

WORKSHOP 1
JULY 12, 2011

THE QUESTIONS ASKED OF PARTICIPANTS

❖ **KEY QUESTIONS**

- 1) Given the situation we are in right now, what is the most important question we need to ask ourselves?
- 2) It is October 2016 and the Children's Board will be on the ballot in a month. You are confident that the Children's Board is going to be successful on the ballot. Why? What is different?

❖ **THE GOAL**

- (1) Our goal of "Success by Third Grade" confuses many people. Some people think it is about CBHC doing the school system's work. What are simple, clear ways to capture this goal that keep the focus on the child and the outcome that we are looking for?
- (2) The correlate to achievement is being at school and being on task. If that is the case, what would the Children's Board pay for at the neighborhood level to improve attendance and time on task? And what role would the Children's Board play, besides funding activities, to improve attendance and time on task?

KEY CONCEPTS AND ISSUES FROM PARTICIPANTS

Overall Concept *What we need is a clear overarching goal that is easily understood and supported by everyone, services and supports that are accessible and used by all families, and a brand that is readily recognized and evokes a consistently positive feeling. How can we ensure that everyone is touched by the Children's Board in a meaningful, memorable (and sometimes measurable) and positive way?*

Impact *What is the difference we want to make? Who should decide that? Can we measure it and communicate the results?*

Goal/Strategic Focus *Change the overarching goal within the investment plan from Success by 3rd grade to another overarching goal that is more holistic and health and wellness oriented and draw attention to the results level (child, family and neighborhood results) in our investment plan because it is a developmental approach and the outcomes are nearly identical to the 2012 Plan.*

Resource Allocation *How Much Do We Spend Where and on What? Who should make these decisions? What guidelines should be used for decision-making? Greatest need? Best long-term investment? Proven strategies? Other considerations?*

Our Perceived Value *How can we create a situation where everyone "buys" the Children's Board even if they don't have children because they understand our value to them?*

Operating Differently for Better Results *Who are the different partners that need to be at the table and how do we need to work differently with historic partners for better results? Are there more creative and effective ways to use our resources? How can volunteers become part of the fabric of our work?*

Telling the Story *How can we paint a picture of what the county would look like without the Children's Board? How can we tell our story in simple language that instantly tells people who we are, what we do and why it is important? Use a rocket and destination metaphor to explain the goal, our work, and our partners work and so on.*

Changing the Context *How do we get our community behind doing what is best for all children similarly to the way people have gotten behind MADD (Mothers against Drunk Driving)? What are ways to create academic achievement and learning as the norm for our entire county? How can we shift the community norm so that we expect all of our kid's to be successful?*

Strategies and Other Great Ideas *Focus and build on what works. Look for the kids and families that are successful despite the odds. Build new business models and use existing tools*

(e.g., technical assistance, ASO funding) in new ways. Ask the kids and parents to define success for them and tell us what matters and what would be motivating. What are their dreams worth growing?

THEMES AND DETAIL

1. CBHC's Impact

- a) What has it been?
- b) Who determines what it should be?
- c) How can we do a better job of measuring and stating impact in the future?
- d) What impact matters to the average citizen and taxpayer?

2. The Overarching Goal/The Strategic Focus

- a) Soften the focus from Success by Third Grade and connect the dots for folks as to why 3rd grade is important; use age instead of grade and use a message that parents and the average citizen understands.
- b) Success by 3rd Grade is too confusing: it suggests duplication with school system; that nothing outside of school is important; it does not suggest a developmental approach from birth to third grade; it suggests that once kids hit 3rd grade they and their families fall off the service/support "cliff".
- c) Consider the following goal statements that conjure up a more holistic approach, and that open the goal up to thinking about child, family and community outcomes, and that focus on a foundation or the front end, and aligns to wellness.
 - (1) Great by 8: Building the Foundation for Children's Success
 - (2) Setting the Foundation for a Healthy Hillsborough
- d) What goal will resonate with the frequent voter, with grandparents, seniors, baby boomers, single adults, couples without kids, and empty nesters.
- e) It's about all kids.
- f) What does success by 3rd grade look like, feel like, sound like and what does it do for the community?
- g) Our goal with current investment plan should focus on the results level (child, family and neighborhood results) because it is more holistic and looks the same as what our outcomes have been all along.

3. Resource Allocation

- a) What should be the depth and breadth of our services and supports?
- b) Who should be the focus? How should they be served?
- c) Can we do more with less and not compromise...Quality? Numbers served? Intensity or concentration of services? If not, what are we willing to compromise on?
- d) What are the CBHC strengths (organizational and funded activities) that can be built upon?
- e) Can we afford to fund the entire continuum of services and supports from birth through 3rd grade?

- f) Should we fund OST? County-wide or in certain neighborhoods? For a certain age group only?
- g) What type of parenting services (in home and otherwise) should we support? Across the county, in specific neighborhoods, both?
- h) What about supporting basic needs? Getting parents to work and back on their feet?
- i) Should we focus on greatest need?
- j) Children need medical and nutritional supports.
- k) Promoting brain development and child development. Promote the 5 protective factors: child dev, nurturing, attachment, friends, stress mgmt, resiliency.
- l) What about the other kids, older, special needs, the whole family; what about beyond 3rd grade?

4. Our Perceived Value: What will ensure our continued existence?

- a) People tell Children’s Board stories in the workplace because they are so positive and heart-warming.
- b) Everyone “buys” the Children’s Board even if they don’t have children because they understand our value to them.
- c) Diverse citizens and stakeholders have played a role as an ambassador and advocate of CBHC: parents, volunteers, providers, neighborhood groups, faith based institutions, provider boards, politicians, business and corporate leaders.
- d) CBHC is seen as the “go to” place as a clearinghouse of information and assistance for children and families from all walks of life.

5. Ways we can operate differently to get better results.

a) Collaboration

- (1) Doesn’t cost anything so figure out who should be at the table that hasn’t been and are there other ways to partner that would help us get better outcomes for kids?
- (2) Bring in new partners like the library system.
- (3) Build community capacity through business connections and strategic partnerships.
- (4) Partnerships need to be with everyone across the board and up and down the hierarchy of the system.
- (5) Engagement of faith-based entities in much of what we do.

b) Funding and Resources

- (1) Can we be more creative regarding braided and blended funding and finding other sources of revenue to assist?
- (2) Similarly can we use existing money and people resources in different, more effective ways?
- (3) How can we use volunteers more effectively?

- c) Build a much wider, more diverse mobilized base of support.

6. **Ways to tell our story so that people will understand and it will stick.**
 - a) Paint a picture of what the county would look like without the Children's Board?
 - b) How do we evoke an emotional feeling about CBHC?
 - c) How can we illustrate what we do visually?
 - d) How can we talk about what we do and the difference we make in simple language?
 - e) How can we be known throughout the entire county? What are the best ways to market ourselves?
 - f) How can we help everyone see how to connect the dots?
 - g) How and/or what do we need to do to remind citizens and voters every day of the positive impact of CBHC?
 - h) Be as well known as Metro Ministries.

7. **Branding and Marketing**
 - a) Create and share the CBHC branding and marketing strategy.
 - b) Provide talking points and tool kits for various people and groups (e.g., to talk to community groups, to counter arguments).
 - c) CBHC funded programs need to get CBHC's name out there.
 - d) Need strategic partners to understand and get our brand out there.
 - e) Consider campaign about the importance of 3rd grade or around making that cultural shift around the importance of learning and education.
 - f) Needs sound bites on what is a successful child.
 - g) Put "funded by the Children's Board" on everything.
 - h) What do our detractors say? How can we be prepared or proactive?

8. **The Changing Context and Changing the Context**
 - a) The economy will likely get better over the next 5 years.
 - b) The Community Schools concept makes sense particularly in targeted neighborhoods.
 - c) Everyone expects children to be a priority and that even if you don't have kids you care and will act on issues affecting them (the MADD model).
 - d) Clear value to the taxpayer; positive and open relationships with everyone; partners in community problem-solving; prudent investors of tax dollars.
 - e) Create a culture that supports education and learning.

9. **Strategies and Other Ideas**
 - a) Focus on what works and look at the kids that are successful despite the typical challenges found in areas in which kids have poor outcomes.
 - b) Redesign Technical Assistance to build community capability to provide improved neighborhood supports (faith based, grass roots).

- c) Leverage volunteers as workforces for additional capacity not just for funded programs.
- d) Provide intentional Technical Assistance to help existing services do evidence-based practice.
- e) Redesign attendance and create incentives for truant officers to reinforce positive behaviors.
- f) Place Matters so create a place for families to come and receive support, center, website, phone calls, etc. that is easy to access, friendly and safe.
- g) Provide incentives to parents and kids: for engagement in schools; for positive reinforcement, school performance, school attendance, engaging in learning, reading to their kids, doing homework.
- h) Ask parents what will motivate them to make sure the kids will be in school.
- i) Parent engagement – tell both child & parent "we missed you yesterday" one-on-one.
- j) Parent engagement & education needs to be creative, culturally competent and relevant and appropriate for parents' educational level.
- k) Provide Technical Assistance to parents (education, convene, connect).
- l) Convene peer to peer/parent to parent support activities.
- m) Have school go out to community and seek out non-attending children.
- n) Incentivize teachers to be more involved in the community.