



## **Table Conversation One Summary**

## **Children's Summit 2013 Host Committee**

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**Mayor Buddy Dyer, Honorary Co-Chair**

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On November 8, 2013 the Children’s Cabinet of Orange County and the Children’s Leadership Alliance supported by Heart of Florida United Way and Florida Hospital convened the community at the Contemporary Resort at Walt Disney World. Teresa Jacobs, Mayor of Orange County, Buddy Dyer, Mayor of the City of Orlando, and Bill Sublette, Chairman of the Orange County Public School Board served as Honorary Co-Chairs and spoke at the Summit. A Host Committee of community leaders Chaired by former Orange County Mayor Richard Crotty met for one year to prepare for the Summit. The Host Committee sought to invite participants representative of the different sectors of the community. The approximate breakdown by sectors for the over 400 participants was: 31% Education; 25% Social Services; 15% business; 8% parents and families; 9% health; and, 7% government.

The goal of the Summit was to build a roadmap that aligns children’s services with common goals and metrics also known as the Collective Impact model. Collective Impact is the commitment of a group of important actors from different sectors to a common agenda for solving specific social problems (Kania and Kramer).

### Focus Groups

In preparation for the Summit, five focus groups (one each the domains of Education, Economic Well-Being, Health, Safety and Family/Community) were conducted during the summer by Doctor Thomas A. Bryer, Director of the University of Central Florida Center for Public and Nonprofit Management.



The focus groups report, *Cradle to Career in Orange County, Florida: Stakeholder Perspective on Child and Family Challenges, Opportunities, and Success* is available at the Children's Cabinet of Orange County Nexus site ([childrensnexus.weebly.com/focus-groups](http://childrensnexus.weebly.com/focus-groups)). According to that report, three issues rose to the top across domains:

- Collaboration/Communication Across Agencies: Though there were many substantive issues identified (such as sexual abuse, obesity and homelessness) the common concern was not substantive but process: How can agencies do a better job working across boundaries highlighting the damage organizational and agency silos cause on the lives of children, families, and communities.
- Parental Education and Engagement: Parents were perceived as vital across domain areas, and, at the same time, they were viewed as one of the most challenging barriers to successfully meeting the needs of today's and tomorrow's children.
- Youth Education, Financial, and Social Awareness: Related to parental engagement is the cross-cutting issues of youth preparedness for school and for their future.

### **Children's Summit Plenary Speakers**

The Summit was punctuated by three national speakers who encouraged participants to think differently about the issues children and families face and how to support their success and well-being.

Jeff Edmondson is Managing Director of Strive, a national cradle-to-career initiative that brings together leaders in Pre-K-12 schools, higher education, business and industry, community organizations, government leaders, parents and other stakeholders who are committed to helping children succeed from birth through careers.

Mark Hertling was Commanding General of the US Army in Europe, where he led over 40,000 soldiers, cared for over 100,000 family members and partnered with the armies of 50 countries in the European theater.

Linda K. Smith is the Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development for the Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services. In this role she provides overall policy coordination for the Head Start and Early Head Start Program and the Child Care and Development Fund, as well as serving as the liaison with the U.S. Department of Education and other federal agencies. Her office serves as a focal point for early childhood policy at the federal level.



## Table Conversations

The real “work” of the Summit was conducted at Table Conversations conducted during the day. Participants were assigned to a different table for each of the four sessions. This assured as great a “sector” diversity as possible at each table. Eight to Nine participants were seated at 50 tables. Each table had a trained facilitator and recorder. The Summit Host Committee identified five goals for the table conversations:

- More opportunity for innovation and conversation
- Intentionally diverse by community sectors
- Leads to emerging consensus of “where we want to go”
- Identifies next steps
- Engages broader community

Each of the conversations used the same format based on the *Results Based Accountability* format (Friedman):

- **Population Result:** *Statement of goal the community seeks to achieve.*
- **Indicative Data:** *Key information to ground (but not direct) the conversation.*
- **Action Steps:** *Key actions to achieve population result.*
- **Data:** *How do we hold ourselves accountable?*

## Table Conversation One

Table Conversation One focused on the education domain. The population result that framed the conversation was: *Children in Our Community Will Be Successful Cradle to Career.* The indicative data provided included findings from the summer focus groups on the segmentation of the community and “silo-ing” of services was a barrier to supporting and serving children and family success. The participants were also provided the “insulated pipeline” illustration developed by *Ready by 21* depicting all the supports and services needed in a community to support the success of children:

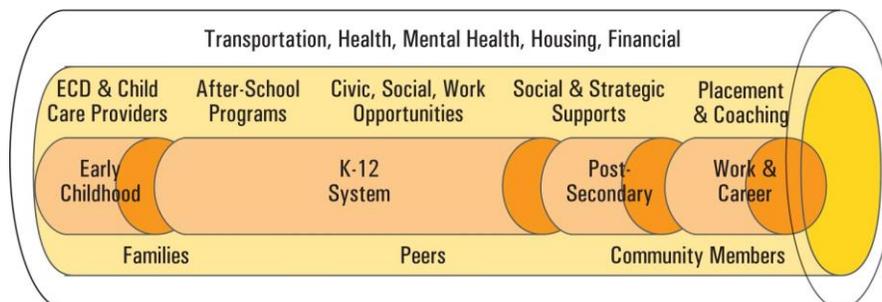


Table participants then responded to three prompting questions:

- What are the key actions the community can take to accomplish this population level result?
- What information needs to be collected, analyzed and reported to hold ourselves accountable?
- What are some specific “asks” to specific entities to accomplish the above action steps?



Finally, the facilitators asked the participants to summarize the conversation by identifying the most innovative idea and the most important action to be taken that was identified in their conversation. These responses were captured by the recorders and collected. Transcribed responses can be found in the addendums.

### **Most Important Action to Take**

Responses to this prompt have been placed in 3 categories:

1. **Actions to be taken at a systems level.** Examples of responses in this category include: “establishing a convening / facilitating body”; “having a neutral organization bring all the organizations together”; and, “creating a forum for collaboration in the community.” Systems Level Actions received, by far, the majority of responses accounting for 45 of the 59 responses recorded.



A number of specific strategies were identified but a common theme to the system level responses was the need for an entity that could convene stakeholders to determine specific goals, provide greater access and use of data, and, help align resources to accomplish agreed upon goals.

- 2. Actions to be taken at a program level.** Examples of responses in this category include: “program to keep kids on track...must start early,” “service needs to be unique to neighborhoods,” and, “improving access for families.” Program level statements accounted for 9 of the 59 responses recorded.
- 3. Actions to be taken to raise awareness.** Five responses indicated that the most important action to be taken was to raise public awareness. Examples of these responses include: “co-create compelling message...be transparent,” “develop community principles,” and, provide “more information and facts on exercise and nutrition.”

### Most Innovative Ideas

Responses to this prompt have been in 4 categories

- 1. Ideas related to systems level change.** Many of the responses to this question reinforced the actions suggested above in regard to the need for the community (particularly service providers, funders, and leaders) to be convened around goal setting, metrics and aligning of resources. Examples of responses in this category include: “determine collective impact goals and move granters, funders, providers and business partners to these collective goals”, and, “we need a system and leaders to facilitate.” One response offers the summary thought that the community needs a “game plan.” Ideas related to systems level change accounted for 33 of the 77 responses submitted.
- 2. Ideas related to program strategy.** Overwhelmingly responses in the category pertain to strengthening and supporting parents and families. Examples of these responses include: “prepare children and families to maintain success after services,” really develop what parent engagement means,” and, “provide wrap-around services at the neighborhood level.” Program strategy accounted for 27 of the 77 responses with 17 of 27 responses focused on education and support of parents and families.
- 3. Ideas related to raising awareness.** Nine responses related to public awareness and ideas for making information more accessible. Examples of this include: “have neighborhood events,” and provide the flow of information birth to career. Ideas related to public awareness accounted for 9 of the 77 responses recorded.



- 4. Ideas related to research.** Of the 77 responses in this category 8 responses were related to research and ways to collect information including: “creating focus groups to identify needs and barriers,” narrowing down issues by community,” and, looking at the system not the organizations.”

## Data

In addition to responding to the questions regarding the most important action to be taken and the most innovative idea, a number of tables also submitted specific responses (37) around the issue of data. Data **access** was a common concern identifying that the “silo-ing” of data and confidentiality protocols are often barriers. Seven responses related to the need for **common** data including the need to develop common goals and metrics as well as common indicators for collaboration. Data **sharing** responses included the need to integrate school, social services and mental health data. The balance of responses affirmed the importance of using data for decision making.

## Questions

A number of participants submitted questions. The majority of questions included in the Conversation One reports focused on leadership. For example:

- Who is going to organize the system?
- What entity provides leadership for this initiative?
- Who is going to drive this action

## Summary

The results of the Table Conversation One held during Children’s Summit 2013 (in agreement with the data collected from the summer focus groups) identify three key themes:

- 1. Our community is in need of systems level change.** Summit plenary speaker Jeff Edmonson indicated that many communities find that they are “program rich” but “systems poor” and the results of Table Conversation One seem to confirm that systems level change is a priority. This is reflected in comments identifying segmentation, lack of access to data, and the “silo-ing” of funding and services are barriers to our community being as effective and efficient in providing the supports and services needed to support the success and well-being of children and families. The need to establish common goals, identify accepted and accessible metrics, and align resources. As one table reported “the community needs a game plan.”



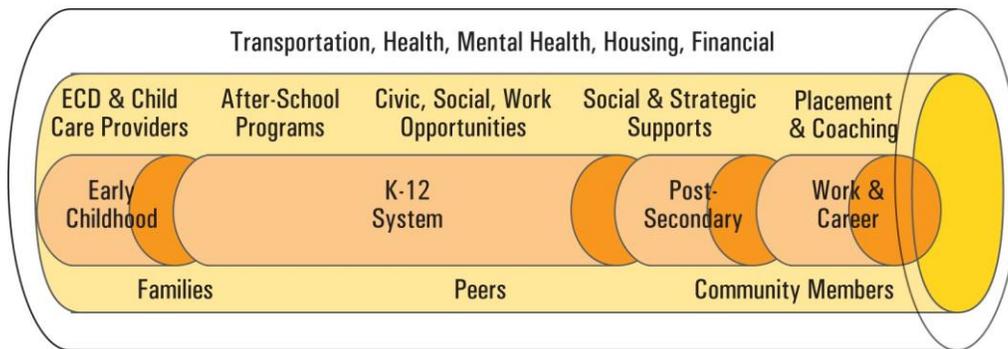
- 2. Our community needs to better support parents and families.** In both the Summit table conversations and the summer focus groups parents were identified as key to “successfully meeting the needs of today’s and tomorrow’s children.” (Bryer) The support of parents and families was particularly prevalent when table conversation participants were asked to come to consensus on the most innovative ideas that arose during their discussions. Responses included the need to “empower” strengthen” and “engage” parents by providing greater and easier access to information and support.
- 3. Our community needs leadership.** To be clear, these responses did not deny that the community has leaders but rather that the community lacks the appropriate forum for leaders and stakeholders to generate system change and overcome the system and organizational segmentation and “silo-ing” that both Table Conversation One and the summer focus groups identified as so damaging to our community’s children, families and neighborhoods. Specifically, the leadership called for here is able to convene community leaders and stakeholders, establish a common agenda (goals), establish accepted measures of success, and help align resources. As stated above, the majority of questions submitted in the Table Conversation One reports were about who will “**organize** the system,” “provide **leadership** for this initiative,” and, “**drive** this action.”





## Turn the Curve Table Conversation(1)

**Population Result:** Children in Our Community will be successful cradle to career.



(Source: Ready by 21)

### Community Condition

Over the summer, participants of the Children's Summit Focus Groups identified the segmentation of the community and "silo-ing" of services as a barrier to supporting and serving children and family success.

### Action Steps

What are key actions the community can take to accomplish this population level result?

### Information Development Agenda

What information needs to be collected, analyzed and reported to hold ourselves accountable?

### What else do we need to do

Specific "asks" to specific entities to accomplish above action steps?

### Summary

What was the most creative idea that came from your discussion?

List one key issue the group came to consensus on.

## Appendix One

### Responses from table Conversation One

#### Responses to “Most Important Action to Take”

<b>system level (CI)</b>	<b>45</b>
<b>program strategy</b>	<b>9</b>
<b>research</b>	<b>0</b>
<b>awareness</b>	<b>5</b>

#### System Level Strategy

Establish convening/facilitating body  
Have a neutral organization bring all organizations together to best serve  
Bigger organizations take lead  
Need to add infrastructure  
More innovation for inter-agency collaborations  
Define success  
Focus on 1 outcome  
Have a point of contact/roadmap  
A consensus must be made before action can be taken  
Collaborate around impact not programs, and shift funding  
Convene community meetings  
Start now – from this Summit – have another meeting soon  
Unified end goal by partners  
Creating partnership to analyze data  
Longitudinal integrated record system  
Data should be used for education instead of communication  
Find an entity, contact, collective data base tracking system to keep all organizations on same page  
Determine data source, progress indicators – across to this data  
Create central data center  
  
Create a forum for collaboration in the community  
Funding for earlier strategies  
Be sure to fund programs with evidence of effectiveness  
Funding following child effectively  
Incorporate “big partners” (businesses) to educate children in sustainable way

School level advocates  
Business community must be at the table  
Bring decision makers and those served together  
Eliminate county barriers  
Map out who provides what services  
More information about services  
Services offered at “family friendly” hours  
Accessibility 24/7  
Build-in sustainability  
Bring funders in to get their buy-in – they should expect different outcomes  
Funding/Resource must increase  
Share data across system with family input  
Identify goals each “silo” has; work to unify to work collectively  
Communication – convene roundtables to brainstorm  
Clear mission statement  
Include safety in definition of success  
Achieve communication between partnerships in Orlando  
Community based open communication forum (on-live?)  
Increase cross-agency communication  
Expand 2-1-1  
Realistic options - college/trade  
Definition of success that all can agree to

- Before birth
- Successful parenting
- Connecting to resources

## Program Strategy

Focus on basic needs first  
Constant education/customize programming  
Program to keep kids on track – must start early  
Parenting!  
Navigation not just tracking system – able to “pass” clients along continuum  
Improve access for families  
Services need to be unique to neighborhood  
Identify by area, what each neighborhood needs – specifically  
Every youth should have technology access

## Awareness Campaign

Co-create compelling message, be transparent  
More advertising/public awareness of 2-1-1

Develop community principles  
Take 24 hour 365 day approach to child's life  
Information for facts on exercise and nutrition

### Responses to "Most Innovative Idea"

system level change (CI)	33
program strategies	27
awareness campaign	9
research approach	8

### System Level Change

Use collective impact model  
Sharing data across agencies (MOUS)  
Getting leadership into conversation  
Mentoring employers who employ important populations  
8 core concepts leading to agreed end goal  
Incorporate programs that have collective data  
We need a system/and leaders to facilitate  
Develop/strengthen collaboration in agencies  
The "executive" branch needs to make outcomes happen, not the "middle" branch  
Learning how to use individual data  
Create network so organization and community can connect  
Fully engage elected officials for achieving common goals  
Centralized locations to provide services  
Each discipline/services type have a standard release for allowing services  
All services participate in over-reaching case plan for child  
Data hub – separate, private entity feeding data to organizations and being responsible for privacy  
Create a scorecard that can be exchanged to add information  
Have convening meetings such as the Summit  
Independent transportation system

Need backbone organization  
Determine Collective Impact goals and move granters, funders, providers and business partners to these collective goals  
Central group of funding agencies reaches consensus, creates funding infrastructure

Empower families

A meeting of the “big dogs” in the community – must be created to bring together services

Define success – then thoughtful measurements can be achieved

Set-up children’s services council

o Convene programs with data

Website will all listed Florida organizations

Convene authorities, faith based, foundations, medical, educators, universities

Business/Education not working together – follow to funding outcomes

Need to find a way to make funding more equitable for all groups

Game plan for the community:

Facilitating organization must convene diverse groups

## Program Strategy

Work with kids at young ages (pre-school)

Start with parents: education/support

1-stop shop for resources in community

Sr./retired persons as support system for kids

Supports (groups) for mothers

Programs begin in hospitals to support new parents

Education for parents and children

Develop community center for youth and parents

Creating community groups with geographic focus points to determine connectors to resources

Meet children and families where they are at

One child, one family at a time

Parental Education

Mentoring” promote mentoring

Strengthen families

Provide wrap-around services at neighborhood level

Partner with colleges/teachers to help prepare students for options after high school

Prepare soon-to-be parents in areas of health/education

Prepare children and families to maintain success after services

Provide central location – to offer resources to families

Empower families

Increase focus on career aspirations

Educate families on proper nutrition, portion size

Group meetings for the community

Really develop what parent engagement means

Money should buy tablets not books

Should have a mandatory course for parents before they enroll their children for public

education

Community centers that have resources families might not have

### Research Approach

Create focus groups: ID needs/barriers

Bring children to the conversation

Narrow down issues by community

Find out the issues within the community

Getting parental engagement by providing survey to understand parents' ability to meet/needs from their perspective

Figure out barriers for service receivers and address those upfront i.e. (transportation)

Look at the system, not the organizations

Involving those we are serving into ideas, planning, decisions

### Awareness Campaign

Billboards with information about community resources

Small community (neighborhood) events

Improve communication, access to services

Children and Family Summit

Produce communication to recognize silence in community

Find ways to reach out to our 160 languages spoken by children in C.F.

Free flow of information birth to career

Three Children's hospitals advocating together for children's health needs

Realization that this change takes time, dedication, motivation

- o I.D. gaps
- o Committees / 5 goals
- o RBA format
- o HFUW most similar to Broward backbone
- o Not driven by individual outcomes, but a common goal

## Data

access to data	10
common data	7
data sharing	9
data reporting	6
using data for decisions	5

### Access to Data

Is there data for the formative years of development (0-5)?

Identify resources that are available

Track services child participates in so case managers have all important information

Start gathering data at population level

Parent needs: H.S./demographics/income/OCPS/first-time parents/etc.

Gather data on what parents think is important about education

Confidentiality a hindrance

Confidentiality protocols make data services more difficult

Hard to identify data needs without a "roadmap"

De-silo data

### Common Data

Need common indicators/measurements when working together

Unify the data

Control location for key focus outcomes

Consensus for measurement of success

Develop common goals/metrics

Framework must be established and document process

Common metrics per goal:

### Data Sharing

Share data among providers to track child development/medical information

Sharing data so providers know where they are compared to outcomes

Integrate school data, social services, mental health

Share currently collected data to find community success

Collect data regarding link between performance and hunger

Create data that feed agency to agency services

Create a hub to narrow resources

Create a share-point site that everyone can see and access data

Longitudinal integration record system

## Data Reporting

Compare rates of after-school programs to rates of incarceration, and compare long-term effect

Focus on outcomes not programs

“Layer” the data

Data is being collected, but no one is reporting it to the community

Use social-media

Have data website/blog/FAQs

## Data for Decision Making

Use data to identify opportunities to improve

Executives get together from program evaluation perspectives

Use data to evaluate gaps

Use data available now

Analyze what’s working now

- o Measurable
- o Agreed to by funders
- o Able to measure outputs/ROI
- o Agreed upon by partner organizations

## Questions

Who is going to organize the system?

Where is the communication initiative?

What entity provides leadership for this initiative?

Who is going to drive the action?

How do we identify the needs of our community and then create action plans to deal with needs?

Is anyone collecting school readiness data

How do we engage customers?

Public schools collect data starting at age 3 – who collects before 3?

Who is finding what?

Who will head-up this task/

- o Be the backbone
- o Tracking
- o Funding the initiative

What resources already exist?

What entities could move ideas forward?

What is success?

How do you fix “poor”?

Who should have been at the Summit but were not convened?