numerically. Some examples of techniques that can collect quantitative data are questionnaires, surveys, and tests. By contrast, qualitative data reflect non-numeric information such as words, sounds, or images. Some examples of techniques that can collect qualitative data are surveys, interviews, and focus groups. In some ways, quantitative methods answer the "what" or "how much" questions, while qualitative methods answer the "why." and "how." When you can use multiple techniques to get both qualitative and quantitative data, often called mixed methods, you will have a more accurate picture of the community situation.

The Research Process

The same tool or technique you use to collect data can give you both quantitative and qualitative data. In other words, you can ask both closed-ended and open-ended questions. For example, you might want to include the following questions on a survey focused on food access:

Type of Question	Open- or Closed-ended?	Definition	Example
Quantitative (numerical)	Closed	Information expressed in number format	On how many days in the last month were you unable to afford a healthy meal?
Quantitative (categorical)	Closed	Information expressed in number format according to a set of pre-determined categories or options	How often do you use public transportation to get groceries? A. Always B. Most of the time C. Sometimes D. Rarely E. Never
Qualitative	Open	Information expressed non-numerically, such as words, sounds, or images	What ideas do you have for improving food access in your neighborhood?

For a community engagement project, collecting demographic data and socio-economic data is important. Demographic data and socio-economic data are usually expressed quantitatively. These data provide important context about the community. However, they leave out significant historical and social contexts that can be explored qualitatively through focus groups, oral history projects, and interviews. Collecting both kinds of contextual data will give you a much deeper understanding of the issue you are focusing on.

Demographic and socioeconomic data include information about specific attributes of person or group of people, such as age, gender identity, racial identity, income level, and highest level of education.

The Research Process

The Do's and Don'ts of Collecting Data

Compile a list of do's and don'ts for the community engagement project to follow when conducting research. A few do's and don'ts are as follows:

DO'S

- Always get consent. Be sure to fully explain the purpose of the research, what will be expected of participants, any potential direct benefits and risks, and participants' rights with respect to the research.
- Always keep data confidential. Be very careful with protecting the information that participants contribute. This includes handling copies of raw data such as completed surveys and securely storing data files both in physical and digital formats. If you are working with an academic institution, be aware of the Institutional Review Board (IRB) protocol that is approved for the study.
- Make sure you have a backup of your data files so that you don't lose all of your data through computer or human error.
- Respect participants' right to say no to beginning or continuing their participation.
- Be reciprocal. When asking community partners for help with your data collection process, be sure to offer support for their own efforts in return.
- Interact with participants in a respectful and non-judgmental way.

DON'TS

- Do not try to force people to give you information. Consent to begin and continue participation must be freely given.
- Do not make any promises as to the outcomes of the project. Be specific about the purpose of the project, without making any guarantees.
- Do not make assumptions about participants or their potential responses. If you are unclear about something a participant has said, ask clarifying questions.
- Do not falsify responses.
- Do not approach people who give indications that they do not want to be approached.
- Do not give up if you experience challenges. Know that the research process is difficult, complicated, and often unpredictable. Encountering a challenge does not mean you are doing it wrong.

The Research Process

Compiling Data

The Logistics Team of your community engagement project should include some members who are experienced in compiling and working with data. Those specific logistic team members can select a compiling system that also serves as a community engagement tool. For example, Grace Grows' Food Planning Project uses the Qualtrics data system. The questionnaire can be filled out directly into the online Qualtrics system. Another alternative is to print paper copies of the instrument while collecting data, and then transfer it to the online system. Some participants may be able to fill out the instrument on their own at home, but they will need an internet connection and a way to access the link to the instrument. The data from the Qualtrics system is able to be downloaded to an excel spreadsheet. Of course, there are different systems that are available to compile data. Choose the system that is best suited to the approach you have chosen and the needs of the project. Also, the community engagement tool may be showcased using that system.

Data Analysis

Above, we described the difference between qualitative and quantitative data. It's also important to keep in mind that there are qualitative and quantitative approaches to data analysis, regardless of the kind of data you've collected. When thinking about how best to answer your research questions, keep the following chart in mind:

	Quantitative Data	**Qualitative Data**
Quantitative Analysis	Example: Statistical analyses like (regression, t-test, ANOVA, Chi square, etc.)	Example: Frequencies for how often specific words are mentioned in participants' responses.
Qualitative Analysis	Example: Descriptive interpretations of patterns in numerical data	Example: Synthesis of recurrent themes or topics participants discussed

Especially if you are planning to use your results to advocate for particular solutions in the community, it is advisable to have a community member with research experience on your team. The person who fills this role should be knowledgeable about research methods and comfortable with guiding the team on key decisions regarding data collection and analysis. Importantly, they should be able to consider various factors that can threaten the integrity and reliability of a dataset and plan proactive steps to ensure the results are reported accurately and in a trustworthy manner.

Reflection

The relationship between the goals, the objectives, and the community members is a critical part of the evaluation process concerning the success of the project. Community engagement projects' action plans should entail community-driven tools. Participatory action research is just one example of these tools. The action of the project should be constructed to prioritize generating power for impacted community assets and use community participation as guiding principles. Some questions to consider are:

- Were community stakeholders effectively and respectfully involved in creating the action plan?
- Was their adequate representation of members of the impacted community?
- Were community members' experiences a part of the action that was executed?
- Were the solutions provided by the community members validated in an evidence-based way?
  - Having many voices represented strengthens the argument for specific solutions.
  - Evidence-based methods are a universal and respected standard which opens the door for access to resources.
- Is there an actionable plan for implementing the solutions identified?
- Does this project address the root causes identified by impacted community members?
- How does this work generate power with the impacted community?
  - Often members of the impacted community have worked and advocated for implementation of solutions for a long time.
  - For example, the Grace Grows Community Food Planning Project bridged the gap between what the determined solutions from the impacted community were and institutions that can provide the resources in a community-driven way.
- Did the goals and objectives include community assets that already exist?

Based on the answers to those questions, you will be able to assess the effectiveness and efficiency of the action plan implemented.

> " **Because whoever does a program like this has to have the true patience of a farmer. Of a gardener. Because, you're going to sow a seed, but it's going to take awhile to really really set in. So you have to have that patience - well, whoever organizes something like this is going to have to have that patience and that understanding that this is not going to be an overnight thing... So if it really is to be a lasting success, it's going to have to be a long-haul commitment.** "
>
> - Focus Group Participant

Challenges

Keeping the idea that no project is without challenges will help the project set reasonable expectations and be aware of possible setbacks that may occur. Reflect on the challenges that were encountered during the duration of the project. One of the challenges experienced in the GG CFP were necessary shifts in the timeline. You can create great timelines and have great project management skills, but the nature of this work necessitates pivoting and adapting to external factors and the changing needs and circumstances of those involved. Assess how the challenges impacted the project in any way. For example, Grace Grows' Food Planning Project experienced the challenge of low interview rate during a time-sensitive part of the project, partially due to the impacts of the Covid-19 pandemic. Grace Grows met this challenge by identifying alternative methods to gather the information. Also, as a result of the pandemic, engagement with the larger project team was impacted as a result of competing priorities. The team reassessed the needs at this point in the project and determined that volunteers would increase the capacity to keep the project on track. This point is important to the project's success, as it altered the overall timeline. If operating using grant funding, this could result in the need for an extension from the funding source.

Conclusions

"One of the things you hear about decision-making processes in the community - you will hear people say 'you are going to do what you are going to do anyways', and this was nothing like that."
- Latashia Brimm (GG CFP Project Coordinator and Impacted Community Member)

Looking back on the GG CFP, it was perceived to be respectful and impactful because of the methods delineated in the G.R.A.C.E. Community Engagement Model. Some of the feedback received was about how inclusive and thoughtful the project was conducted. This went a long way towards generating trust with impacted community members who have expressed frustration at the way community engagement is usually done. And those ways result in solutions that are not sustainable because they are not fully informed by the impacted community. The impacted community is not asking for solutions that put a bandaid on a historical wound. They want equitable resources so that they can improve sovereignty in their community and honor their own cultures. In addition to building trust in order to hash out the solutions, this model can create partnerships that can more equitably distribute resources. This can create an atmosphere of shared goals and help guide the larger community towards equitable solutions by amplifying the voices of those most impacted. There is a great deal of pain associated with people's experiences of inequity. It is not an easy task to do community work addressing that. But, there is always hope. That hope is found by working in ways that change the pattern—ways that interrupt white supremacy culture.

Tema Okun's equity work: www.whitesupremacyculture.info

Resources

Assets-Based Community Engagement (ABCE)

Assets-based community engagement is a key component to emphasizing and prioritizing existing resources that were created by the community for the community. Creating an assets map can ensure that your project is empowering existing community resources and the impacted community. An assets map entails the components you'll find in the template below. Use this template to create an assets map detailing the existing resources that are implemented and used by the impacted community your project focuses on. Use it to drive your project's objectives, and add any other components you find essential.

Organization	Type	What They Do	Service Location	Website	Address	Phone Number

Mapping Resources:

- www.policymap.com
- www.ers.usda.gov/data-products/food-access-research-atlas
- Guides @ UF: Geography, Map, and Geospatial Information Resources: GIS Resources
- Participatory Asset Mapping Methods:
  - www.communityscience.com/knowledge4equity/AssetMappingToolkit
  - ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/main

Project Management Tools:

Logic Model
https://templatelab.com/logic-model/
Gannt Chart
https://templatelab.com/gantt-chart-templates/

G.R.A.C.E. Community
Engagement Toolkit

Page 37

Acknowledgements

First and foremost, we would like to express gratitude and the utmost respect for the community members who have been impacted by injustice. We want to thank them for trusting us and using their voices even when some felt justifiably skeptical or tired and had insights to share when the solutions for these disparities have been so long overdue. One of the most impactful moments during this project was when our Project Advisory team reviewed the list of people who community members nominated to be Community Advisers from the impacted community. The list was long and consisted of elders and leaders and every day people who it was so apparent to each of us how much of their lives they spent on making things better and helping one another. Many of these people are not traditionally recognized for the great work they do. Those are the people who we believe hold the answers and deserve the resources and support and agency to realize the dreams the impacted community has for themselves.

Additionally, we are so grateful to the thousands and thousands of hours of work that volunteers put in to make this project possible, especially those already impacted by disparities that may create more challenges to their ability to volunteer. We know that for some folks, this is personal. Volunteers contributed on every level, to helping us define our intellectual and ethical values, to performing the research, helping to garner funding, reaching out to community members and going door to door. We were so lucky to have so many volunteers who understood what it meant to do the work in action, that change does not just come with good intentions, but often slowly and over long periods of time that require sustained commitment and humility. We thank our volunteers for understanding whose voices should be at the center of this work and for the hours of their lives that they dedicated to moving forwards in solidarity.

Thank you to all the collaborating organizations and community members who gave valuable input and shared resources over the years that directly influenced Grace Grows' initiative to begin the Community Food Project that led to this Community Engagement Toolkit. Grace Grows acknowledges that this work has been in the making for many years and that our organization is just a piece of the community mosaic working towards these solutions and without the work of so many others that came before, this would not be possible. We thank the people in the community that know that, "all the flowers of all the tomorrows are in the seeds of today," and we thank them for planting and cultivating the seeds of a more just future for everyone.

Lastly, thank you to our funding organizations, The Partnership for Reimagining Gainesville, and the USDA. Without their support we would not have been able to perform this work in an equitable manner. Thank you to the City of Gainesville's collaboration team and the University of Florida Department of Agriculture Education and Communication for the enormous amount of in-kind professional hours and services donated to make the Grace Grows work that led to making this project so effective.

Everyone deserves a chance to grow.

Want to dig deeper?

If you or your organization would like to have a workshop pertaining to the G.R.A.C.E Model please reach out to gracegardenproject@gmail.com or call 352-386-1684. Sliding scale rates for workshop facilitation will be determined on a case by case basis.
(www.gracegrowsgnv.com)

File Attachments for Item:

6. Steering Committee (Cheryl Twombly)

CTAC Strategic Planning Activities and Timeline - Revised
Last updated, 05/06/22

Planning sessions facilitated by strategic planning consultant
- Staff (all sessions virtual) – 7 sessions
- Steering committee (mix of virtual and in-person sessions) – 4 virtual, 3 in-person
- Full Board (all sessions in-person) – 2 sessions

Notes:
- Timelines and session agendas are in draft form and subject to modification by the steering committee.
- Community Listening-related activities are outside the scope of the strategic planning consultant.
- Throughout the process during board meetings, the strategic planning committee chair will provide updates on strategic planning activities and staff may conduct brief presentations on topics relevant to the strategic planning.

May 2022
- Steering committee session – Community Listening ITN development

June
- Community Listening ITN released

July
- Community Listening contractor selected

August
1. Community Listening data collection protocols, participants, and dates finalized
2. Staff environmental scan activities completed: Secondary data update, intervention best practices review, peer CSC practices review, other activities TBD
3. Staff planning virtual session (2 hr) – staff environmental scan results discussion

September
1. Community Listening data collection begins
2. Steering committee ½ day in-person workshop - review of staff environmental scan activities, exploration of potential CTAC theories of change/frameworks

October
1. Community Listening data collection ends
2. Steering committee virtual strategic planning session (2 hr) – agenda TBD

November
1. Community Listening initial results submitted to CTAC
2. Staff planning virtual session (2 hr) – SWOT exercise
3. Steering committee ½ day in-person workshop – review of initial Community Listening results, SWOT exercise
4. Staff planning virtual session (2 hr) – prep for December board workshop

December
1. Steering committee virtual strategic planning session (2 hr) - CTAC organizational capacity building – goals and strategies
2. Board ½ day in-person workshop - presentation of Community Listening results and staff environmental scan; discussion of potential CTAC theories of change/frameworks; SWOT exercise
3. Staff planning virtual session (2 hr) – follow-up from board workshop

January 2023
1. Steering committee virtual strategic planning session (2 hr) - finalize CTAC theory of change, review of mission, vision, principles (if needed)
2. Staff planning virtual session (2 hr) – prep for steering committee workshop
3. Steering committee ½ day in-person workshop - identify funding priorities and allocations, key goals and strategies and performance metrics
4. Staff planning virtual session (2 hr) – drafting of plan contents

February
1. Steering committee virtual strategic planning session (2 hr) – review of plan contents
2. Staff planning virtual session (2 hr) – prep for board workshop
3. Board ½ day in-person workshop - presentation and discussion of draft plan

March
- Final plan presented for approval

STEERING COMMITTEE AGENDA

April 14, 2022 at 1:00 PM

CTAC, 802 NW 5th Ave, Gainesville, FL 32601

Call to Order

Chair Twombly called the meeting to order at 1:00 pm.

Roll Call

PRESENT
Chair Cheryl Twombly
Member Maggie Labarta
Member Lee Pinkoson
Member Ken Cornell

ABSENT
Member Patricia Snyder

Agenda Review

Motion to approve the Agenda made by Member Cornell, Seconded by Member Pinkoson.

Motion was unanimously approved by voice vote.

Discussion Items

1. Organizational Meeting for Strategic Plan

The CTAC Board Members of the Steering Committee met with Dr. Catherine Raymond to discuss possible steps in the strategic plan.

Dr. Raymond asked the group about their past experience with strategic planning and what was useful and not useful. Member Pinkoson mentioned that we need to focus in on our priorities. Member Labarta mentioned accountability and clear, actionable, and measurable results; she said that the Trust's previous approach was data-driven, but needed to be community informed. Chair Twombly asked how to move forward in a way that the community is receptive and that will validate if the CTAC is focused on the right indicators . Member Cornell mentioned community buy-in improves if they feel heard and part of the process.

The group discussed future meeting schedules with the board committee, the full steering committee with public participation, and workshops with the Board. They also estimated that each section of the strategic planning process would take four months – 1. Listening project and

RFP, 2. Committee to draft a strategic plan, 3. Use the strategic plan to decide the FY24 budget plan and priorities.

Dr. Raymond will create a project outline and proposal for the first step - the community listening piece – who and how do we approach?

Member Labarta mentioned the need to fund CTAC's four goals more evenly. What theory of change or funding methodology will produce the broadest impact?

General Public Comments

Dr. Sunshine Moss

Adjournment

Chair Twombly adjourned the meeting at 1:46 pm.

Additional attendees: Dr. Catherine Raymond (Raymond Consulting, LLC), Kristy Goldwire (CTAC Acting Executive Director), and other CTAC staff: Dr. Dan Douglas, Bonnie Wagner, Mia Jones, Elizabeth Cayson, and Ashley Morgan-Daniel.

Children's Trust of Alachua County
Proposed Strategic Planning Steering Committee

Background

At its February 23 retreat the Board endorsed the idea of a strategic planning process to

1. Update goals using data that is readily available and broad community input to better understand the needs and opportunities for change within the community.
2. Use the information gained through this process to update goals and priorities and develop a long-term funding strategy.

Charge

To effectively conduct the process, a steering committee is recommended that can recommend to the board effective mechanisms for gathering information and to guide the process for building the new strategic plan. Included in their charge is

1. Proposing mechanism for updating needs assessment
2. Addressing the following issues discussed at the retreat:
   a. What is the best allocation of CTAC funds?
   b. CTAC's conceptual framework and theory of change
   c. What role should CTAC play in coordinating/collaborating with other public agencies and municipalities?
   d. Should CTAC serve as a backbone organization for Collective Impact?
   e. How do we help build provider capacity and mitigate risks associated with non-profits with limited contracting experience and who may need support to be effective provider using public funds?
   f. How can CTAC best leverage other public funding sources?
3. Proposing approach to community information gathering, including outsourcing and engaging community members, using the information gathered at the retreat (See attachment – "Community Listening").
4. Reviewing the work process as the plan develops.
5. Assisting with the draft of a final plan to be presented to the Board for approval.

Membership

3-4 CTAC Board members

Interim CTAC Executive Director/Executive Director once hired

CTAC Director of Community Engagement

4-5 Community representatives

Membership should be closed to facilitate continuity of discussion, but meetings noticed with opportunity for public comment provided.

Special Resources to the Committee

It is recommended that the committee use a consultant with experience with CSC's to help lead the process. Given the need to recruit a new ED, the staff at the CTAC are stretched thin and a consultant would carry a great deal of the workload associated with the planning, information gathering, and writing required. The listening tour, while leaning heavily on community members, would benefit from the expertise of a firm or consultant with experience in surveying and focus groups.

Attachment: 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.

File Attachments for Item:

7. Fiscal Year 2023 Proposed Millage and Tentative Budget

Item:

Fiscal Year 2023 Proposed Millage and Tentative Budget

Requested Action:

1) Receive the FY 2022-2023 Proposed Budget
2) Discuss the recommendations
3) Provide feedback for the June 13, 2022 Trust Meeting

Background:

The Executive Director shall be responsible for submitting a tentative annual budget for the operation of the Trust to the Members of the Trust at or before the May meeting for adoption by the Trust

The Trust must submit a certified budget to the Board of County Commissioners no later than July 1. The Trust shall, in addition, compute a proposed millage rate within the one-half mil cap approved by the electorate necessary to fund the tentative budget and, prior to adopting a final budget, comply with the provisions of Sec 200.065, F.S. relating to the method of fixing millage, and shall fix the final millage rate by resolution of the Trust. The adopted budget and final millage rate shall be certified and delivered to the Board of County Commissioners as soon as possible following the Trust's adoption of the final budget and millage rate pursuant to chapter 200 F.S. or as otherwise limited in Sec. 125.901, F.S.

Attachments:

Fiscal Year 2022-2023 Proposed Budget – Provided at the Meeting

Programmatic Impact:

TBD

Fiscal Impact:

TBD

Recommendation:

Received the information