

**Family Enrichment Meeting  
May 23, 2007**

**Follow-up and Summary**

- 1. The initiative will be called Family Enrichment rather than Family Engagement.**
- 2. Two indicators that this team will use and recommend as OneAthens indicators are**
  - a. Every child reading on grade level by the end of third grade.**
  - b. Every adult with a job.**
- 3. Red, Jan, Phyllis, and Tim volunteered to serve on an ad hoc committee to meet with other transition teams to address common issues.**
- 4. We are going to seek feedback from the Latino community as it relates to this initiative.**
- 5. Some initial components of this Family Enrichment Component were discussed including:**

**For the indicator “Every child on grade level by third grade” the following elements were mentioned:**

- Quality Early Learning**
- Pre-natal care**
- Parenting and health services for parents and children from birth.**
- Fatherhood programs**
- Teen pregnancy prevention programs**
- Supplemental reading/tutoring programs**
- Faith-based programs**
- Informal education opportunities (i.e. storytelling at the library, Sunday School, Boys and Girls Clubs)**
- Mentoring**
- Enhancing home learning environment**
- Church involvement (Springfield Baptist)**
- Mental health support for parents and families**
- Individualized parenting skills**
- Peer support for parents**
- Parent’s Night Out**

**For the indicator “Every adult with a job” the following elements were mentioned:**

- Family Mentoring**
- Teen pregnancy prevention**
- No Wrong Door**
- Work Keys**
- Georgia Work Ready**
- GED, ESL**
- Computer Training**
- Employer driven job skills training**
- Adult Basic Literacy—adults with special learning needs**

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**Present: Red Petrovs, Mike Hackett, Melissa Kurtz, Angie Moon, Julie Meehan, Tim Johnson, Sonuel Devlin, Jan Stephens, Rachel McAfee, Phyllis Drayton, Katie McFarland, Clo Barnett, Jim Geiser**

Red opened the meeting by having everyone introduce themselves.

He then explained that the meetings are now being posted on the web and times and dates being sent to the media. He shared some ground rules that will be followed as the public becomes more involved. These include:

**Ground Rules**

- Our meetings are open to the public; everyone is welcome to attend.
- Only team members will be allowed to participate in the discussion during the meeting.
- Public comments and input will be welcome during the last 15 minutes of the meeting.
- No personal attacks. No personal agendas.
- Discussions must remain on the initiative being discussed.

He also mentioned that by June 4 he will need to present an initial “product” to the OneAthens Transition Team. Our ultimate product is our Family Enrichment Center. There may be interim products along the way. We need to define our product(s). Our finalized product(s) must be provided to the OneAthens Transition Team by June 18. By July 30 we will need to report back to the Steering Committee the progress we have made on our initiative. A large PPA community meeting is scheduled for August 27 to report back to the larger community progress on each initiative.

The next item of business involved definitions of terms. There has been confusion regarding several terms including Family Engagement, Family Literacy, and Family Resource Center because they are used in different contexts. Some of the terms that were defined included:

**Family Literacy**

- Services that are sufficient in terms of hours and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities
  - Interactive literacy activities
  - Parenting training
  - Adult literacy to lead to economic self-sufficiency
  - Age appropriate education to prepare children for success in school and life
- If you...
  - Develop a parent’s capacity to obtain gainful employment through Education (GED, ESOL, etc)
  - Develop a parent’s capacity to provide nurturing care, educational support, and guidance to their children through mentoring support, modeling, and education and
  - Provide quality Early Childhood Education to infants, toddlers, and pre-schoolers so children will begin school ready for success
- Children will
  - Read on grade level by grade three
  - Experience school success for the long term and graduate
  - Obtain gainful employment and
  - Replicate positive parenting skills employed by their parents...

Thereby, breaking the cycle of poverty.

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- **Family Resource Center**
  - Facilities in schools or community sites that are designed to offer services for parents, such as parenting education, literacy, employment assistance, immigration information, housing help, food, clothing, case management, health services, and early child care. Programs for teen parents are frequently located in these centers.
  
- **Family Engagement**
  - The participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring:
    - That parents play an integral role in assisting their child’s learning;
    - That parents are encouraged to be actively involved in their child’s education at school;
    - That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
    - The carrying out of other activities such as those described in section 1118 of the ESEA [Section 9101 (32), ESEA.]
  
- In Other words...
  - Family Engagement is the participation of parents and families in their child’s education from birth to adulthood
  - Our efforts to increase family engagement in CCSD focus on building the capacity of schools and staff to cultivate relationships with parents that enable them to better support their child’s learning.

It was agreed that the Initiative would no longer be called the Family Engagement Initiative. It would now be called the **Family Enrichment Initiative**.

Red then reported to the groups some of the major points that B.J. Walker shared with the group last week. He emphasized the importance of developing some dashboard indicators. Ms. Walker had shared three possible indicators that we could hang our hats on: 1. Every child on grade level by third grade. 1. Every adult with a job. 3. Every teen-ager with a summer job.

Red mentioned that Ms. Walker had talked about the Safe Families Program. He suggested that we find out more information on it.

The group agreed that they wanted to adopt two of Ms. Walker’s suggested indicators as our indicators. It was suggested that OneAthens adopt the indicators—and state

The Athens community is conquering poverty through community-wide collaboration to ensure that:

1. Every child is reading on grade level by the end of third grade.
2. Every adult has a job.

Some suggestions for other indicators involved community involvement and collaboration; as well as volunteer hours. There was not agreement as to whether these were causative or correlative.

On-time graduation rates were also mentioned as a possible indicator as well the suggestion that an indicator addressing the transition from childhood to adulthood. It was mentioned that the third grade reading level indicator also indicates likelihood of graduation.

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Clo shared some police data that indicated that there was definitely higher crime in the East area of town—the area included in our target area.

The group began to brainstorm the mission and purpose of our initiative which included questions seeking clarification. Some of the conversation included:

- Are young teen-age males part of our focus? Often they are not considered part of a family. What about single adults?
- The school may not be the ideal place to house this “community center”. Parents may feel uncomfortable coming to the school and having the school know their business.
- Perhaps we are not looking at a “one stop shop”—maybe more of a “no wrong door” approach. However the “no wrong door” model may be too big for us to handle.
- Perhaps develop an electronic component to the community center model so that when a person enters the data system of one agency, that person is then connected to all the partnering agencies. Perhaps expand the HMIS (homeless data base).
- Many parents/families are looking for Life Coaching/Tough Love.

Red asked for three volunteers to serve on a team to meet with representatives from several of the other initiatives (education, workforce, early childhood) that are addressing some common issues. Red, Jan, Phyllis, and Tim volunteered.

The group then began brainstorming elements of a Family Enrichment Center that would be needed to address the indicators mentioned above. For the indicator “Every child on grade level by third grade” the following elements were mentioned:

- Quality Early Learning
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- Computer Training
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It was also mentioned that we need to address the needs of the Latino families. It was suggested that at our next meeting we invite a Latino parent from the Fourth Street community as well as another outside expert who can share information that will help address the needs of the Latino population.

At the next meeting we will also discuss some possible themes that might help tie the initiative together. One suggestion was that this theme could be music.

The next meeting is scheduled for May 30 at 9:00 at DFCS.