



Meeting Notes
Family Success Alliance Council Meeting
Monday, December 11, 2017
Carrboro Century Center

In attendance:

Council: Dr. Rydell Harrison, Delores Bailey, Dr. Sharon Freeland, Nancy Coston, Jenn Weaver, Michele Woodson, Luke Smith, Sarah Vinas, Mark Marcoplos, Michael Steiner, Jackie Jenks, Charles Blackwood, Beatrice Parker, Annette Lafferty, Ric Bruton, Mia Burroughs.

Absent: Liska Lackey, Aviva Scully, Ric Bruton, Dorothy Cilenti, Sherrill Hampton, Alice Denson, Erik Guckian, Alesia Sanyika, Cordelia Heaney, Jenifer Della Valle.

Staff: Melvyn Blackwell, Antonia Cortes, Mariela Hernandez, Claudia Yerena, Allison Young, Kristin Prelipp, Erika Cervantes, Meredith McMonigle, Dominika Gazdzinska, April Oo, Angela Clapp.

Guests: Steve Hall

Welcome and Key Organizational Updates

Dr. Harrison began the meeting with a welcome. Council members introduced themselves to guests. He invited members to share agency highlights. Delores shared news about the GSK award.

Virtual tour of Communications developments

Kristin Prelipp, FSA Communications Manager, reviewed the new FSA website, pointing out where to find key items such as the Council directory, evaluation reports and success stories. She then asked the group to complete a short questionnaire about their role in FSA. These answers will be featured in our various social media channels and on the website. See attached document for a full catalog of responses. Kristin will capture this information at the next meeting for anyone not in attendance today.

Evaluation Re-Cap and Reflection

Allison presented data on academic GPRA measure and disaggregated look at 3rd grade reading. She noted the evident differences amongst Economically Disadvantaged (ED) students and Non-ED students, by race/ethnicity, college readiness, as well as amongst the two school districts. She explained the disparities between ED students and Non-ED students. She explained that all data tells the story that white students (regardless of economic status) perform the best and seem to be the most college ready. The majority of Black and Latino students in both districts are falling below proficient. FSA-enrolled students are not reflected in the data presented. Understanding existing disparities and trends now will assist with assessing the success of FSA in the future.

2018-2020 Strategic Planning Process

Meredith presented an overview of the Strategic Planning process and timeline including key components such as the foundational assessment, creation of the Parent Council and opportunities to gather input from a range of stakeholders. Members discussed reflective questions to inform the foundational assessment focused on vision vs. accomplishments and aspirations for the next three years. See separate document with a compilation of responses.

Council Business

Dr. Harrison thanked all that came to the meeting. He reminded Council members to complete their meeting evaluations, and then he adjourned.

| What do you love about FSA? What is working? Give multiple examples. | |
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| Navigators – makes sure we have programs the family needs | Summer Program |
| For example, with DSS – Navigators know the community | FSA brings many resources together to work on common goals to make our communities stronger, healthier and more successful. |
| I love our TEAM, Working is believing all our kids can strive to be the best | Increased presence in schools, love our TEAM |
| Parent navigators help parents with registration process | Working: progress slow but steady, navigators model, staying close to and sensitive to gaps, respectful/listening approach |
| I love... the community focus, diversity of people involved, and leadership of community members. | I love that FSA’s structure includes the parent navigators who are able to reach out and support families and make connections with the school system |
| Diversity | The spirit |
| More success on data and web | Multi-economic, racial, ethnic group working together |
| Work with community | Education about poverty |
| Support provided through summer in OC schools and connections made between schools and parents | Institutions, engagement, understanding of project |
| Support provided through summer in OC schools and connections made between schools and parents | Community and partner involvement. Ex)incredible years – bringing parents and communities together and giving them opportunity to learn |
| Allowing multiple stake holders for input (parents, government employees, non profit organizations) | Navigator program is a key, especially with new families that seem to be lost in the school system |
| Connection and communication (both directions) parent-navigator navigator-school school-parent | Support and expand, seeing that the program is really working and helping families |
| Evaluations and working on support around issues | Success stories are a major plus |

What do you dream of FSA becoming? Where should we be going?

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| Most at risk families get most resources | Everybody gets a chance to shine |
| People are aware of the social determinants and health | FSA should become the HUB of resources to enable families with whatever they require to achieve and be successful in their communities |
| Community leader for addressing poverty in the community | Develop a “product” that can be marketed to help reinforce our work, build economic base, brand |
| Dream-going? I would love to see FSA as Orange County’s one-stop shop for resources for all families | Orange County non profit funding allocation proves tied to FSA goals, increased participation in collective impact data work |
| All of the county | Include more non profits |
| School system more open to the navigator | Avid-like program run by FSA |
| More diversity | Closed down due to lack of funding |
| Expand, expand, expand. (resources challenge but expand!) | FSA to become a household name – everyone know what it is. |
| FSA to be seen and perceive as partnership (work both ways, for everybody). Respond to what people/families need. | FSA really closes the achievement gap, |
| Organizations need to connect together. (ex. Housing issues – housing dep & empowerment coming together for FSA families, or food- OCIM & IFC coming together) | Think: Economic development |
| FSA being an alley between schools and families | |

Think about your original vision of what FSA would be. What do you think is missing?

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|---|---|
| Originally hoped for more “holistic” approach to the families | We are possibly missing an identity, that is what we are, what we do, an what we offer, we need to have FSA identified with our brand |
| Collective impact data, shared fundraising, accountability to families being served | (missing) Career and job focus & addressing housing issues |
| Strong central leadership | Support system, more partner resources |
| (Original vision) Close achievement gap and end generational poverty | (missing) focus on HS outcomes, plan for scaling UP, navigators at the decision-making tables |
| (missing) more African-American, time frame for expanding to other zones? | Considering the barriers navigators have |
| Maybe broader, (not just pre-K, but age, areas (not just schools) | Begin to move to the whole Orange County, bring more resources to North Orange |
| More listening to the community and meet where all one | Giving “legs” – more awareness, more funding, more opportunities |
| What happens between Kindergarten and 3 rd grade? Parents are struggling when kids are in 2 nd grade because they can miss the “proficiency scores” and get let behind | Doing something instead of waiting for proficiency scores/data |
| Kids get lost in testing. Intervention should be provided to help kids who struggle the most in schools. | Ensure the whole family reads. READ READ READ |
| Help parents understand the “academic language” – maybe that is a barriers with kids learning. Ex) If a teacher says “define this words” instead of “what is that mean” the child and parent (especially bilingual) may struggle with the homework | |