

WCCUSD (FSCS) Community Leadership Team Meeting Agenda

Alvarado Adult School (Room 1)

5625 Sutter Avenue

Richmond, CA 94804

February 26, 2013

8:30-10:30 AM

- I. **Welcome/Introductions (10 min)** [See sign-in sheet -Tashaka]

- II. **Group Agreements (5 min)**
 - Respect each other's time
 - Make I statements – I hear, I feel, I want, I need
 - Keep an open mind
 - Keep communication flowing before and after meeting (agendas, notes, action items, next steps)
 - Step up and Step back (know when to share and when to allow others to share)
 - Stay on task/Stay on topic
 - Room set-up should allow face-to-face interactions instead of facing people's backs
 - Be positive and have fun
 - Cells on silent, take calls outside
 - Check agency agendas at the door

- III. **Group expectations/aspirations of this process – document on flip chart (15 min)**

Expectations

 - Check agency agendas at the door to work together for the common good
 - Develop a working plan to reduce health disparities among children in Richmond and across West County (increased scope)
 - Clarification that this is a District-led initiative to support students and families
 - Receive status updates on where initiative and pilot stand
 - Contribute to development of better ways of working together well
 - Every member have a clear sense of how to leverage their resources and participate
 - Common vision for where we want to go – shared responsibility and ownership of outcome
 - “All in this together”
 - Respect where we already are in the process to avoid duplication
 - Reduce disparities in health, safety, and education for the overall initiative goal – define “health” broadly to include multiple aspects
 - Do not forget needs of the school site and needs of staff as we create process
 - Develop relationships to support needs of the school-site
 - Align FSCS with Affordable Care Act to move forward together and align resources for the community
 - Transparency in what we do and how we communicate with parents and stakeholders about impacts
 - Explore relationships with community partners that aim to work within schools
 - Suspend doubt about past initiatives and use creativity to figure this process out
 - New ways to share and use info and data across system boundaries with no issues

MEETING NOTES

- Working with existing structures – School-based health centers
- One voice - take home messages from meetings should tell us and others what we are getting out of this
- Having a mission

Challenges

- People come at this with different points of view – one voice is a challenge
- How do we create a message that brings all initiatives together and increases awareness and understanding of the effort?
- Partnership must be intentional – understanding that our individual agency offerings may not be necessary to meet needs at all times
- Big system agencies will be challenged to think outside the box and repurpose resources in one new direction
- How this rolls out, how this is communicated with no dedicated funding without turf battles
- Clarification of whether there are existing models and opportunities for additional funding to support partnerships to blur lines and build local economy
- Community engagement and checking-in with constituents
- Keeping open flow of communication
- Discussion of equity and institutional racism – using common language as we move forward

Contribution

- Commit time to meetings
- Help clarify that FSCS is a strategy not just a model for service delivery
- Help WCCUSD with facilitation of process – Technical assistance and materials
- Goal to change city policy (councilmember perspectives)
- American Heart Association linkage (expanding 7th and 9th grade project focus)
- Bringing others as needed to link them as resources
- Making sure our agencies understand this work
- Optimism

IV. **Review objectives of group (30 min, including Q/A)** [See powerpoint slides - Tashaka]

Points for Consideration – Group feedback:

- We must emphasize impact on and benefits for pre-school population
- We must undergo a transition in thinking because although the RHEP project is Richmond-based, the FSCS initiative is broader: West County-focused
- We must incorporate alternative education settings into this effort (ie, Gompers and adult education)
- A family-centered approach will encourage adult engagement through parent classes
- Need clarification on the timeline for the community school strategy – Mr. Greer will make recommendation to the WCCUSD School Board regarding allocation of time, hiring pattern, and framework to fund a parent partner at Chavez and Peres Elementary Schools

V. **Agreement on strategic approaches of FSCS – small group exercise (30 min)**

MEETING NOTES

- *Approaches listed on slide*

What do you like?

- Equal partnership
- Equitable
- Inspiring
- Students, families, partners
- Engagement, parents model engagement
- Strategically cultivate in the right way
- Partnership to include parents and teachers – stress they are part of FSCS
- Holistic approach, understanding, recognizing multitude of issues to address comprehensively, avoid isolation
- Diverse needs – available to public, long hours, access is extended, after-school and beyond

What is missing?

- Important policy issues – how does FSCS inform and support policy?
- Coordinated communication plan that informs at every level – parents, students, and teachers
- Redefine WCCUSD role and how seen by the community
- Reinventing concepts of: Achievement, Partnership, Parent Engagement, College Readiness (ex. Lawrence Berkeley National Labs)
- Seeing historical successes – what happened, what did we learn?
- Safety! Importance of safety for true parent engagement, address trust/fear issues
- Safe environment – broader definition of safety – expressing views – creating true trust and relationship building – welcoming environment with student input on participating “with” their parents
- Parent and family involvement
- Diversity to include LGBT and 2 Spirit Communities
- People first – Not money!
- All-year/all-day programming includes summer
- Teachers! With partners involved, teaching can be first priority
- Diverse - linguistically and culturally competent in service delivery
- Equity – education, achievement gap, health disparities
- Play! Not just structured learning environments – also for parents
- Readiness for school also includes opportunities for socialization
- Learning is connected to play
- Creating and developing a cooperative spirit

What would you remove?

- Improved learning environments for ALL schools -- not just FSCS

VI. Next Steps (5 min)

- Synthesize notes and send to group by week of March 11
- Establish calendar
- Next proposed meeting: March ??