

CSF #1: Funding

Mission:

TCP unites resources to help ensure that children with social, emotional or behavioral needs can live successfully with their families in the community.

Vision:

TCP will create a new bond between families and the community-at-large to better provide for the social, emotional and behavioral needs of our children.

Values:

TCP values diversity and spirituality, and embraces a family-centered, strengths-driven, culturally-competent, community-based program of care.

Planning Objective:

TCP will achieve sustainability by September, 2004.

Critical Success Factors:

1. Funding: ***TCP will maintain financial stability and grow the base of funds necessary to sustain our work.***
2. Program and Infrastructure: ***A System of Care infrastructure will exist throughout Travis County that serves children and families with multiple needs.***
3. Family Involvement and Participation: ***Family voice and choice at all levels of the SOC is informed, valued, proactive and collaborative.***
4. Training and Quality Assurance: ***Ensure standardized systems of care training, quality assurance and evaluation practices are measurable, accessible and sustainable.***
5. Stakeholder Awareness: ***Increase awareness among and maximize number of stakeholders who invest in and commit to TCP and the System of Care.***
6. Board Composition and Development: ***Create sufficient Board structure and policies to sustain The Children's Partnership.***

The action items for CSF #1 have been put on hold temporarily as the short-term funding issues are addressed.

CSF #1: Funding

CSF #2: Program & Infrastructure

| Seq # | Action Step | Primary (Who?) | Secondary (Who Else?) | Bd Comm/ Staff Position | Due Date | P | ✓ |
|-------------|--|----------------|-----------------------|-------------------------|----------|---|---|
| 2.01 | <i>Memorandum of Understanding (MOU's): Create a single overarching binding agreement among the participating partners of the System of Care that defines commitment, governance and structure at the macro-level; create additional binding agreements among specific partners as needed for operations at the micro-level, i.e., commitment to staffing, etc.</i> | | | | | | |
| 2.01.01 | Review original CP Memorandum of Understanding | Atkins, L. | Flemming, J. | | 4/1/03 | | |
| 2.01.02 | Identify components for renewed MOU (macro) that include, at a minimum, defining <ul style="list-style-type: none"> • the partners commitment, • the governance authority, • communication plan, • structure of the System of Care • identifying a process for future renewal / modification of the agreement | Atkins, L. | Flemming, J. | | 5/1/03 | | |
| 2.01.03 | Identify participating partners and appropriate signators (leadership) | Atkins, L. | | | 5/1/03 | | |
| 2.01.04 | Hold a meeting of signators (or designees) to discuss specifics of the MOU's components | Atkins, L. | | | 5/1/03 | | |
| 2.01.05 | Draft language for renewed MOU and circulate among appropriate signators (or designees) for feedback | Flemming, J. | Atkins, L. | | 5/15/03 | | |
| 2.01.06 | Circulate draft MOU's to all appropriate review sources, | Atkins, L. | | | 5/15/03 | | |

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| | specifically legal departments | | | | | | |
| 2.01.07 | Secure agreement of all partners as to the language of MOU (via meeting or e-mail or designees?) | Flemming, J. | Atkins, L. | | 6/15/03 | | |
| 2.01.08 | Execute agreement – take steps to gather all appropriate signatures (i.e. for HHS&VS, agreement goes to Commissioner’s Court) | Atkins, L. | Flemming, J. | | 7/1/03 | | |
| 2.01.09 | Disseminate macro MOU broadly among partner staff and System of Care Community | Atkins, L. | Flemming, J. | | 7/1/03 | | |
| 2.01.10 | Identify a process for developing, drafting and executing additional specific agreements as needed (i.e. an agreement re commitment to staffing) | Flemming, J. | Atkins, L. | | 7/1/03 | | |
| 2.02 | <i>Integrated Processes, Policies and Procedures: Develop common systems, policies and procedures that will be utilized by each partner agency for Care Coordination, including a Single Point of Entry for access to care coordination services, i.e., intake, exiting, resource utilization management, charting and documentation of cases, grievance process, etc.</i> | | | | | | |
| 2.02.01 | Identify all processes that should have a common policy & procedure throughout the System of Care | Atkins, L. | Katana, P. | | 4/15/03 | | |
| 2.02.02 | Review existing policies and procedures for potential sustainability post-grant, and make any changes needed. | Atkins, L. | System of Care Team | | 5/1/03 | | |
| 2.02.03 | Compare currently established policies & procedures for the | Katana, P. | System of Care Team | | 5/1/03 | | |

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| | Children's Partnership against each relevant partner agency's policies & procedures and identify any differences. | | | | | | |
| 2.02.04 | Continue to establish needed formal policies and procedures for the Children's Partnership (i.e. grievance process, resource utilization management process); report progress on quarterly basis to Board | Katana, P. | Management Team | | 6/15/03 | Q | |
| 2.02.05 | Use a common format for all policies and procedures that ensures easy recognition (and indicates date of execution and/or further modification) and resolve differences for each partner agency relevant to the appropriate policy/procedure | Atkins, L. | | | 6/1/03 | | |
| 2.02.06 | Modify any policy/procedure as needed and formalize agreement | Atkins, L. | Partners | | 7/1/03 | | |
| 2.02.07 | Disseminate policies and procedures appropriately and ensure ease of accessibility (i.e. post on website, include in all new employee manuals, etc.) | Training/QA Coordinator | System of Care Team | | 8/15/03 | | |
| 2.02.08 | Establish a process for ensuring fidelity to the common processes, policies & procedures and that allows for future modification as needed (see quality assurance committee) | Training/QA Coordinator | System of Care Team | | 8/15/03 | | |
| 2.03 | <i>TCP Staffing: Define a minimum staffing and infrastructure needed to support the System of Care and agreed-</i> | | | | | | |

CSF #2: Program & Infrastructure

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| <i>upon qualification requirements for care coordinators.</i> | | | | | | | |
| 2.03.01 | Identify core functions of the Children's Partnership and a minimum staffing structure – specific positions- required to ensure the continuation of those functions | Katana, P. | Swift, B. | | 3/1/03 | | ✓ |
| 2.03.02 | Identify and clarify those positions that need alternative funding post grant expiration | Katana, P. | Swift, B. | | 3/1/03 | | ✓ |
| 2.03.03 | Define consistent skill set and qualifications required for those positions employed by multiple agencies (i.e. care coordination, parent liaison) | Training/QA Coordinator | | | 5/1/03 | | |
| 2.03.04 | Identify opportunities for a combined recruitment and hiring process for TCP staff positions | Evans, D. | | | 6/1/03 | | |
| 2.03.05 | Define process to effectively support consistency of services provided across the System of Care (i.e. training, quality assurance) | Training/QA Coordinator | Katana, P. | | 6/1/03 | | |
| 2.04 | <i>Integrated Funding (refer to CSF #1): Develop guidelines for the access to and utilization of pool of flexible funds and ensure all partners have access to the provider network.</i> | | | | | | |
| 2.04.01 | Review existing practice for accessing integrated funding including analysis of current database system | Andreades, W. | System of Care Team | | 4/15/03 | | |
| 2.04.02 | Review existing authorization guidelines and prior spending patterns | Andreades, W. | System of Care Team | | 4/15/03 | | |

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| 2.04.03 | Establish a common method and criteria for accessing flexible funds throughout the System of Care that addresses timeliness, authorization, etc. | Atkins, L. | System of Care Team | | 4/15/03 | | |
| 2.04.04 | Define standardized reporting and a schedule for periodic reviews by partners | Sally Spill | System of Care Team | | 5/15/03 | | |
| 2.04.05 | Review and adopt common definitions for fund usage/services and supports | Andreades, W. | System of Care Team | | 5/15/03 | | |
| 2.04.06 | Establish guidelines for use of future funds including a guide \$ per family and priorities for fund usage. | Atkins, L. | System of Care Team | | 7/15/03 | A | |
| 2.04.07 | Create a process for ongoing retrospective review of the guidelines for communication and expenditure of funds (quarterly – system level) | Atkins, L. | System of Care Team | | 7/15/03 | A | |

CSF #3: Family Involvement & Participation

| Seq # | Action Step | Primary (Who?) | Secondary (Who Else?) | Bd Comm/ Staff Position | Due Date | P | ✓ |
|-------------|---|----------------|---|-------------------------|----------|---|---|
| 3.01 | <i>Federation of Families: Ensure that Federation of Families is a free-standing, grassroots family organization.</i> | | | | | | |
| 3.01.01 | Define collaborative efforts between state and local Federation of Families chapters and report to Board on monthly basis. | Bryan, S. | Katana, P. | | 4/24/03 | B | |
| 3.01.02 | Identify resources related to sustainability that are available through the Technical Assistance Partnership prior to end of grant. | Bryan, S. | Katana, P. | | 4/24/03 | | |
| 3.01.03 | Seek foundation and grant dollars to sustain Federation of Families financially over the long term and report to Board on monthly basis. | Bryan, S. | Copia Consulting | | 6/1/03 | B | |
| 3.01.04 | Develop a contract with The Children's Partnership and other Independent Agencies that will contribute to financial sustainability of Federation of Families. | Bryan, S. | Copia Consulting | | 6/1/03 | | |
| 3.01.05 | Investigate Medicaid eligibility reimbursement opportunities for Federation of Families and report findings to Board. | Bryan, S. | Sheldon, S., Conlin, L.-TA Washington | | 7/1/03 | | |
| 3.01.06 | Develop five new community partners that will participate with Federation of Families towards sustainability. | Bryan, S. | Garza, V. & Copia Consulting | | 9/1/03 | | |
| 3.02 | <i>Family Training & Preparatio: Provide formal training re: System of Care development to Board/Agency staff, children and families.</i> | | | | | | |

CSF #3: Family Involvement & Participation

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| 3.02.01 | Develop formal orientation for children and families and others to be provided at intake with TCP. | Bryan, S. | Garza, V. & Hansen, R. | | 4/24/03 | | |
| 3.02.02 | Develop training and orientation materials specific to Board and Agency staff regarding the role of Families within the System of Care. | Garza, V. | Sheldon, S. | | 6/1/03 | | |
| 3.02.03 | Identify staff responsible for coordination and development of family and staff training re: System of Care. | Bryan, S. | Lockhart, A. | | 7/1/03 | | |
| 3.02.04 | Implement family and staff training and report activities monthly to Board. | Bryan, S. | | | 7/15/03 | B | |
| 3.03 | <i>Family Voice: Ensure Family voice and choice in the System of Care.</i> | | | | | | |
| 3.03.01 | Identify 'Family' speakers to be included in Speaker's Bureau (refer to 5.04) | Bryan, S. | Higgins, F., Garza, V., Sheldon, S. | | 5/15/03 | | |
| 3.03.02 | Formalize Peer Mentoring system for families | Garza, V. | Lockhart, A. | | 6/1/03 | | |
| 3.03.03 | Design and utilize Family Satisfaction Surveys to improve quality of service delivery; report results to Board on quarterly basis. | Katana, P. | Bryan, S. | | 6/15/03 | Q | |
| 3.03.04 | Research ability of Federation of Families to include broader scope of children and families (in addition to SED) | Sheldon, S. | Garza, V. | | 10/15/03 | | |

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| 3.03.05 | Begin outreach to additional children and families (beyond SED population), if approved and appropriate. | Bryan, S. | King, M., CPS rep. | | 11/15/03 | | |

CSF #4: Training & Quality Assurance

| Seq # | Action Step | Primary (Who?) | Secondary (Who Else?) | Bd Comm/ Staff Position | Due Date | P | ✓ |
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| 4.01 | <i>Training Institute: Develop an organizational structure that assures the delivery of comprehensive, audience-specific, developmentally targeted, culturally competent, innovative, standardized and state-of-the art best practices.</i> | | | | | | |
| 4.01.01 | Collect existing System of Care training materials in TCP. | Bryan, S. | Katana, P. | | 4/15/03 | | |
| 4.01.02 | Collect existing System of Care resources and training materials; define the training structures in partner agencies. | Sheldon, S. | LaPointe, S. | | 4/15/03 | | |
| 4.01.03 | Define additional training resources available in the community (possible new partners) that will supplement System of Care training. | Katana, P. | Princess will select | | 4/15/03 | | |
| 4.01.04 | Inventory training needs of partners –agencies & families, providers, local community partners and other communities. | Sheldon, S. | Atkins, L. | | 5/1/03 | | |
| 4.01.05 | Explore options for Training Institute “structure”, i.e. physical site versus a virtual institute. | Katana, P. | Training/QA Coordinator | | 5/1/03 | | |
| 4.01.06 | Compile and document all System of Care training resources and offerings collected and present to Training Committee. | Sheldon, S. | Atkins, L. | | 5/15/03 | | |
| 4.01.07 | Identify all Training Institute components, (in addition to curricula), i.e. materials, staff, etc. | Katana, P. | Training/QA Coordinator | | 6/1/03 | | |
| 4.01.08 | Identify all possible audiences for System of Care training and their respective levels of need | Katana, P. | Training/QA Coordinator | | 6/1/03 | | |

CSF #4: Training & Quality Assurance

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| | for training. | | | | | | |
| 4.01.09 | Identify who will provide the training and certify training curricula is complete. | Katana, P. | Training/QA Coordinator | | 6/1/03 | | |
| 4.01.10 | <p>Create/tailor training curricula to meet needs of core audiences (relative to respective functions) including continuing education for trainers.</p> <ul style="list-style-type: none"> • Ensure that all levels of Training Institute priorities are family-driven and always include cultural responsiveness. • Ensure there is “coaching” available to individuals as well as group seminars/ sessions. | Katana, P. | Training/QA Coordinator | | 8/1/03 | | |
| 4.01.11 | Develop a budget for operating the Training Institute. | Training/QA Coordinator | Katana, P. | | 8/1/03 | | |
| 4.01.12 | Based on institute design, identify revenue sources and payment structure for the Training Institute. | Training/QA Coordinator | Katana, P. | | 9/1/03 | | |
| 4.01.13 | Develop and implement evaluation process for all training. | Training/QA Coordinator | Katana, P. | | 9/1/03 | | |
| 4.01.14 | Develop a coordinated structure (governance) for Training Institute that includes a mechanism/process for bringing feedback from QA process on training needs. | Training/QA Coordinator | Katana, P. | | 9/1/03 | | |

CSF #4: Training & Quality Assurance

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| 4.01.15 | Develop options for additional training methods, i.e. video conferencing, CD-based training, internet training, etc. and define costs associated with each. | Training/QA Coordinator | Katana, P. | | 11/15/03 | | |
| 4.01.16 | Identify all additional opportunities to market the Training Institute statewide and to generate additional revenue. Report to Board quarterly. | Training/QA Coordinator | Katana, P. | | 11/15/03 | Q | |
| 4.02 | <i>Quality Assurance/Management: Ensure services meet established standards of quality.</i> | | | | | | |
| 4.02.01 | Identify all partners and develop committee for quality assurance and management. | Katana, P. | Penny-Chapman, G. | | 5/15/03 | | |
| 4.02.02 | Identify existing standards of quality within each community partner. | Penny-Chapman, G. | LaPointe, S. | | 8/1/03 | | |
| 4.02.03 | Evaluate each partner's process for quality assurance. | Penny-Chapman, G. | LaPointe, S. | | 8/15/03 | | |
| 4.02.04 | Establish best practice model standards that reflect the Children's Partnership structure. | Atkins, L. | Garza, V. | | 9/1/03 | | |
| 4.02.05 | Assess and recommend potential QA structure for System of Care. | Atkins, L. | | | 9/15/03 | | |
| 4.02.06 | Determine monitoring process, including oversight within each agency and QA person or entity. | Atkins, L. | | | 10/1/03 | | |
| 4.03 | <i>Staffing: Determine staffing and qualifications needed to carry out functions of Quality Assurance, Training and Evaluation</i> | | | | | | |

CSF #4: Training & Quality Assurance

| Seq # | Action Step | Primary (Who?) | Secondary (Who Else?) | Bd Comm/ Staff Position | Due Date | P | ✓ |
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| 4.03.01 | Training Institute Staffing: Assess staffing needs to effectively support the TI structure. | Katana, P. | TA Coordinator and Mgt. Team | | 9/1/03 | | |
| 4.03.02 | Training Institute Staffing: Assess/ inventory existing staff resources, i.e. partner agency & family expertise/training staff, etc. | Atkins, L. | System of Care Team | | 9/1/03 | | |
| 4.03.03 | Training Institute Staffing: Identify qualifications of staff (experience, knowledge base, etc. needed and continuing education expectations.) | Atkins, L. | System of Care Team | | 9/1/03 | | |
| 4.03.04 | Training Institute Staffing: Identify options to fund/support staff needed. | Atkins, L. | System of Care Team | | 10/1/03 | | |
| 4.03.05 | Training Institute Staffing: Fill staff positions (with additional staff or using existing partner resources) and/or develop timeline to hire staff. | Katana, P. | Atkins, L., System of Care Team | | 10/15/03 | | |
| 4.03.06 | Quality Assurance Staffing: Assess staffing needs to effectively support the QA structure. | Atkins, L. | Garza, V. | | 9/1/03 | | |
| 4.03.07 | Quality Assurance Staffing: Assess/ inventory existing staff resources, i.e. partner agency & family expertise. | Atkins, L. | Garza, V. | | 9/1/03 | | |
| 4.03.08 | Quality Assurance Staffing: Identify qualifications of staff (experience, knowledge base, | Atkins, L. | Garza, V. | | 9/1/03 | | |

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| | etc. needed and continuing education expectations.) | | | | | | |
| 4.03.09 | Quality Assurance Staffing: Review options to fund/support staff needed. | Atkins, L. | System of Care Team | | 10/1/03 | | |
| 4.03.10 | Quality Assurance Staffing: Fill staff positions (with additional staff or using existing partner resources) and/or develop timeline to hire staff. | Atkins, L. | System of Care Team | | 10/15/03 | | |
| 4.03.11 | Evaluation Staffing: Assess staffing needs to effectively support the QA structure. | Casey, K. | Spill, S. | | 9/1/03 | | |
| 4.03.12 | Evaluation Staffing: Assess/ inventory existing staff resources, i.e. partner agency & family expertise. | Casey, K. | Spill, S. | | 9/1/03 | | |
| 4.03.13 | Evaluation Staffing: Identify qualifications of staff (experience, knowledge base, etc. needed and continuing education expectations.) | Casey, K. | Spill, S. | | 9/1/03 | | |
| 4.03.14 | Evaluation Staffing: Review options to fund/support staff needed. | Casey, K. | Spill, S. | | 10/1/03 | | |
| 4.03.15 | Evaluation Staffing: Fill staff positions (with additional staff or using existing partner resources) and/or develop timeline to hire staff. | Casey, K. | Spill, S. | | 10/15/03 | | |

CSF #5: Stakeholder Awareness

| Seq # | Action Step | Primary (Who?) | Secondary (Who Else?) | Bd Comm/ Staff Position | Due Date | P | ✓ |
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| 5.01 | <i>Stakeholder Identification: identify target audiences and needs</i> | | | | | | |
| 5.01.01 | Brainstorm target audiences, expanding the list broadly beyond 'typical' audiences, i.e., agencies | Katana, P. | | ED | 1/15/03 | | ✓ |
| 5.01.02 | Prioritize target audiences in terms of importance to TCP and its future funding and support | Katana, P. | | ED | 4/15/03 | | |
| 5.01.03 | Identify needs of target audiences and match benefits of TCP to each audience | Katana, P. | | ED | 5/1/03 | | |
| 5.02 | <i>Awareness Campaign Materials: Define and develop materials appropriate for each target audience</i> | | | | | | |
| 5.02.01 | Brainstorm all types of materials (PR/advertising) | Buie, J. | Katana, P. | TateAustin | 11/15/02 | A | ✓ |
| 5.02.02 | Develop cost estimates of materials and decide which pieces are appropriate | Buie, J. | Katana, P. | TateAustin | 11/15/02 | A | ✓ |
| 5.02.03 | Using prioritized list of stakeholders as a guide, produce materials | Buie, J. | Katana, P. | TateAustin | 11/15/02 | A | ✓ |
| 5.02.04 | Define, by audience, the most appropriate and useful materials | Katana, P. | | ED | 4/1/03 | A | |
| 5.02.05 | Define most appropriate messenger or communication vehicle to use by audience | Katana, P. | | ED | 4/15/03 | A | |
| 5.02.06 | Train messengers, i.e., speakers (see 5.03 and 5.04) | Katana, P. | | ED | 5/15/03 | | |
| 5.02.07 | Begin distribution of materials and report activities monthly | Katana, P. | | ED | 6/1/03 | B | |

CSF #5: Stakeholder Awareness

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| 5.03 | <i>Message Development: define key messages and the System of Care benefits for each stakeholder audience.</i> | | | | | | |
| 5.03.01 | Refine messages for each stakeholder audience and include cost-effectiveness, etc. | Katana, P. | | ED | 6/1/03 | | |
| 5.03.02 | Produce 'cheat' sheets for speakers, Board members and other messengers | Katana, P. | | ED | 6/15/03 | | |
| 5.04 | <i>Speaker's Bureau: identify key speakers by audience, define speaking opportunities and monitor progress.</i> | | | | | | |
| 5.04.01 | Identify speakers and speaker groups who would be willing to speak at functions on behalf of TCP; need 'system' speakers, family speakers, etc. | Katana, P. | | ED | 6/15/03 | A | |
| 5.04.02 | Develop speaking materials and process for speakers, i.e., messages, the 'ask'. <ul style="list-style-type: none">Consider using a 3-prong approach to meetings: system professional, leader of parent organization and parent, when appropriate | Katana, P. | | ED | 7/1/03 | A | |
| 5.04.03 | Define speaking opportunities appropriate for TCP message; prioritize by importance to TCP future funding | Katana, P. | | ED | 7/1/03 | A | |
| 5.04.04 | Train speakers and messengers | Katana, P. | | ED | 7/15/03 | A | |
| 5.04.05 | Contact appropriate groups to schedule speeches and schedule speaker | Katana, P. | | ED | 8/1/03 | M | |
| 5.04.06 | Report speaker activity on a | Katana, P. | | ED | 9/1/03 | B | |

CSF #5: Stakeholder Awareness

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| | monthly basis | | | | | | |
| 5.05 | <i>Public Relations/Public Awareness: spearhead stakeholder awareness, using appropriate media, strategies and tactics.</i> | | | | | | |
| 5.05.01 | Identify audiences (stakeholders) and their needs (refer to 5.01) | Katana, P. | | ED | 5/1/03 | A | |
| 5.05.02 | Produce awareness campaign materials (refer to 5.02) | Katana, P. | | ED | 5/1/03 | | |
| 5.05.03 | Define key messages by audiences (refer to 5.03) | Katana, P. | | ED | 6/1/03 | | |
| 5.05.04 | Define key community leaders for targeted message delivery | Katana, P. | | ED | 7/1/03 | | |
| 5.05.05 | Deliver key messages to key community leaders (5/month) and report monthly | Katana, P. | | ED | 7/1/03 | M | |
| 5.05.06 | Begin speaker activity and report on a monthly basis (Refer to 5.04) | Katana, P. | | ED | 9/1/03 | M | |
| 5.05.07 | Develop and maintain an e-mail list of key influencers; solicit names from Board | Katana, P. | | ED | 5/1/03 | | |
| 5.05.08 | Create a monthly electronic 'update' for key influencers; should include positive evaluation data, success stories, community heroes recognition, staff accomplishments and partner contributions. Brainstorm other ideas with Bd members and/or staff. | Katana, P. | | ED | 6/1/03 | | |
| 5.05.09 | Send monthly e-mail updates to key influencers | Katana, P. | | ED | 7/1/03 | | |

CSF #5: Stakeholder Awareness

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| 5.05.10 | Distribute press releases to media for appropriate newsworthy and timely milestones. Report activity monthly. | Katana, P. | | ED | 8/1/03 | M | |
| 5.05.11 | Develop a quarterly newsletter, focusing on positive evaluation data, success stories, staff accomplishments and partner contributions to build perception of positive change and success. | Katana, P. | | ED | 1/1/04 | Q | |
| 5.06 | <i>Establish feedback process for information gathered during presentations</i> | | | | | | |
| 5.06.01 | Develop feedback form/survey for presentation participants | Katana, P. | | ED | 8/1/03 | | |
| 5.06.02 | Provide electronic and hardcopy originals to all speakers, explaining use of survey | Katana, P. | | ED | 8/15/03 | | |
| 5.06.03 | Collect data and monitor feedback, using as appropriate to modify presentations, provide additional information, etc. | Katana, P. | | ED | 9/15/03 | M | |
| 5.07 | <i>Recognize Community Heroes</i> | | | | | | |
| 5.07.01 | Brainstorm criteria for selection of 'community heroes', i.e., <ul style="list-style-type: none"> • \$'s provided to TCP or clients • Pro-bono services provided to TCP or clients • Family heroes who 'made a difference' | Katana, P. | | ED | 7/1/03 | | |

CSF #5: Stakeholder Awareness

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| 5.07.02 | Define 'keeper of the community heroes' data and recognition | Katana, P. | | ED | 8/1/03 | | |
| 5.07.03 | Begin community hero recognition for inclusion in electronic newsletter as well as press releases, as appropriate | Katana, P. | | ED | 9/1/03 | M | |
| 5.08 | <i>Define measurable advantages/disadvantages for stakeholders</i> | | | | | | |
| 5.08.01 | Define priorities of each stakeholder, i.e., what he/she/it needs and/or what the pain points are. | Katana, P. | | ED | 5/15/03 | | |
| 5.08.02 | Define measurable advantages for each stakeholder that will fill the needs or relieve pain points. | Katana, P. | | ED | 5/15/03 | | |
| 5.08.03 | Define any disadvantages associated with TCP for each stakeholder (we should always maintain awareness of what it will 'cost' the stakeholder) | Katana, P. | | ED | 5/15/03 | | |
| 5.08.04 | Incorporate advantages (benefits) into speaking materials (by stakeholder group or key influencer) | Katana, P. | | ED | 7/1/03 | | |

CSF #6: Board Composition & Development

| Seq # | Action Step | Primary (Who?) | Secondary (Who Else?) | Bd Comm/ Staff Position | Due Date | P | ✓ |
|-------------|---|----------------|-----------------------------|-------------------------|----------|---|---|
| 6.01 | <i>Skills and Talents: Define the skills and talents needed among Board members to effectively promote the mission and goals of TCP.</i> | | | | | | |
| 6.01.01 | Secure Board agreement on Board skills as currently defined and have Board perform self assessment. | Williams, S. | Salls, M. M. | | 3/17/03 | | |
| 6.01.02 | Determine skill/talent gaps on Board and reach consensus for recommendations. | Williams, S. | Salls, M. M. | | 3/17/03 | | |
| 6.01.03 | Target Board vacancies toward needed skill gaps. | Williams, S. | Salls, M. M. | | 3/17/03 | | |
| 6.01.04 | Actively recruit to fill current vacancies on Board. Report monthly until filled. | Williams, S. | Board Members | | 4/1/03 | M | |
| 6.02 | <i>Recruitment Method: Expand Board to enhance skills and talent.</i> | | | | | | |
| 6.02.01 | Develop method and procedures for recruiting highly effective Board members that possess the required skills and talents. | Williams, S. | | | 7/1/03 | | |
| 6.02.02 | Determine size of Board needed to increase skill pool. | Williams, S. | Salls, M. M. | | 7/15/03 | | |
| 6.02.03 | Advertise Board vacancies. | Williams, S. | Board Members | | 8/1/03 | | |
| 6.02.04 | Screen and submit names of potential Board members to Board Development Committee. | Williams, S. | Board Development Committee | | 9/1/03 | | |
| 6.02.05 | Review potential applicants. | Williams, S. | Board Members | | 10/1/03 | | |
| 6.02.06 | Make applicant recommendations to the Board. | Williams, S. | Salls, M. M. | | 11/1/03 | | |
| 6.02.07 | Vote/approve new Board members. | Williams, S. | Salls, M. M. | | 11/1/03 | | |

CSF #6: Board Composition & Development

| Seq # | Action Step | Primary (Who?) | Secondary (Who Else?) | Bd Comm/ Staff Position | Due Date | P | ✓ |
|-------------|--|----------------|----------------------------------|-------------------------|----------|---|---|
| 6.02.08 | Conduct orientation of new Board Members | Williams, S. | Salls, M. M. | | 12/1/03 | | |
| 6.03 | <i>Board Development & Training Curriculum: Define and develop curriculum designed to promote desired skills and talents among Board members, and further their abilities to assist TCP in its mission.</i> | | | | | | |
| 6.03.01 | Organize and manage a mentoring program. | Salls, M. M. | Higgins, F. | | 4/24/03 | | |
| 6.03.02 | Develop a Board members manual that includes orientation and on-going training materials. | Katana, P. | Salls, M. M. | | 8/1/03 | | |
| 6.03.03 | Develop and maintain on-going trainings and support for Board members individually and as a group; report quarterly. | Katana, P. | Higgins, F. | | 8/1/03 | Q | |
| 6.04 | <i>Board Structure: Define the structure of the Board of Directors, inclusive of committees and policies and procedures governing election of Board members, term limits and removal of Board members..</i> | | | | | | |
| 6.04.01 | Adopt a Board resolution for TCP to continue being a governing Board. | Dumas, D. | | | 3/17/03 | | |
| 6.04.02 | Define advantages and disadvantages of term limits; present to Board for vote. | Dumas, D. | Salls, M. M. | | 4/24/03 | | |
| 6.04.03 | Create a policy for removing Board Members; present to Board for vote. | Dumas, D. | Salls, M. M. | | 4/24/03 | | |
| 6.04.04 | Define a set of basic qualifications and legal criteria for becoming a Board Member; present to Board for vote. | Williams, S. | Dumas, D. | | 4/24/03 | | |
| 6.04.05 | Recommend refined committee breakdowns after the sustainability plan is adopted; | Katana, P. | Williams, S., Board Committee | | 5/15/03 | | |

CSF #6: Board Composition & Development

| Seq # | Action Step | Primary (Who?) | Secondary (Who Else?) | Bd Comm/ Staff Position | Due Date | P | ✓ |
|-------|----------------------------|-------------------|--------------------------|----------------------------|----------|---|---|
| | present to Board for vote. | | | | | | |