

FAMILY ACTION LEARNING TEAM

Meeting Minutes

Date: November 21, 2016

Meeting Participants: Jackie, Frances, Nia, Myrica, Amber
 Ready/Ready Staff: Rachael Burrello, Mary Herbenick
 Facilitator: LaMonica Mitchell

SYSTEMS CHANGE TARGET: Engage families as partners and change agents in the community	
A. Agenda Item: Presentation about physical health and development.	
<u>Summary of Discussion</u>	<u>Action Items</u>
<p>Vincent Wells from the NC Cooperative Extension talked with the Family ALT about Nutrition on the Go! He shared tips for busy families that will help ensure that they eat healthier while also sticking to a budget for food. Family ALT members had the opportunity to brainstorm ways to make healthy eating affordable, and to ask questions.</p> <p>Vincent’s presentation was shared with families and is also available on the family page at GetReadyGuilford.org.</p>	<p>FAMILIES - For more information about healthy practices, see the presentation shared in your notes.</p>
B. Agenda Item: Provide data about early literacy experiences in Guilford County.	
<u>Summary of Discussion</u>	<u>Action Items</u>
<p>Family ALT members participated in interviews about their experiences of early literacy in Guilford County. Team members answer questions about what helps them get children ready for kindergarten when it comes to language and literacy, what the challenges are, and what would be ideal as we build a more responsive early childhood system.</p> <p>Family ALT members were asked a series of questions based on their child’s age. All responses will be kept confidential and will be rolled up into themes, along with many other family interviews. Here are the questions for each age group:</p> <p>Families with Infants/Toddlers (Birth - Age 3):</p> <ol style="list-style-type: none"> 1. Tell me a little bit about how you most enjoy spending time with your baby or toddler. What are the kinds of activities you most enjoy together? How does your baby or toddler let you know what he/she likes to do best? How does he/she communicate that to you? 2. Have you received information about developing language and literacy skills with your child? If so, from who and what organization/agency did you receive this information? (Probe: What about your child’s doctor? What about child care/day care provider?) 3. How often do you (or someone in your household) read with your child? <ul style="list-style-type: none"> • What have you noticed about your children when he/she is being read to? What do you see your child doing? • How many days a week would you say you spend at least 20 minutes reading with your child? • What has helped you make time for reading? 4. Does your child receive child care/day care from someone outside of your home? Where? How often would you say he/she is read to during an average day while 	

at that location? What information do the teachers/child care providers share with you about reading?

5. What types of activities do you do with your baby or toddler to help him/her develop language and literacy skills, i.e. talk, sing, play?
 - What has helped you know what to do with your child?
 - What have you found gets in the way of being able to spend this time with your child?
 - Is your child participating in any other programs or activities in the community focused on language and literacy development?(i.e. story time at the library, Sunday school at church, etc.)
6. We know all parents want their children to be strong readers. We know becoming a strong reader takes help and support from families.
 - What kinds of community supports and services do you think would be most helpful for you, and the other families you know, to help your children be strong readers?
 - What do you think are the best ways for us to reach families with information about these supports and services?

Families with Younger Preschoolers (Age 3 - 4)

1. What do you think your child should be able to do before he/she starts kindergarten? Do you think your child is on track to be ready for kindergarten? Why or why not?
2. What is one thing you wish you had help with to make sure your child is ready for school?
3. What community activities do you participate in that you believe will help your child be ready for school?
4. On average, how many days a week would you say someone in your home reads with your child for at least 20 minutes? Have you ever found it challenging to read with/to your child at home? If so, what makes it challenging?
5. What have you found works in terms of encouraging and supporting your child to actively read with you? (In other words, what does your child like when the two of you are reading together? How do you encourage him/her to share a book with you? (Probe: Do you ask him/her about the pictures? Do you ask him/her to turn pages? Do you talk together about the story when you are done reading it?)
6. What kinds of information or assistance have you received about helping your child develop language and literacy skills? (Probe: Did your child's doctor share information? Did your child care/day care and/or preschool, or Head Start, if applicable, provide share information?)
 - If Yes - What has been the most helpful information you have received?
 - If No – What information or assistance would you like to have available to you to help you support your child's language and literacy development?
 - What do you think are the best ways for us to reach families with information and assistance with language and literacy development?

Families with Older Preschoolers (Age 5):

1. What do you think are the best ways to help your child be ready for kindergarten?
2. What do you notice about your child's interest in books as she/he gets older? What kinds of books does he/she most seem to enjoy?
3. What have you learned as a parent about how to read with your child, so its something you want to do together? What have you found that makes reading with your child the most fun for him/her and you?

<p>4. Have you ever found it challenging to read with/to your child at home on a daily basis? Why or why not? If yes, what has been helpful to you in dealing with the challenges?</p> <p>5. Have you ever received information on how to read with your child? If so, who provided this information to you and where were they from?</p> <p>6. What is the best way to help you become aware of literacy supports for your child and family in the community?</p>	
<p>C. Agenda Item: Preparing for the next meeting</p>	
<p style="text-align: center;"><u>Summary of Discussion</u></p> <p>Family ALT members would like to learn more about the kindergarten readiness domain of “Approaches to Play and Learning.” The other four domains are: Social & Emotional Development, Health & Physical Development, Language & Communication, and Cognitive Development.</p>	<p style="text-align: center;"><u>Action Items</u></p> <p>STAFF - Identify speaker for the next Family ALT meeting.</p>

Meetings will be the 3rd Monday of each month. Here’s the schedule for the remainder of the year:

- **Monday, December 19, 5:30 to 7:30 pm**

Location: TBD

EARLY CHILDHOOD SYSTEMS CHANGE PRIORITIES – GUILFORD COUNTY

1. Ensure all new parents are connected to critical early childhood information and community supports/services.
2. Connect more young children and their families to needed services by embedding coordinated developmental screening and referral processes into settings that provide services for families with young children.
3. Improve family access to needed programs through the creation of an effective referral and coordination network for young children and their families.
4. Leverage and expand early literacy resources/services to meet community need by determining and launching priority program and system changes.
5. Leverage and expand parenting resources/services to meet community need by determining and launching priority program and system changes.
6. Improve school readiness by addressing affordability and accessibility of high-quality child care in Guilford County.
7. Create seamless and easy transition experiences for children and their families by aligning Pre-K and kindergarten priorities, curriculum, and transition processes.
8. Ensure the local early childhood system is responsive to and respectful of family needs and voice.
9. Increase public demand for school readiness by implementing a public awareness campaign focused on building community buy-in about the importance of early learning and development (0-8).
10. Embed continuous improvement orientation within the local early childhood system.

OTHER WAYS TO GET INVOLVED

Ways to stay involved in Guilford County once your children reach kindergarten:

- Guilford Parent Academy (through Guilford County Schools) -- visit http://www.gcsnc.com/pages/gcsnc/Departments/Guilford_Parent_Academy
- School-based opportunities through PTA and other school focused activities, or to volunteer through GCS.

- The Say Yes Guilford Pre-K to Grade 5 Task Force has three sub-groups that focus on different parts of the Pre-K to Grade 5 pathway. Talk with Amber, Mary or Rachael to get connected.
 - Kindergarten readiness
 - Reading at grade level by the end of Grade 3
 - High stakes proficiency in ELA and Math by the end of Grade 5
- Ready/Ready Design Teams, to work on designing parts of the system around each of the 10 Key Priorities. These teams will not have age limits, and family voice will be critical to their success.