Agenda Item Number:

ORANGE COUNTY BOARD OF HEALTH
AGENDA ITEM SUMMARY

Meeting Date: February 24, 2016

Agenda Item Subject: Project updates for the Family Success Alliance

Attachment(s): 2015 Gap Analysis Report

Staff or Board Member Reporting: Meredith McMonigle

Purpose: ____ Action
_X__Information only
____ Information with possible action

Summary Information:
Meredith McMonigle will provide updates on progress of the Family Success Alliance (FSA). FSA was created at the initiative of the Board of County Commissioners in June 2014 in response to a growing number of children and families living in poverty in Orange County. Drawing on evidenced-based models such as the Harlem Children's Zone and Promise Neighborhoods, FSA is working collectively with schools, community partners, faith-based groups, advocates and others to build a cradle to college and career pipeline of supports for children and families in two selected "zones"; one in the New Hope area south of Hillsborough and one in the downtown Chapel Hill/Carrboro area.

Now in its second year, FSA successfully piloted a k-readiness program that served 67 incoming kindergarteners and hired a zone navigator team to engage directly with families. Nine service provider partners are offering additional wrap around services including ESL and GED classes, school-based mental health services and early education programs. Meredith will highlight plans for 2016-2017 including expansion of out of school activities, increased enrolment in FSA and additional evaluation capacity to monitor project impact and outcomes.

Recommended Action: ___Approve
___Approve & forward to Board of Commissioners for action
___Approve & forward to _____
_X_Accept as information
___Revise & schedule for future action
___Other (detail):

FAMILY SUCCESS ALLIANCE

Building a Pipeline of Success

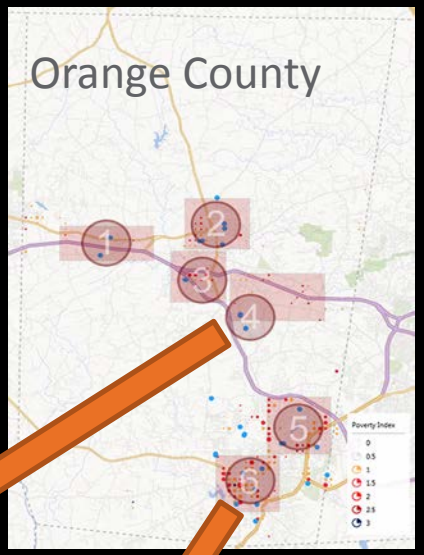
From Cradle to College and Career

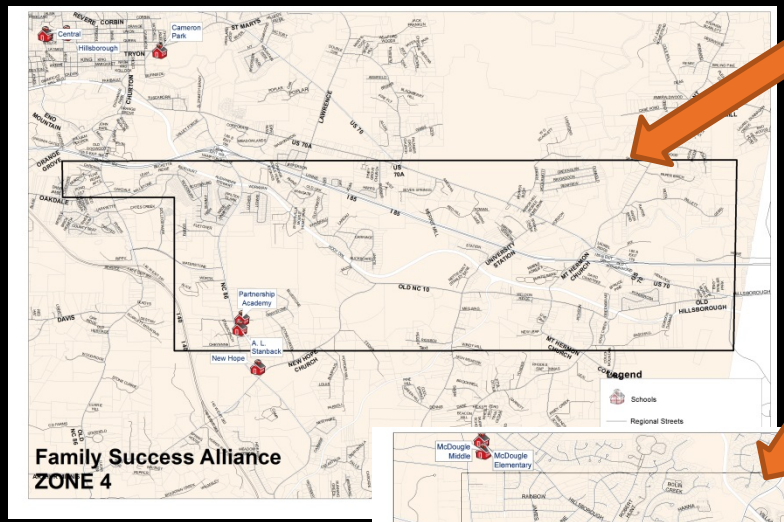
http://www.orangecountync.gov/departments/health/FSA.php

Speaker Name & Title

FAMILY SUCCESS ALLIANCE

Where we're working…





http://www.orangecountync.gov/departments/health/FSA.php

FAMILY SUCCESS ALLIANCE

The Pipeline to Success…

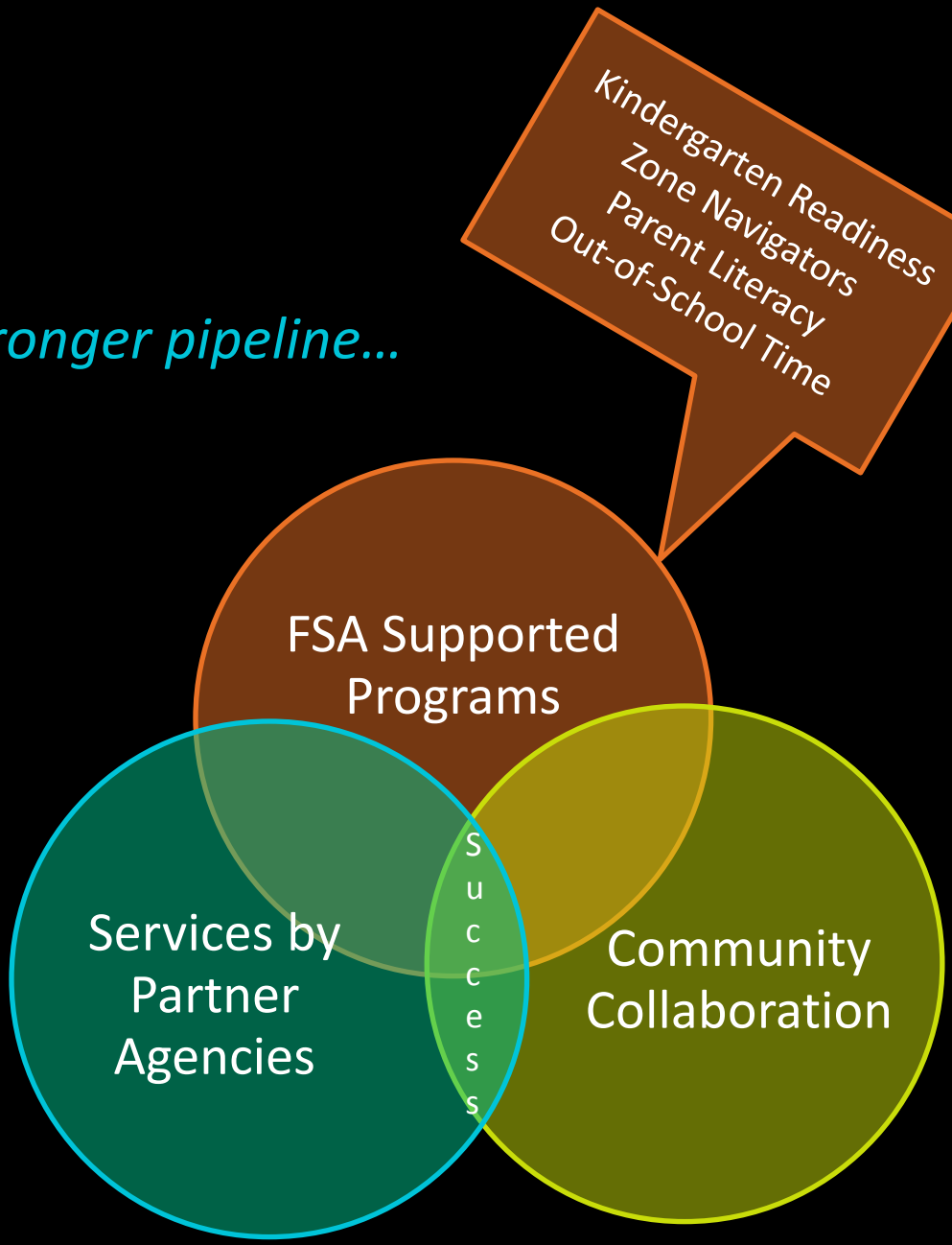
Cradle to Career/ College

- Children are healthy & prepared for school
- Children & youth are healthy & succeed in school
- Youth graduate from high school & college
- Families & neighborhoods support the healthy development of children

http://www.orangecountync.gov/departments/health/FSA.php

FAMILY SUCCESS ALLIANCE

A stronger pipeline…



http://www.orangecountync.gov/departments/health/FSA.php

FAMILY SUCCESS ALLIANCE

Our partners…

United Way Service Partners

- Boomerang
- Chapel Hill-Carrboro Public Schools Foundation
- Childcare Services Assoc.
- Compass Center
- El Futuro
- Girl Scouts
- Kidscope
- Orange Literacy
- Volunteers for Youth

Advisory Council

- Cardinal Innovations
- Chapel Hill/Carrboro City Schools
- Chapel Hill Training/ Outreach Project
- Compass Center
- El Futuro
- Empowerment, Inc.
- Interfaith Council
- OC Board of Commissioners
- OC Board of Health
- OC Dept. of Social Services
- OC Health Dept.
- OC Housing & Human Rights
- OC Literacy Council
- OC Partnership for Young Children
- OC Sheriff's Dept.
- Orange Congregations in Mission
- Orange County Schools
- Town of Carrboro
- Town of Chapel Hill
- Town of Hillsborough
- UNC Health Care
- United Way of the Greater Triangle
- Zone Representatives

http://www.orangecountync.gov/departments/health/FSA.php

2015 GAP ANALYSIS REPORT

ORANGE COUNTY NORTH CAROLINA

Strengthening the pipeline from cradle to college and career in Orange County, North Carolina

FAMILY SUCCESS ALLIANCE

Obstacles and Opportunity

In Orange County, we take pride in our community's rich history, natural beauty, and world-class education. We are a community where people choose to live and raise their families. If there is one thing families in Orange County have in common, it is the hope that they can pay their bills, put healthy food on the table, keep their children safe, and see them grow up to succeed in school and life.

Yet, in Orange County, we're seeing discouraging trends in our families' ability to realize their dreams. More children are living in poverty, more babies are being born too small, fewer low-income children have health insurance, and large differences in reading and writing achievement remain. This is especially true for African-American and Latino children and families. As the data and stories in this report show, Orange County is a community of great prosperity but even greater economic disparities, with over 4,600 children living in poverty in 2011. When significant inequality exists, and families struggle to make ends meet, it impacts our children now, and throughout their lives. Research has proven that adverse experiences in childhood affect the way children's brains form and will ultimately impact their future prosperity and health.

This matters not only for those children, but also their families, and the entire community if our goal is to continue as a vibrant, prosperous community that supports and provides opportunities for everyone.

more than 4,600
children
in poverty in 2011
in Orange County

FAMILY SUCCESS ALLIANCE

The Family Success Alliance (FSA) was formed in response to these trends, as a collaboration of leaders from local government, non-profits, schools, and the community who envision an Orange County where all children and families have the opportunity to succeed in school and in life.

Our work is based on national models such as the Harlem Children's Zone and the Promise Neighborhoods, the data presented in this report, and input from community members from each zone.

Photos courtesy Chapel Hill-Carrboro City Schools and Orange County Schools.

The Pipeline from Cradle to College and Career

FSA works towards four main goals for children and families along the path from cradle to college and career:

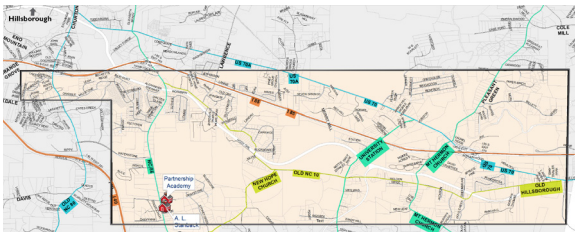
- Children are healthy and prepared for school,
- Children and youth are healthy and succeed in school,
- Youth graduate from high school and college,
- Families and neighborhoods support the healthy development of children.

Family Success Alliance began our work by selecting two pilot zones (see maps) to strengthen the pipeline of high-quality, connected support systems to aid children and families in the journey from cradle to college and career.

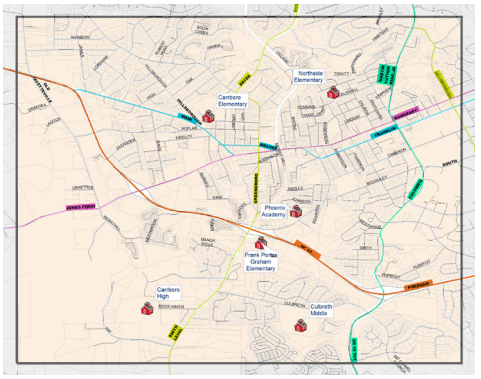
After the selection of FSA's two pilot zones, staff and community members set to work on a gap analysis of the state of the pipeline in both zones. This report is a summary of the key findings from interviews, focus groups, and community surveys conducted as part of this process. The voices of 62 youth, parents, and service providers are represented here, along with data from 131 community surveys. More detailed reports on each piece of the gap analysis will be made available on the FSA web page.

www.orangecountync.gov/departments/health/FSA.php

ZONE 4 Southern Hillsborough



ZONE 6 Chapel Hill and Carrboro



Throughout the report you'll find these symbols to describe the rating for each goal. They are a qualitative ranking of priority and need based on interviews, focus groups, and survey data. Zones voted on their priorities after seeing the qualitative and quantitative data. These final priorities are presented on page 11.

P Community Priority Rating

A Availability/Accessibility Rating

Green	Yellow	Red
Needs are met	*Needs partially met*	*Needs are not met*

GOAL 1:
Children are healthy and prepared for school.

Why does this matter?

Making sure children are healthy and well-prepared for school is more than packing their backpacks and lunches the first day of school. It means ensuring that children have strong, stable relationships with adult caregivers, receive recommended routine health check-ups, are screened to ensure physical and emotional development is on track, and have access to high-quality childcare and early childhood experiences.

ZONE 4

The most common issues in Zone 4 related to Goal 1 were affordable, quality childcare and school readiness.

Childcare

P

Community Priority Rating

Needs are not met

A

Availability/Accessibility Rating

Needs are not met

Community members and service providers indicated childcare is too expensive and there are too few licensed childcare providers in the zone. Of the 57 survey respondents from Zone 4, over half disagreed or strongly disagreed that, "This neighborhood has good resources for parents, like good childcare that is affordable." Quality, affordable childcare also received the second highest number of votes (23) from Zone 4 survey respondents about the top three programs that are missing for children in the zone.

Lack of childcare at programs or events was also discussed as a reason parents do not utilize existing resources because ***"...by the time [a parent] gets their child to preschool, and then travels an hour to a location on public transportation, they can't be there for the whole class because they have to spend another hour going back. So, there seems to be a lack of childcare that they could then extend their time, or to take part in some other offerings, whether it's ESL, or a parenting class."*** (Zone 4 Provider)

School readiness

P

Community Priority Rating

Needs are not met

A

Availability/Accessibility Rating

Needs partially met

Readiness was a high priority for Zone 4 community members. Parents expressed support for expanding pre-kindergarten (pre-k) enrollment in the zone, promoting early literacy in the home, and for parent education classes and developmental screenings. Teachers and service providers also discussed that they see children arriving at school with academic deficits and are then playing catch-up. There are existing, quality preschool programs in and around Zone 4, like NC Pre-K at New Hope Elementary and Orange County Head Start/Early Head start in Fairview, but many respondents discussed challenges to enrolling and staying enrolled, like not knowing about the resources, lack of reliable transportation, and childcare that is not full day or year-round.

[Childcare is] really the issue here. The families I work with, when a parent is working, the children are usually with a relative. They're not in an enriched environment. (Zone 6 Service Provider)

ZONE 6

The most talked about issues in Zone 6 related to Goal 1 were the need for affordable quality childcare and school readiness.

Childcare was the most frequently raised issue related to early childhood in Zone 6. Low-cost options like the Chapel Hill-Carrboro City Schools (CHCCS) Head Start were mentioned as great resources, but many people don't meet the income requirements and cannot pay for quality childcare. Of the 34 survey respondents from Zone 6, 62% disagreed or strongly disagreed that, "This neighborhood has good resources for parents, like good childcare that is affordable." Like Zone 4, quality, affordable childcare also received the second highest number of votes (15) from Zone 6 survey respondents about the top three programs that are missing for children in the zone.

"A shift we have seen is that many families are over income to qualify for Head Start. The poverty guidelines for Head Start are very low. I think because of where we live this is not realistic. So there might be a family of 6 making $35,000. They might be just above the guidelines, but they are barely making ends meet because of where they live. They can't afford it, but they don't qualify." (Zone 6 Provider)

Childcare

P

Community Priority Rating

Needs are not met

A

Availability/Accessibility Rating

Needs partially met

School readiness was a high priority for Zone 6 community members. At zone prioritization meetings, participants expressed the most support for expanding access to summer support programs for incoming kindergarteners, promoting early literacy in the home, and parent education classes. There are existing quality programs in and around Zone 6, but respondents discussed challenges similar to those mentioned for childcare. These include a need for transportation, knowledge of resources, childcare full day and year-round, and financial assistance.

"It would make a big difference for child success if there was more involvement for kids, something structured starting at an early age. When my children were preschoolers, it was hard to find activities for them." (Zone 6 Parent)

School readiness

P

Community Priority Rating

Needs are not met

A

Availability/Accessibility Rating

Needs partially met

GOAL 2:
Children and youth are healthy and succeed in school.

Why does this matter?

If a student is on track in reading when they are in the third grade, they are four times more likely to leave school with a diploma than students not proficient by third grade in reading. Moreover, proficiency in 8th grade math skills forms a foundation for success in high school and beyond. Reading and math scores for zone schools reveal disparities based on income and race/ethnicity. Factors that contribute to increasing academic skills include school attendance, out-of-school time learning, quality teaching, healthy food and physical activity, strong family and peer relationships, and school policies that create equity, like access to advanced programs.

ZONE 4

The most common issues in Zone 4 related to Goal 2 were Out-of-School Support, Communication, and Transportation.

Out-of-School Support

Community Priority Rating P
Needs are not met

Availability/Accessibility Rating A
Needs are not met

Overall, parents and youth spoke highly of the support, resources, and teaching provided by the schools in Zone 4. Still, respondents in Zone 4 suggested a need for more out-of-school support, such as consistent and high quality academic support, mentoring, afterschool and summer programs, and programs to help parents interact with their children and strengthen skills being learned during the school day. Teachers reinforced the need for this support, acknowledging that:

> ***"Something that's a struggle for [middle school students] is a lack of basic skills .... It's very common for us to see sixth, seventh, and eighth grade students reading at a first, second or third grade reading level. It's evident in every subject."*** (Zone 4 Provider)

Support for this kind of out-of-school support was also evident in survey responses, with respondents ranking mentoring opportunities, academic support and enrichment, and afterschool programs all as priorities and as missing from Zone 4.

Communication

Community Priority Rating P
Needs are not met

Availability/Accessibility Rating A
Needs partially met

School personnel and service providers discussed a need to improve communication with families. Respondents praised existing assets, like New Hope's ESL staff person, and requested increased efforts to promote cross-cultural understanding between school personnel and Hispanic/Latino families. Parents expressed that sometimes schools do not send notices in a timely manner to coordinate work schedules or send the information only in English.

Transportation

Community Priority Rating P
Needs are not met

Availability/Accessibility Rating A
Needs are not met

Parents and many other respondents said lack of transportation is a significant barrier to student participation in afterschool programs and out of school opportunities such as library programs and camps. Respondents described wanting their children to participate in programs, but being unable to because of lack of transportation to and from the program and programs ending earlier than they can pick up due to work schedules.

ZONE 6

The most talked about issues in Zone 6 related to Goal 2 were Out-of-School Support and Communication.

Respondents overwhelmingly expressed that Zone 6 has a strong school district with quality teachers and supportive adults. However, respondents said that "we do a good job of schooling but not supporting kids outside of school." Youth, parents, and service providers all pointed to adolescents' need for a place for constructive, safe activities outside of school.

> *"What we do have is a large number of really dedicated service providers providing small bits of service all over the county, but they're isolated. If a kid wants to go to tutoring and then hang out and play basketball afterwards, there's no space for them to do both of those things. If they have to choose between basketball and tutoring, they might choose basketball, and if we could have them do both, that would be great."* (Zone 6 Respondent)

Parents also discussed the need for academic support, like one-on-one tutoring, especially for reading.

Out-of-School Support

P Community Priority Rating
Needs are not met

A Availability/Accessibility Rating
Needs partially met

Respondents described that poor communication from schools to parents was a problem and that high schools in particular should do a better job engaging parents. Also, respondents remarked on the fact that non-academic supports provided through the schools decreased as youth got older.

> *"When [my] children were in elementary school, the school social workers were great. After that, there was a big gap, with no one to help."* (Zone 6 Parent)

Communication

P Community Priority Rating
Needs partially met

A Availability/Accessibility Rating
Needs partially met

GOAL 3:
Youth graduate from high school and college.

Why does this matter?

There is no single indicator that describes whether a young person has received an effective education. America's Promise Alliance describes nine essential components, including a positive and safe school climate, a culture of academic achievement, strong peer relationships, parent engagement, and adult guidance on higher education and careers as essential components. While having a high school diploma is no longer a guarantee of getting a well-paying job, it is a strong predictor of success later in life and a requirement for securing the necessary post-secondary training to compete in our high tech, creative economy.

ZONE 4

Interview and focus group participants in Zone 4 did not focus on issues pertaining to graduation from high school or college. However, "College and Career Preparation" was the top choice by survey respondents as both a priority program and a program that is missing in Zone 4.

ZONE 6

The most talked about issue in Zone 6 related to Goal 3 was College/Career Preparation.

College/Career Preparation

Community Priority Rating **P**
Needs are not met

Availability/Accessibility Rating **A**
Needs partially met

Respondents said that high school students would benefit from more guidance on how to be successful in school and prepare for college or a career. Suggestions included expanding the AVID program, providing assistance to students and their parents on how to apply to and pay for college, and helping youth obtain work experience and "real world" skills such as completing applications and managing money.

> *"Having someone guide the children...high school is a whole other world. If you don't have a parent who went to school here or who understands it... you need the support [for knowing] how to apply to college or sign up for the Princeton Review."* (Zone 6 Respondent)

A number of challenges to high school and college success were discussed by participants, including few chances for work experiences in high school and difficulty paying for college, especially for immigrant youth whose legal status means they cannot receive certain funding assistance.

> *"I think "Youth graduate from high school and college" is the worst [section of the pipeline]. There is a lot of attention put on [young people] to graduate but not what to do before that time...Without opportunities to work, they just sit around [playing video games]. This also affects how they view college, affecting even the purpose of going. Having more employment opportunities will fulfill some sort of self-worth and value. They can gain the independence to feel successful in college and the workplace."*

GOAL 4:
Families and neighborhoods support the healthy development of children.

Why does this matter?

Children living in poverty face more adversity such as exposure to violence, food insecurity, and higher rates of mental health issues. Poverty in and of itself is considered a "toxic" stressor. In an era of growing income inequality, a wealthy, prosperous place like Orange County cannot afford to leave behind so many of its residents. Social mobility requires opportunity, and opportunity requires that the whole community work together to realize the potential for all of our children.

ZONE 4

The most talked about issues in Zone 4 related to Goal 4 were Support for Families and Support for Latino Families.

Several respondents talked about the difficulties that low-income families and children confront including the inability to meet their basic needs, like having enough food to eat. Participants said that families struggle to pay their bills and do not have enough money to meet their children's basic needs. In addition to financial resources, respondents said that low-income parents face additional obstacles that hinder their ability to support their children such as limited transportation, stress, and exhaustion.

The main desires discussed for Zone 4 were related to increased access to resources, either through transportation to existing resources outside of the zone or increased resources like a community center in the zone. Parents described ideal additions to their community:

- At least one park and a pool
- Affordable arts, sports, exercise, dance classes
- Transportation for activities
- A resource like El Centro Hispano closer to Zone 4

Zone 4 responses continued on page 10.

Family Support

P **Community Priority Rating**
Needs are not met

A **Availability/Accessibility Rating**
Needs are not met

Goal 4:
Families and neighborhoods support the healthy development of children.

ZONE 4

The most talked about issues in Zone 4 related to Goal 4 were Support for Families and Support for Latino Families

Support for Latino Families

Community Priority Rating P
Needs are not met

Availability/Accessibility Rating A
Needs partially met

Participants recognized unique challenges faced by Latino families in Zone 4. They said that Spanish-speaking parents have a difficult time helping their children with their homework because of the language barrier. Another reported challenge was that parents sometimes rely on their children's English skills to meet their basic needs (e.g., translate a school or medical form). One respondent described that parents are working to better support their children academically by taking ESL classes.

In addition, participants described that state and federal immigration policies have a negative impact on families and children. Families who are undocumented do not have access to affordable health care, mental health services, adult education, and have limited job opportunities. It was reported that fear of deportation prevents parents from participating in school activities, for example, for fear of law enforcement checkpoints in Zone 4.

ZONE 6

The most talked about issues in Zone 6 related to Goal 4 were Basic Needs, Economic Disparities and the Achievement Gap, and Family Support

Basic Needs

Community Priority Rating P
Needs are not met

Availability/Accessibility Rating A
Needs are not met

Nearly every interviewee and focus group participant discussed the challenges that families in Zone 6, who live in or at risk for poverty, face in meeting their basic needs, including housing, transportation, financial stability, and access to medical and mental health services. Overwhelmingly, though, lack of affordable housing was cited as a problem in the zone that affects the wellbeing of children and families. Closer to downtown, development and high numbers of rentals by university students, ***"brings a sense of disconnection, because there are no long lasting, caring neighbors. Disconnection is damaging for kids. Young kids feel like they are living in this vacuum, nobody is aware of who they are or what they are doing."*** (Zone 6 Respondent). Several mothers from Carrboro described needing to move farther from downtown due to housing costs, which in turn makes transportation more challenging.

Parents and service providers outlined the ways that differences in income hinder children's academic success. One example is that schools make assignments that require computers and Internet, which not all children have access to at home. Many participants also called for more affordable afterschool options, summer enrichment, and community recreational activities for children and youth.

ZONE 6

Several participants felt that parents needed support and resources in the form of classes or mentors to help them increase their parenting skills and understanding of child development as it relates to academic success. For example, participants said that some parents do not understand the importance of reading to or engaging with (e.g., talking positively) their children. Respondents recommended more parenting classes (such as "The Incredible Years") at a variety of times during the day and expanding mentor programs for children and parents. Family and parent support are also important when language barriers prevent parents from helping their children with school work, and inhibit communication with school and community service providers. This can create difficulties between children and parents.

Family Support

P Community Priority Rating
Needs are not met

A Availability/Accessibility Rating
Needs are not met

Zone Priorities

The information discussed here was presented back to parents, service providers, and other community members at zone meetings in April 2015. Participants then completed a voting process to pick priorities to guide the Family Success Alliance to initial areas for action.

ZONE 4 Priorities

Transportation
Kindergarten Readiness
Childcare
Family Support

ZONE 6 Priorities

Housing
Family Support
Kindergarten Readiness
Childcare

Sparking Collective Action from Cradle to College and Career

As one participant in the gap analysis stated, "We dream big for our kids. We want them to have success in life, health, happiness, and safety, plus the ability and opportunity to live up to their full potential."

We know the stakes are high for our children and we're ready to respond. Community members, service providers, schools, elected leaders, parents—we all have a role to play in dramatically increasing academic success and health for families struggling to make ends meet in Orange County. Join us in this effort as we embark on year two of the Family Success Alliance.

www.facebook.com/fsaorangecounty

twitter.com/FSA_OC

www.orangecountync.gov/departments/health/FSA.php

Family Success Alliance Advisory Council:

Orange County Board of Commissioners; Orange County Health Department; Orange County Department of Social Services; Orange County Department of Housing and Human Rights; Orange County Office of the Sheriff; Town of Chapel Hill, Town of Hillsborough, Town of Carrboro; Chapel Hill-Carrboro City Schools; Orange County Schools; Orange County Head Start/ Early Head Start; Orange County Partnership for Young Children; Compass Center; Interfaith Council; El Futuro; Orange Congregations in Mission; Orange County Literacy Council; United Way of the Greater Triangle; Cardinal Innovations Healthcare Solutions – OPC; UNC Health Care; Empowerment, Inc.; Zone 4 and Zone 6 Community Representatives.

2015 GAP ANALYSIS REPORT

ORANGE COUNTY NORTH CAROLINA

Strengthening the pipeline from cradle to college and career in Orange County, North Carolina