

**FAMILY ACTION LEARNING TEAM MEETING NOTES
MOUNT ZION BAPTIST CHURCH OF GREENSBORO
MONDAY, MAY 16 – 5:30 to 7:30**

- **Participants:** Amber, Daniella, Gustavo, Jackie, Justin, Keayba, Luther, Melissa
- **Staff:** Rachael, Mary, Sharon

ACTIVITY/AGENDA ITEM	NOTES	NEXT STEPS
<ul style="list-style-type: none"> • Agenda Review, Introductions & Review of Roles 	<ul style="list-style-type: none"> • Exercise: Justin led the group through an inclusion exercise -- choosing a series of cards that best reflects your values when it comes to parenting and school readiness; continue to narrow down until you get to one card. <ul style="list-style-type: none"> ○ “I selected mine as I thought about all that was taught to me, especially during those early years. If you have a strong foundation, you’re going to be successful.” ○ “I was thinking about what my parents did not do and that I am striving to do for my children.” • Amber facilitated a conversation to reinforce the three roles that families play in the Family ALT: consultant, partner and change agent. Families were asked which role they were most comfortable playing. One parent said “change agent” and shared a story about how he didn’t like how his daughters were being treated differently from each other in preschool setting. He reported a big disconnect between what he wanted for his children and what the educator was doing, which is when he got involved in changing the way things worked in the classroom. 	<ul style="list-style-type: none"> • Amber: With another Family ALT member, design/deliver inclusion exercise at beginning of next meeting.
<ul style="list-style-type: none"> • Brief review of previous meeting <ul style="list-style-type: none"> ○ The Impact of their recommendations from previous meeting - ○ Questions and reactions 	<ul style="list-style-type: none"> • Great feedback about the Mobile Playdate by a family who attended; “Even though it was a wet day, the children didn’t want to leave.” (Learning: Next time, we’ll have a rain date and find a larger location.) • Parenting Education 100-Day Challenge Team used the feedback provided by the Family ALT about what topics are of biggest 	<ul style="list-style-type: none"> • <i>The next mobile play date will be on Saturday, July 9. Guilford Free Play Project is working with the City of Greensboro</i>

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	<p>concern to parents about their child’s development. This input was shared with parenting educators; we will check back in to determine impacts.</p>	<p><i>to finalize a location.</i></p>
<p>Parent Education Segment</p> <ul style="list-style-type: none"> • Vroom account • Families want to learn more about social-emotional skills (hands on skill-building) 	<ul style="list-style-type: none"> • Rachael demonstrated Vroom website and free phone app as a resource for parenting education and everyday brain building moments (“You already have what it takes!” video); some parents downloaded the free app right away. Website can be found at: JoinVroom.com; download the free app from the App Store. • Families served in partner role: Group decided that they would like to focus on how to build strong social-emotional skills with young children at the next meeting; guest speaker with hands-on activities. Group reports varying level of knowledge around this domain. 	<ul style="list-style-type: none"> • Ready/Ready staff: Identify a resource focused on social-emotional development who can come to next meeting and do some hands-on education with families.
<p>Families as Consultants:</p> <p>Developmental Screenings: Developmental screenings are tools that allow families, pediatricians and other service providers understand whether a child is on track developmentally -- with physical development, social-emotional development, and in other areas. They are typically given at well-child visits or through agencies/ organizations where services are provided. The intention is to connect families with services that will help children get and stay on track developmentally.</p> <p>1. At well-child visits, do you recall answering questions about your child’s development? (Could be</p>	<ul style="list-style-type: none"> • Consultants to the Developmental Screening 100-Day Challenge Team: • 7 families reported that they recall answering questions about their child’s development during well-child visits; one family said that they “somewhat remember” • 3 families say they took developmental screenings in pediatrician’s office; 2 said “school/Head Start”; one said in mentoring program • 5 said they were able to provide honest feedback about development; 1 said “to the best of my ability”; 1 said “no”; 1 said “somewhat” • Barriers to providing authentic feedback include: small delay sometimes if I call doctor’s office with developmental question; not enough time for details; doctor not open to questions; parents not sure about how to express needs and concerns; parent going through transitional housing at time • 6 said they were referred to other services by developmental screening resource; 1 said no; 1 said they were given information 	<ul style="list-style-type: none"> • Family ALT’s feedback was shared with the Developmental Screening 100-Day Challenge Team at their meeting. They used the feedback in making their recommendations: <ul style="list-style-type: none"> ○ Convene a larger team with a variety of expertise in this area to develop a systemic approach to developmental screenings. Family ALT feedback will be shared with this group as well. ○ Implement ASQ-3 and

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<p>in survey form or given verbally) Have you answered these questions in settings other than the pediatrician's office? If so, where?</p> <p>2. Sometimes it's difficult for families to assess their child's development for a variety of reasons. Were you able to provide honest feedback to your provider? Why or why not?</p> <p>3. Did the individual (service provider/pediatrician) refer you to any services as a result of taking the screening?</p> <p>4. What if anything did you do as a result of the information you were given? Were you able to connect with services?</p> <p>5. Some communities give parents access to these tools online to take at their convenience, then to get referred to needed services. Is that something you think would work in Guilford County? Why or why not?</p>	<ul style="list-style-type: none"> • Of those referred, all say they were connected to services; however, one said services didn't really meet needs of child; one said custody issue impeded getting connected to services • 5 said they would like access to online developmental screenings; 2 said not sure/maybe • Reasons: In person assessment is key; like getting same day results; concerns about how user-friendly it would be and how follow up would be conducted; concerns that it would be biased • One family gave a personal example of a teacher diagnosing her son with ADHD; pediatrician wanted to give medication and she said refused. She was sent to a therapist at the clinic— instead of medication, at a neighbor's recommendation, she put him in Tae Kwon Do classes. Group was vocally supportive of her decision and shared how important it is to have a peer network. • Comment related to the developmental screenings/ associated referrals: "Need to pay attention to the cultural context of families and need to build more cultural competency within Guilford County." 	<p><i>ASQ:SE system-wide in all pediatric medical homes.</i></p> <ul style="list-style-type: none"> ○ <i>Provide supports within pediatric medical homes to ensure screening tools are implemented to fidelity, i.e. health navigators who help families complete screening, understand results and track progress.</i> ○ <i>Collect ASQ-3 and ASQ:SE data on population level basis to identify community-wide trends and track progress.</i> ○ <i>Build families' knowledge about developmental milestones and screenings.</i>
<p>Planning for change & agenda building – Change Agents</p> <ul style="list-style-type: none"> • What to share on May 24 • Pros and cons of changing locations vs. setting regular locations 	<p>What to share on May 24:</p> <ul style="list-style-type: none"> • "Families are very hungry for information about our child's development and how to help them succeed. We're trying to learn and gather information for our own families, for co-workers, for neighbors to make some kind of change in the community. A lot of people think that nobody cares, that we're not paying attention, 	<ul style="list-style-type: none"> • Ready/Ready staff: Look for tangible ways to thank members of the Family Action Learning Team (ALT) for their time.

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<ul style="list-style-type: none"> • How can we spread information about available resources? • How will this group will interact/communicate online? 	<p>and that they can just throw bad policy at us. It's better for us as individuals to get involved. Families appreciate knowing that people are working on our behalf and we're trying to work on behalf of other families, too."</p> <ul style="list-style-type: none"> • "I want other organizations to know that they should think about working with family representatives like us in the community. We are engaged, we are passionate about helping children get ready for school, and there are families like us who want to be involved in shaping the system. We're committed to doing that through this group. Our time and expertise is valuable." <p>Location:</p> <ul style="list-style-type: none"> • Families are ok with changing locations of Family ALT meetings with enough notice. <p>Spreading word about resources:</p> <ul style="list-style-type: none"> • How to spread the word about topics of interest to parents of young children: <ul style="list-style-type: none"> ○ How might we do a TED TALK on early learning and development? ○ Look at current events in the community and tag onto those. <p>Communication:</p> <ul style="list-style-type: none"> • No additional thoughts about communicating online beyond ideas shared last meeting (Facebook) 	<ul style="list-style-type: none"> • Ready/Ready staff: Look at what types of events are already happening within Guilford County and have a table there to spread the work about kindergarten readiness. • Ready/Ready: Share Kate Gallagher's TED Talk on the GetReadyGuilford.org website; explore how we might promote a live TEDx Talk in the future about early learning. DONE
<p>Feedback</p> <ul style="list-style-type: none"> • Was this worth your time? • What do you want the next meeting to look like? 	<ul style="list-style-type: none"> • Most participants' interest increased (6); 2 participants maintained interest. • Most participants did not have questions; the questions submitted were about how to publicize future meetings, future locations, and how to combine efforts with community-focused and family-focused organizations in the community. • Participants gave a range of suggestions to improve future meetings: <ul style="list-style-type: none"> ○ Logistical considerations, like more convenient parking, and greater variety in refreshments 	

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	<ul style="list-style-type: none"> ○ Bring in/recruit more families with children to expand membership ○ Give more time for families to share personal experiences and engage in dialogue with each other; sharing opinions is important ○ Share more tips and resources for parents of prospective kindergarten students ○ Continue to bring in questions that other teams and organizations have for families ○ At the next meeting, share the results/answers from brainstorming sessions ● Participants felt positive about the meeting. They were excited to meet other passionate advocates and take initiative, and described the experience as: <ul style="list-style-type: none"> ○ Challenging and insightful ○ Eye-opening ○ Informative ○ Empowering ○ Enriching ○ Awesome ○ Refreshing 	