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Convergence at the School Level: Stories of Four Schools and Their Neighborhood Learning Networks

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The Jacksonville Next Generation Initiative supports local efforts to improve children’s academic achievement through a strategic, collaborative focus on two areas: strengthening the links among schools, families, and communities and improving the quality and availability of outside-the-classroom learning experiences. The initiative supports the existing Duval County Public Schools Title I Neighborhood Learning Networks established in collaboration with the Florida Institute of Education at the University of North Florida. Working with school-based Title I Family Involvement Centers, the Jacksonville Next Generation Initiative aims to increase collaboration among the schools and organizations serving children and families at both the district and neighborhood level.

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Introduction

The purpose of this brief is to describe the experience of four principals as they worked to promote meaningful family engagement through strengthening involvement with their neighborhoods. Their work was supported by both the Duval County Public Schools (DCPS) Title I Success by Design: PreK-Grade 3 Initiative and University of North Florida Jacksonville Next Generation Initiative (JNGI). These projects promote the literacy development of students in targeted Title I schools that were identified by the Duval County Public Schools in collaboration with the Florida Institute of Education at the University of North Florida.

The overarching aim of the DCPS Title I Success by Design project has been to develop, pilot, and disseminate strategies that result in improved achievement of PreK – Grade 3 children by increasing the quality of both inside- and outside-the-classroom learning experiences. The goals of this project include (1) providing instructional-focused professional development and support services to teachers and staff teaching in the primary grades; (2) promoting meaningful family engagement and strengthening external partners’ capacity to leverage multiple services and resources to support children’s learning by establishing neighborhood learning networks; and (3) strengthening the linkages and transitions between the school readiness and K-12 sectors and among PreK – Grade 3 teachers.

The main focus for the work of JNGI has been to support local efforts to improve children’s academic achievement through strategic collaboration to help strengthen the connections and links among schools, families, and the communities. This includes working with school-based Title I Family Involvement Centers (FICs) in the schools and establishing partnerships among the schools and organizations that serve children and families at both the district and neighborhood levels.

In this policy brief, we discuss the establishment of the partnerships and tell the story of how the four DPCS Title I anchor elementary schools enhanced relationships at the neighborhood level. The specific experiences and perceptions of principals describe their relationships between the schools and the neighborhoods, taking into account the work of the FICs. Through their stories, we have been able to identify successes, challenges, and possibilities across the neighborhoods.

Importance of Partnerships

The academic achievement and intellectual and emotional development of children require effective partnerships between the schools and other groups. A key group is, of course, parents and families. It has been widely documented that parental school involvement is a valuable component of students’ education as it contributes to their academic success (Jeynes, 2005). When schools and families work together to support learning, children are more likely to flourish and perform better academically. Thus, it is important for educators to implement more effective programs and strategies to better involve the parents and build partnerships with them (Epstein & Sheldon, 2006).

In addition to family support, learning that occurs outside-the-classroom has a powerful effect on children’s academic achievement. More specifically, after-school and summer learning are
essential in children’s development, educational achievement, and school success (Weiss, Little, Bouffard, Deschenes, & Malone, 2009). However, many economically disadvantaged families and children lack the means to provide ready access to such learning opportunities. A noteworthy finding supported that children from economically disadvantaged neighborhoods are less likely to have access to outside-the-school learning opportunities (Weiss et al., 2009). In essence, their lack of access to out-of-school learning can hinder their development and chances for academic success. This deficit can also however be addressed by collaboration among schools, families, and community stakeholders in these low socioeconomic neighborhoods (Epstein & Sheldon, 2006; McGrath, 2008). Partners working together can help provide all children with rich learning opportunities that are needed both inside- and outside-the-classroom.

Partnerships among schools, families, and community groups are also important. Much has been written about the value of partnerships. A major contribution to the design of the JNGI was an article McGrath (2008) wrote for the Knowledge Works Foundation, in which he referred to the process of separate efforts coming together as convergence. McGrath argued that this strategic approach helps to “promote alignment and coordination by forming interconnected bonds of trust, understanding and interdependent action among key stakeholders” (McGrath, 2008, p. 5). Complex problems can be addressed more effectively if the efforts of community and school agencies who all share the same goals are coordinated across the partnering units and organizations (Murray & Weissbourd, 2003; Sebring, Allensworth, Bryk, Easton, & Luppescu, 2006). Building on that concept, Kasten and Herrington (2011) refined McGrath’s (2008) definition, explaining that convergence is dependent more on “organizational commitments, habits of mind, and ways of work than on the scale of the efforts undertaken” (p. 6). They argued that there is a “powerful synergy created when organizations and units with similar goals routinely capitalize on mutual efforts and shared aims, share risks, and seek innovative ways to leverage their collective impact” (p. 6). Kasten and Herrington’s refined convergence model was used as a framework to inform the design of the JNGI model and to encourage and promote family involvement by building connections at the neighborhood and community levels.

**Implementing a Model for Convergence**

In order for convergence to successfully occur, networks of organizations must be formed, nurtured, and sustained (Kasten & Herrington, 2011). DCPS Title I Success by Design and JNGI convened partners at the community level, referred to as the **Community Roundtable**. The Community Roundtable is comprised of the parent organizations for many of the partners at the neighborhood and school level. For example, the Jacksonville Public Library director’s designee serves as a Community Roundtable member, and branch librarians are partners at the neighborhood and school level.

A **Neighborhood Learning Network (NLN)**, as defined in DCPS Title I Success by Design and JNGI, is a place (neighborhood) and a set of partnerships committed to working together to improve the learning and development outcomes for at-risk children by strengthening both inside-and outside-the-classroom learning, garnering family support, and increasing access to needed health and social services. An NLN is in part aspirational in that the intent is to build a
robust and sustainable network of supporting organizations for each Title I anchor elementary school. Key to the NLN is the convening of partners in the Neighborhood Roundtable. In these meetings convened by school principals, organizations can develop mutually reinforcing agendas to pursue a shared vision. When the partnership is working well, organizations can maximize resources by aligning and coordinating programs, using data to set priorities, and bringing promising initiatives to scale. In 2011-12, each NLN anchor elementary school established a Neighborhood Roundtable to strengthen links between the school and external partners. Meeting together, the roundtable participants developed a collaborative relationship by identifying ways in which they could support and work with each other.

In 2011-2012, anchor Title I elementary school principals combined meetings of the Neighborhood Roundtable with meetings of the School Advisory Council (SAC) to build upon the existing collaborative structure. Florida Statutes require that every school in the State of Florida have a SAC to support the school improvement process and increase student achievement. The SAC is typically comprised of people representing various segments of the community including parents, teachers, administrators, businesses, and other stakeholders. In 2011-2012 these combined meetings focused on neighborhood asset mapping as a strategy to build trust among all participants by identifying resources and services locally available to families to support their children’s healthy development and learning. FIE staff organized and expedited the work for this project to initiate the Neighborhood Roundtable.

Each NLN is anchored by a Title I school-based Family Involvement Center (FIC). FICs serve as learning hubs, nurturing and supporting neighborhood level partnerships that result in increased children’s success, empowered families, and stronger neighborhoods. The mission of the FIC is to support and engage families as knowledgeable advocates for their children’s learning – at home, in the neighborhood, and at school. The Family Liaison is a district staff member who manages the FIC and aims to provide a supporting environment that empowers families and promotes their engagement in children’s learning. The liaison links neighborhood resources to families and schools in ways that address the children’s developmental, health, and learning needs. The work of the liaison and the programs offered through the FICs are aligned with school-specific family involvement plans and help families become more engaged and knowledgeable advocates for their children’s learning at home, in the neighborhood, and at school. Each FIC hosts events that reinforce classroom learning and provides targeted and inclusive activities throughout the school year to enhance families’ involvement.

The JNGI model identifies the roles of various organizations in creating convergence to maximize resources and increase impact on learning. In the model, a supporting organization assists the lead agency in moving toward convergence (Kasten & Herrington, 2011). A lead organization is a stable organization with long-term connections to the community, a stable funding source, and routine contact with children and families. In DCPS Title I Success by Design and JNGI, the lead organization is the school district, specifically the Title I and Academic Services units within the school district and participating schools. The supporting organization provides intellectual capital and coaching to support convergence. In the DCPS Title I Success by Design and JNGI model, FIE serves as a supporting organization for the four
NLNs to help initiate short-term actions as well as provide long-term support in establishing networks of learning within the respective neighborhoods. According to the model, the roles of the lead and supporting organizations shift over time. FIE facilitators assumed more responsibility for efforts toward convergence in the early stages of the project as they worked with school principals, family liaisons, and DCPS district staff members to initiate the FICs and partner meetings. The model anticipates that the lead organization will assume more responsibility in the later stages (Kasten & Herrington, 2011). As the stories below illustrate, FIE facilitators assumed much of the responsibility for the initial meetings with the Neighborhood Roundtable partners.

**Stories of Early Development from the Four NLNs**

In 2011-12, the four NLNs anchored by their respective elementary schools included Arlington (Woodland Acres Elementary School); Ribault (Sallye B. Mathis Elementary School); Southside (Spring Park Elementary School); and Sweetwater (Hyde Grove Elementary School).

In the following section, the principals of the anchor elementary schools describe their schools and relationships with the neighborhoods. The principals also share their views and experiences in identifying and using neighborhood resources to support their schools and families and in broadening the SACs to include additional neighborhood partners.

**Principal: Nancy Carter  
School: Hyde Grove Elementary**

Hyde Grove Elementary School is a Title I, urban school with approximately 426 students. Eighty nine percent of the population is minority and 93% receive free or reduced price lunch. Over the past five years, our neighborhood has become very transient. One of our biggest challenges is that we have a high mobility rate. We have families that may be living with other family members or those who may have lost their homes. Here at Hyde Grove, we work really hard to make the school a place that is safe and enjoyable for our children. Our students know we love them, and they love to come to our school.

From our families to their children, we are well respected in the community. However, we struggle with having our families involved in our school activities. Our parents seem to care about their children and want the best for them, but they are more involved in non-instructional events. I think a lot of them work multiple jobs and don’t have the time to come to our school events. Although we try to make our school very unthreatening, it is possible that some of them feel intimidated.

Hyde Grove did not have a Family Liaison this past year, and I think it is essential that one is hired. Our parents have a variety of needs and are often unaware that we can help them in areas other than simply academics. Having a liaison will be of great value in that they can help support
and guide the parents to the services they need. They can be the link between the school and the parents as we collaboratively gain the trust and respect of our families. Moreover, they can provide trainings in the areas that are identified as high need, including parenting skills.

Despite the lack of a liaison, we have made an attempt to enhance family involvement at our school. Last year I began having monthly events. We started in September with an open house, then a fall festival in October, followed by a canned food drive in November. At Christmas, we donated toys and foods, as well as hosted a cookies, crafts, and sprinkles night which our parents really enjoyed. In the spring we held a reading night that was called Luau into Literacy. Scholastics and Everbank sponsored this event and provided lessons on the core concepts of reading. Attendance by families was high for this event.

Hyde Grove has partnered with several faith-based and nonprofit groups who have really helped support our school. Hyde Park Baptist and Evangel Temple have contributed their time and services in a few different ways. Hyde Park Baptist provided packed foods for our students for the weekends. Evangel Temple helped by adopting five families for Christmas and involved them in a myriad of events that helped them celebrate the joys of the holiday. Scholastic has been a great partner as they provide us with materials, incentives, and books at a discounted rate. We also have been involved in their Read and Rise program. This program actually helped connect us with Everbank. Working together at a smaller scale through various activities has helped us build connections and partnerships.

This year, we combined our SAC meetings with the Neighborhood Roundtable. This process worked really well for us. With FIE staff leading, our meetings were focused and organized into manageable sections. Expectations were clearly established; we met together for a shared purpose, which was to become more aware of and build connections with agencies in our neighborhood and the services they offer. Because our neighborhood is very small, we lack resources in our immediate areas. Having the support of our FIE staff was great as she facilitated our thinking and identified and invited individuals to participate in our meetings. She found agencies and people within the agencies, and she made contacts to encourage their attendance. Through our Neighborhood Roundtable meetings, it was great to see that people are willing to support us even if they are a little farther from our school. For example, through our meetings, I built a connection with a librarian who I may have otherwise not been connected with. She now sends me information on a regular basis, which I then pass along to my students.

Thinking ahead to next year, I would like to see more agencies and organizations join our Neighborhood Roundtable. Most importantly, because our elementary school feeds into the middle and high school, I think it would be of value to include some of our neighborhood schools in our conversations. Because so many of our students transfer back and forth between schools, we share many of the same kids. Additionally, I think incorporating the police department or juvenile justice department will help inform our children and their families regarding the high crime rate that exists in our neighborhood and ways in which they can avoid or cope with problems.
As a new principal of Woodland Acres Elementary School in the 2011-2012 school year, I was very proud of our A school. This year marked our first year of being a medical magnet. Woodland Acres Elementary School enrolled approximately 623 students, 77% of whom were minority. Ninety percent of the students received reduced price or free lunch.

The Woodland Acres neighborhood has a population that is very transient, which contributed to our high mobility rate for the students. Last year, we had a 44% mobility rate. Twenty-two percent of the students enrolled in the beginning of the year did not complete the school year with us. Although we started the school year with 620 students, we also ended with 620 students. On the front end of the school year, 22% of the students left us; however, toward the end of the school year, we gained another 22% of students. In addition to the high mobility rate, homelessness is an issue in our school. There are many children enrolled in our school without a permanent residence. Some are homeless, and some stay with relatives.

Woodland Acres can be described as a school with many young teachers. We are a professional development site through University of North Florida (UNF). Last year, we had 20 teachers who were within their first three years of teaching. This is of benefit to us as I can personally select graduating students from UNF that I can help mentor as they transfer into their teaching role at Woodland Acres. As category one teachers, many of our newly experienced teachers are contracted to stay within our school for at least three years. Although some leave due to resignation or relocation, many of them stay through their three-year contract.

Woodland Acres has been fortunate to have support from a few businesses and faith-based groups in the neighborhood. United Way Full Service Program, offered through Terry Parker High School, helps provide the necessities for our children who may lack a permanent and adequate residence. As a partner of our school, Mainstream America provides volunteers who do monthly tutoring for our children at the school. Volunteers also provide an opportunity for our students to partake in a field trip experience that allows them to learn about insurance using math as a concept. This program has been very enjoyable for our students. Costco is another organization that provides tutoring for our students, in addition to backpacks. One of our local churches donates undergarments for our students in case of in-school accidents.

One of my goals continues to be to help raise families’ awareness of the support that is available for them internally, through our school’s FIC. Although some parents do seek the support of the FIC, I believe we need to do a better job advertising to attract more families. Another idea I have is to begin holding meetings and offering programs at the four apartment complexes that feed into our school. This strategy would hopefully help those families who can’t come to the school for varying reasons such as lack of child care, transportation, or ability to take time off work. In order to reach our families, we need to be willing to be accommodating to their needs.
One of the challenges we experienced this past year with our FIC was the lack of consistency in family liaisons. This past year, we had three different family liaisons. The family liaison is usually in the building three days a week, for a total of 20 hours. The schedule fluctuated often based on trainings the liaison conducted for parents and trainings the liaison attended. Every time a new liaison is hired, there is a set back as it takes time for the new liaison to become acquainted with the school community. Once we have a consistent and full-time family liaison, I think the FIC could be of great value as more parents can utilize our services.

Enhancing families’ awareness of support offered through the neighborhood is another factor that I consider important. The Neighborhood Roundtable meetings that were held this past year were a great start to help us build connections with neighborhood agencies. FIE staff were very helpful in pulling together all these organizations to attend our meetings. Now, it is our turn to convince and show these organizations that we need them. It is important to really get the organizations involved with our school, the neighborhood, and the families. I aspire to get to a point where the agencies can see our dedication and need to build a connection with them so that together we can help our families and each other.

Principal: Pam Pierce
School: Spring Park Elementary

Spring Park Elementary School serves an important role in the Southside neighborhood. Most importantly, we serve as a haven for our children who willingly participate in a variety of activities offered by the school. Our goal has been to provide a safe and nurturing environment that meets essential needs for our students before we focus on their academic goals. We are unique in the sense that we are not considered to be located physically in an urban area. However, as a Title I school, with a 74% minority rate, we do have a reduced price and free lunch participation rate of 88%. Despite not getting assistance from after-school programs or TEAM UP, as a school, we work very hard to maintain our grade A status. This year we successfully completed our second year as an International Baccalaureate Primary Years Candidate magnet school and increased our enrollment to 390 students.

We put our children and their families first, and I think that shows. I think our parents feel very connected and comfortable with their children here. We have a lot of parents who I refer to as “Cadillac Strollers;” they walk their children to school, and stroll down the halls to meet and speak with the teachers. Their involvement is mostly dropping off and picking up their kids from school. However, they want the best for their students.

Spring Park Elementary School also benefits from the support we receive from the businesses and nonprofit groups in the neighborhood. San Marco Rotary serves as an excellent partner for
our school. We have been fortunate to benefit from their support as they helped us in many ways such as assisting with teacher appreciation, judging of our spelling bee, and providing dictionaries for our third-grade students. First Baptist Church of Jacksonville has also been able to help us through their Adult Sunday School as the members volunteer weekly at Spring Park. Girls Inc. provides free after-school care for the girls in our neighborhood. The program offered by Girls Inc. helps provide an environment that is safe for our female students when their parents are working. Englewood Family Resource Center, through United Way Full Service schools, has supported our guidance counselors in meeting a variety of needs for our children and their families. They offer medical and mental health resources that are invaluable for those who participate.

Here at Spring Park Elementary School, we try to increase parental involvement and build positive relationships through our FIC. The role of the family liaison at the FIC is to provide information and education to parents so they can best support their children at home. Our parents are welcome to access any of the resources we offer at the FIC, including the various workshops that are offered. Several activities have been offered through the FIC this past year that were received well by our families. One was our movie night, where we served dinner and showed a movie on our projector screen in the back of the school. We had over 200 children and families attend this event. Another event that our parents have enjoyed has been our family field trip to the Cummer Museum. To accommodate the parents, we utilized the museum’s free night and provided transportation for our parents.

Our monthly scheduled meetings with our neighborhood partners were also instrumental in making connections. Expanding the SAC meetings to include our neighborhood partners was a very positive experience. It was powerful to see the willingness of parents and various agencies to participate in our meetings and share their knowledge and resources. I especially enjoyed having the meetings at the end of the day when I didn’t have to worry about taking care of emergencies and could contribute fully without interruptions.

FIE facilitators have been very helpful in coordinating the Neighborhood Roundtable meetings and inviting the various members to join the discussion. We were fortunate to work with FIE as they monitored and inquired about activities specific to our school. FIE facilitators were helpful in that they were able to connect and bring in different parties from our neighborhood agencies to join our discussions at our Neighborhood Roundtables. FIE designed the meetings in a way that made it possible for us discuss and share the knowledge regarding the available resources in the Spring Park neighborhood. The meetings were timed and scripted very carefully so they didn’t extend beyond our time frame. For the upcoming school year, I think it would be sufficient to hold the Neighborhood Roundtables quarterly rather than monthly.
As the principal of Sallye B. Mathis, I truly value and appreciate the strong support we get from our community. As a Title I, urban school with a minority rate of 98%, we need the support of our community. From the various churches, to the United Way Full Service Schools, to the Parent Teacher Association, we are all very connected and work together to best support our children.

Our FIC at Sallye B. Mathis attracts a steady group of parents who consistently come in to utilize the resources that are made available to them. The purpose of our FIC is to bridge the gap between school and home. The role of our family liaison is to provide workshops for our parents so they can better assist their children with school related topics such as FCAT strategies and homework support. The family liaison should be able to provide parents with resources and tools that they need in order to help their children be successful.

Availability and consistency have a big impact in the effectiveness of the family liaisons. Initially, we had a liaison who had been there for a while and had built a relationship and rapport with our parents, students, and the community. Parental involvement was very high when her schedule was consistent and she was present at the FIC. However, since then, there has been a change in the schedule of the family liaisons due to their commitments and job responsibilities outside of the school. As a result, the availability of the family liaison and limited hours for the FIC has directly impacted the regular flow of parents coming into the school.

Despite having experienced challenges in the past, our family liaison in the 2011-12 year was outstanding. She did an amazing job rallying our parents to try to get a group of parents involved in our school through our FIC. Although she was employed as a part-time liaison, she worked full time as far as being at our school. Her full-time availability and dedication to our school made the difference with enhancing our parental involvement. Our teachers and parents appreciated knowing when she was in the building. We were extremely fortunate to have had a “go-getter” liaison who was motivated, available, and always willing to help our teachers and parents.

In addition to supporting families, our Family Liaison helped make connections internally at our school. Most importantly, the presence of our liaison at school events such as Saturday School or parent nights was of great value. We met monthly to discuss schedules and plan for upcoming activities. She communicated regularly with teachers to identify areas that needed improvement so that she could match her trainings with what was happening in the school and in the classroom. If a child struggled, she never hesitated to consult with the teachers and ask them, “What is it that I need to give to the parents?”
Our partnership with Ribault Family Resource Center through United Way Full Service Schools has been another source of support for our school. They have been generous enough to provide a grant in the amount of $1,500 to $2,000 to our school every year. We have used that money to enhance the program for our Saturday School by purchasing materials and providing breakfast for our children. The Ribault Family Resource Center also has a bread program through which they provide food and resources for families in our neighborhood. During Halloween, they offer programs in the neighborhood that are safe for our children. Additionally, they help us with referrals for our students who may be struggling in various areas and may need counseling support.

Expanding our SAC meeting to include additional neighborhood partners to form a Neighborhood Roundtable was very beneficial. Holding regular meetings with our neighborhood partners allowed us to share information among ourselves. We all were there for the same purpose – to gain more knowledge and work together so we could better support our children and their families. The ongoing communication and flexibility experienced by working with the FIE staff was valuable in the coordination and planning of the Neighborhood Roundtables. FIE staff identified and invited neighborhood agencies to attend. Representatives of the neighborhood agencies who attended were able to gather information about our school and our needs while we became more knowledgeable and informed about their organizations and the services that they offer. It is important to raise our awareness of the needs that exist in our neighborhood and among our families. By building connections among one another, between the school and the various agencies, we can help open many doors for our families. Next year, I would like to see more agencies be involved in our Neighborhood Roundtables. For example, I think it would benefit us to have the attendance and support of health organizations and libraries at our roundtable meetings. Furthermore, I would like to focus on education and reading strategies for our future meetings. We will need to expand the programs we have in our school that focus on literacy.

**Lessons Learned**

Based on the stories shared by the principals from their experiences with the roundtable and the FICs, common themes are evident across the four anchor NLNs. Their stories provide powerful insight into their schools’ relationships with children, families, and the neighborhoods. The value and promise of the Neighborhood Roundtables in helping build connections among the schools, neighborhoods, and parents have been clearly demonstrated through their accounts. Two of the principals commented on their need to expand the partnerships with other neighborhood agencies in a collaborative effort to help families and their children.

Through the principals’ stories, it is evident that the presence of family liaisons within the school building is essential in helping to support and guide parents and build connections among the school, the neighborhood, and the families. The principals acknowledged the potentials of the family liaisons and the FICs. Their insight helped identify key factors that contribute to the success of family liaisons and the FICs. For example, the schedules of the parents often can be a roadblock to them attending school events. Additionally, attendance for non-instructional events
is typically higher than the instructional activities. These factors demonstrate that there is a need to develop strategies to better reach and involve parents in school events. Finally, in order for family liaisons to offer the adequate support to help build the school-parent connections, their hours need to be consistent so that families know when they are accessible.

As school-based leaders, the principals are committed to building connections among the school, families, and the neighborhood. Currently, most of the partnerships are with local businesses, nonprofit organizations, and faith-based agencies. The types of activities provided through these partnerships have been of great support for the children and their families. Moreover, the principals saw benefits in expanding the SAC meetings to include additional neighborhood partners. The collaboration could be further strengthened by inviting a larger variety of new partners to become involved in the Roundtables. Some agencies that could be invited as future Neighborhood Roundtable participants may include health organizations, the police department, the library, and other local feeder schools.

The principals noted that they really appreciated the support they received from the FIE facilitators. FIE facilitators were helpful in planning and coordinating the Neighborhood Roundtable meetings. In addition to scheduling and arranging meetings, FIE staff helped identify and enlist neighborhood partners to participate in the Neighborhood Roundtables. Moreover, they had a clearly established purpose and agenda for each meeting which was helpful in keeping the discussions among the various participating organizations focused and on task.

Questions for Consideration

As the JNGI is developed further, the following questions should be addressed.

1. What is the vision for the Title I Family Involvement Centers in each of the four anchor NLN elementary schools for the future?
2. How will the Family Liaisons fit into the vision?
3. What will the structure of the Neighborhood Roundtables look like in the future?
4. What efforts will be made to sustain the Neighborhood Roundtables and the partnerships with families and the neighborhood?
5. How will the support be provided to build and maintain connections over time?
6. What are some anticipated challenges along the way?
7. What efforts will be made to account for the challenges that may be experienced along the way?
8. What efforts will be made to account for the barriers or lack of consistency in employment and/or scheduling of Family Liaison?
References


