

Family Engagement CoP – Survey Results – Session 2

How do we learn about the needs of ALL families in our communities?

- We need to make building relationships with every family we can a high priority, and worth putting \$ into staffing for that. We also need to work with other family-serving agencies in our area, because working together works better.
- Outreach to other partner organizations in the communities that serve our families. Outreach to local, state, and national organizations that serve our families such as state AEYC chapter, focus groups with families that seek their information about what is effective and helpful to them.
- Surveys, facebook, face-to-face, PTA and advisory councils (including Community Ed), community survey, community needs assessments, family needs assessment.
 - Through ECFE Community Needs Assessment and Head Start Community Needs Assessment formally and then informally through our work and collaborations.
 - Community Partners Parent report in ECFE classes and ECS
 - By completing surveys through Facebook and other platforms.
 - Enrollment application assessments
- Networking groups, websites, social media, community engagements
- Building relationships, asking questions, and being aware of feedback or potential challenges.
- Surfacing systemic manifestations of obstacles currently affecting families and engaging in Community Engaged Parenting Education (CEPE)
- We work with Public Health Nurses and WIC, Head Start, child care providers
- We do community events (outdoors).
- Work closely with K-2 to find families that could benefit from ECFE services
- By providing outreach and networking with various community organizations or agencies that also serve families. Creating relationships with other service providers is very important for referrals and sharing of information about services.
- Communicating with school social worker, special education, county social services, public health
- Reaching out by phone or text, virtual meetings, and emails
- Our ELL population is large...how do we reach all languages and offer anything to meet needs at a time and space and format that is acceptable and reachable?
- Power and need to connect, not a one size fits all, try different ways to engage
- In our rural areas, we are building relationships with all of the providers who have contacts with our families. Through them, we can learn about new families and their needs.
- Individual conversations with families we are in contact with.
- We meet with families that we work with individually to discuss their needs and strengths.
- Through building relationships, informing ourselves about what is going on in the communities that our families live in. In my own role, we learn more about our families and their needs through the orientation process, where we ask questions that help us, advocates, learn more about the family, what their needs are, what type of resources we need to connect the family to or how we can help them reach their individual or family goals.
- Collaborating with other people around the community and getting a sense of what is needed helps a lot.

- Connecting with agencies that serve a diverse population within our community.
- Collaboration and communication about the programs and services that Early Childhood has to offer.
- Talking to parents, community resource centers, apartment managers that are willing to partner with you, etc.
- We realize that we must continue to learn.....needs change, resources change, and connectivity availability changes
- Get out into the community. Meet people where they are at. Watch our social media to see what people are talking about.
- Through schools, Head Start programs, aging services, and community events sponsored by groups such as the Lion's Club, Kiwanis, etc.
- At our enrollment process, we ask questions from our form IFPA/Individual Family Partnership Agreement. This form has a variety of question we ask the parent and we work from this. If there are no answers, we ask again during weekly or monthly conversation with the parent.
- Staying engaged with families, asking questions, listening to the family and knowing from assessing the needs of families, they will be met.
- Listen. Find ways to really connect. I am not sure what else my district is doing to learn about the needs of all families. I am mostly focused on a smaller scale - the families enrolled in my ECFE classes.
- By listening to the families, enhancing family relationships as well as creating effective partnerships between schools, parents, and communities.

How does your family engagement work address the needs and wants of families in your community?

- We try to talk to the families in our classes about what really matters to them, and we are doing some outreach, and trying to learn from community partners, as we try to build relationships with more of them.
- We provide trainings, in-services workshops, and information to families and professionals about family engagement, how to effectively be engaged in your child's education and for professionals ways to effectively engage diverse communities - Latino, Hmong, Somali and African American, low income, homeless, etc. We work with over 22 partners including MDE, school districts, charter schools, and community organizations informing, supporting and promoting family engagement in education.
- Classes, home visits, drop in available, weekly home visits and through a comprehensive approach in home visiting
 - We work with families doing home visits and provide resources for families. We complete a survey of families to see what families needs are.
 - By meeting families where they are.
- Find out needs in community and our families. Provide support groups, resources and meetings with families. Continue to build relationships.
- Connecting everyday experiences of institutional racism to the policies that perpetuate such habits.
- We help network with agencies and our families so they connect and get families' needs met. We share information about community services in multiple media platforms so we reach at many families as possible.
- As best we can by listening to what they're asking for. We meet as many as are possible.
- We provide parenting information, child development information; create a community of support for parents and families, as well as work to connect families to resources in the community.
- Our group discussed how much more difficult it is to reach our families of color in ECFE during the pandemic.
- Little by little...trying to create surveys and share through trusted persons such as their child's teacher. We still need to translate documents and offer information in other languages, offer text messages in other languages, etc.

- Zoom parent meetings, Zoom children meetings
- Again, through the web of professional collaborations that we are building, we are able to come together to share our individual strengths and support families' needs.
- Variety of in-person outdoors and Virtual Classes
- Providing resources to families to ensure are meeting their basic needs.
- We are trying to engage parents virtually, but are struggling with attendance. I am finding that for those who "show up" are happy with the experience and gain a sense of community from the group.
- It all depends on what area you work in. Different area, different needs, different community. So once we've identified their needs we provide the resources that can help. Most of our families English is their second language. We provide families with the opportunity of taking ESL classes for families wanting to better or learn English. Recently with everything being virtual, another example is we provided families via zoom, a workshop called Zoom 101 to try to get families to learn how to use it and still be engaged through these social distancing times.
- We look at what our families need and want through the census forms, through classes and conversations.
- We have limited resources out here and with a big distance between people and places it is sometimes hard to get everything the families need.
- Our Head Start program is very focused on family engagement and is the basis of our program. We have a partnership with our families where we discuss needs/wants that they may need and create goals to achieve them.
- Listening to family concerns. Have lunch and transportation available to our preschool students who are having in school
- Outreach providing the opportunities from the needs assessment putting families first
- We try to provide family engagement in a variety of modes - in person and online.
- Giving parents a place to be heard. Helping parents connect with resources. Giving parents a place to build their social capital.
- The more that we can connect with families and give them information, education and support the more that the whole family will benefit. "When parents are well, children are better". Katy Smith.
- Providing a variety of offering to connect and support families.
- Through ongoing dialogue, Family Partnerships, strength based
- By offering opportunities for families to participate and still be safe via Zoom/Online or by phone. By checking in with families By following up with families By actually listening when families speak
- Right now parents have been isolated and stressed. They are feeling alone. We provide a place for them to come and connect in a time where there are few places to go.
- We have been engaging with families for always, but now are focusing on this even more.
- As summer went on, our families were really longing for more connection. We started up our popular ECFE in the Park. Our regulars attended but we were also able to meet people who had never heard of ECFE.
- We complete a family interview whenever we get new families to try to meet the needs of the entire family. We prioritize their highest needs and concerns.
- Head Start, Early childhood programs such as, birth to three, evaluation, ECFE, preschool, ECSE, home visiting.
- As an advocate, I can facilitate the conversation between the family and the community resources that are available.
- We do family needs assessments with each family we work with follow-up calls and contacts, parent Zoom meetings, emails when permission is given, letters to parents, texts.
- We have resources through community partners. We also have a variety of coworkers with community friends and we share the information.

- Communicating and updating families. Creating Individual Family Planning Assessments and as well being consistent with once the assessments once they are established creating goals and knowing that the support is there for families. Once that has been done, there are results of successfully assessing the need of the families specifically.
- It is reflective of what families are sharing. I meet them where they are in their experiences.
- Again, LISTENING. We try to get as much feedback from families as we can. What is working? What is not? What would be most helpful for your family right now? We have small in-person classes, and one online-only class. It feels pretty safe (masks, cleaning, playing outside, washing hands), but with the steep rise in COVID cases, the district is moving to distance learning after Thanksgiving break, so it will be a whole new ballgame again, trying to reach families and meet their needs.
- By involving the schools, families, and community. Providing resources and creating family partnerships.

How explicit is family engagement in your organization? (For example, does your district/organization include family engagement in strategic plans, roles, funding, policies, data, actions, evaluations, etc.).

- It hit what we are doing big this year, but it will be to see what comes of it. I believe in this, but every year, we have a new big initiative that we are all to enmesh and integrate into everything we do, but I hope we actually get to build those relationships.
- We are very explicit in the work that we do in informing, supporting, and promoting family engagement in our children's education, both regular education and special education and at all levels.
- Family engagement is part of our school's Continuous Improvement Plan.
- We have strategic plans, funding, policies, data, meetings, evaluations.
- Yes, the district is beginning to include EC and Parent Ed in strategic plans.
- Yes, we have curriculum addressing it and measure it in how staff facilitates it. We use this information to report to our grantors and to inform our practice
- We follow Parent Family Community Engagement for Head Start. It is included in everything that we do in our program
- We provide activities and resources to families and children. We have socializations and family events.
- Its increasing in importance in our district
- SPPS has a strategic plan including family engagement, an office of family engagement and community partnerships.
- We have specific events to reach out to a wider base: Example ECFE in the Park, free event every other week at the parks in Big Lake. During these events, families have time to chat with local county nurses, Library, police department, Help Me Grow, Hospital, Food Shelf, and more.
- Unknown?
- Family engagement is exactly what we do and plan for.
- Family Engagement is part of our School's Continuous Improvement Plan so we have a committee that meets once per month and report to our Core Leadership Team that meets monthly.
- Family Engagement is our School Improvement Plan. We are creating strategic plans and assigning roles, creating evaluations and surveys.
- We do include family engagement in our strategies, funding and policies.
- Family Engagement is very important to Head Start...it is our bread and butter.
- Head Start has a clear Parent Family and Community Engagement strategy. Individual connections are still the best way to engage families.
- Our organization does include family engagement in our roles for sure, because that is part of my role. I also believe that family engagement is connected to everything else. Our parents have many opportunities to grow here at our organization.

- I as the parent educator, send out surveys for families to fill out to see what they want and how the classes went. The district has board meetings and meet and greets around the district to talk about different topics that revolve around our schools and the children that attend
- I think we take families into account when making decisions that would affect them.
- As a family advocate, we do have engagement activities that go out. We are talking with parents quite often.
- Family Engagement in Head Start is explicit. It is in our policy that the parents of our program create a partnership with us to stay active with the educators and family service coordinators.
- We have a strategic plan in our districts that outlines our goals. Our action teams meet to implement ideas in each school district.
- We try to make it top of the line within our small group of Early Childhood educators. Unfortunately, the wider school community is not the same.
- We do family engagement as foundational work with ECFE and preschool. Serving families, understanding their needs and who we can be supportive or celebratory.
- Building Relationships is a key part of the mission of our program and our district.
- Yes, it is part of our plan as a district and programming.
- Yes, through Family Partnerships, family participation in the planning of and implementation of activities, family representation on boards, etc.
- Our ECFE program feels undervalued and is the least understood program in our district.
- This year, it is the focus in virtually everything. It is referenced in all the areas in your question, but it will be to see how meaningfully we will do that.
- Our District has allotted hours for our parent educators to focus on outreach. We have placed emphasis on social media and getting out in the community.
- We focus on the whole family, not just the individual child. If the biggest priority is for a parent to find a job, we will write a family goal for that.
- We have family engagement criteria that must meet federal guidelines in order to keep our program funded.
- We include family engagement as part of our program goals. We measure family engagement with our documentation and reports, plus parent surveys and in-kind.
- Yes! We have family support groups and meetings where parents attend.
- On a scale from 1-10. The number would be 9.9 the families are the reason. Paperwork being completed being 10. From scholarships to mentoring to helping a family transition during and after pregnancy.
- Our programming is developed to engage families in our community. Our program does designate funds for home visits/outreach.
- I am not sure about the district. Personally, family engagement feels like my job description. I am a parent educator. I work and play with families once a week, and spend real time listening to their highs and lows, their struggles and successes. I plan my lessons around their needs. I get feedback and evaluations twice a year.
- In our district, we value family engagement. It is an essential part of the district and it helps us to have better policies and take good actions. It helps us to understand data and where we are the needs of our families.

In your family engagement work, what is the role of building and sustaining relationships?

- Connecting and communicating with families. Informing them about opportunities within our organization or community. Connecting them to resources. Checking up with them on their child or family needs. Help them to make sure their child is healthy and up to date with their well child checks and dental, etc.

- Relationship are everything! Relationships are the key.
 - Build relationships with parents and support them
 - It is the essence of what we do! It is what builds trust and helps advance families into self-sufficiency and assuring school readiness for children
- We complete home visits with families so that we build relationships with families over a period of time.
- Building and sustaining relationships is the basis and one of the most important things we do in family engagement. It helps us build connections and work together to support each other and the community around us.
- Critical - strong collegial relationships build trust, transparency and lead to learning
- Making connections with families of Head Start students and providing strength based services and outcomes
- I keep up with emails and communication through phone calls. We have parent discussions right now through google meets, Facebook and seesaw
- Our classes are key to relationships and then outreach with one on ones and WIC
- Providing as much programming as we can to families despite what is going on.
- My role in building and sustaining relationships is contact whether it is phone calls, texts, or zooms.
- Our job is to create a relationship with the parents and understand what the family needs as a whole, we have multiple visits throughout the year to help support this.
- Building relationships helps families to connect with others and with the school system.
- Building and sustaining relationship is a foundational part of ECFE as we facilitate the strengthening of the connections within families and between families. Helping families grow
- It is HUGE! It is so important to provide families a place that they can trust. We can really make a difference with families that we connect with.
- Having teachers always be working on making and sustaining family relationships.
- I am the go to girl! I am the resource person, the question answer lady. I am here when folks need help or even just to vent. If I do not have the answer, I find the answer.
- It is huge. We all work hard to connect with our ECFE families and make them feel wanted, welcomed, and valued.
- I think it needs to be the center, but I do not know how others feel about that - that it puts us on an interesting boundary.
- To meet with families weekly and ask how things are going. Building rapport with both the parents and children.
- The role of building and sustaining relationships is the number 1 goal.
- The purpose is to help build a strong family foundation. Sustaining will allow the family to grow.
- Very important role. Without the families, we would not be needed to work.
- The building and sustaining of relationships is KEY. It is the cornerstone. Relationships are the base of everything meaningful, including learning and engagement.
- The role is to have strong connections with schools, families, and communities. Keep everyone involved and respect everyone's views.
- Building relationships is vital in order to connect families with the resources they need. Relationship with families and agencies.
- Paramount! Starting out/ meeting new people/ building trust...are all met with additional challenges during COVID
- We are turning our focus more on these individual relationships. When we could come together in person, we combined those relationship-building exercises. That is not possible now.
- It is the most important part of our work.

- Communicating with the families and consistency. Knowing how you can be most beneficial to a family, Educating, Providing a service, Donating, simply being an ear for someone and if they need more referring them to the Mental Health Therapist.
- It is about connecting with community organizations outside of our school district, and looking for ways we can work together to serve better.
- Strategically we plan for activities or actions that sustain our relationships. For example, follow through with individual families through phone calls, emails, intensive services, invitations to attend workshops, trainings, recruitment to serve on our advisory committee, focus groups that provide input to our resource development and creation.
- it helps connect families to programming, each other, and the school district
- Relationships are the KEY to this work. For example, this fall my staff have work incredibly hard to create trust, a sense of safety before we were forced into a DL model. The result is that because we created small groups, and provided a strong sense of safety - families have bonded and are ready to continue to engage with us and each other as we shift to DL. Relationship is everything.
- Reaching out through a variety of ways - newsletters, new Facebook site and class offerings to connect with families.
- We have placed a high priority on relationships. We believe that this has been crucial to keeping our families engaged and connected.
- We make relationships the "base" of our work with families. When first meeting the families, we build the relationship with the parents and family before we do assessments of any kind.
- Parent Educators have long been the center to do this so trying to hire more, expand opportunities, and do outreach.

With regard to relationships and families, what have you found to be effective?

- Communication and respect is key. Taking the extra time or detail makes it meaningful it shows the family that we are listening and that we care for their child the family's wellbeing.
- Just getting to know them personally.
- Meeting them where they are, being willing to go with what the families' priorities are
- Listening and reflecting with families. Being "with" is more important than fixing or telling families what to do. We are about empowerment.
- Home visits to build a trusting relationship with families in order to work together for to develop Family Goals and establish a Family Partnership Agreement.
- Being genuine, open, providing support and using reflective questions. Empowering families and parents along with celebrations and sitting with hard times.
- Being open, sincere; establish trusting relationship
- Texting is awesome.
- Being transparent, listening, respecting diverse opinions, providing researched information
- Number 1 rule of working with families...you have to meet them where they are at.
- Home visits, in-person groups are still the most engaging. Virtual is not the same although we work hard to engage families through Face Book live and Zoom.
- Keep the lines of communication open. Be open and honest with what you talk about in classes and be around if they need you.
- Connecting personally and openly. Personal touch to emails, texts, reminders, class time, before and after class, lots of open questions.
- Listening to the needs of families Developing and keeping relationships going
- The more you are in contact the more the families open up.

- Sending out resources when appropriate and having "check in" phone calls/texts to keep that relationship going throughout the year.
- Personalizing the engagement so families feel there is a person, place to get their needs met.
- Time together with them is the most effective.
- See and acknowledge the families strengths. Create a safe environment. Meet families where they are. Be welcoming and supportive.
- In person, emails, SeeSaw
- Being an active listener, one-one time with families, celebrating with families as they acknowledge development/milestones their child has reached.
- Actually listening and knowing how to help and knowing the families I work for and with
- Sincere welcomes, friendliness and showing that we care. Remembering to talk to every family that comes through the door and making them feel valued.
- Listening. Sharing both research-based resources, and relevant personal experiences. Learning who people really are, and giving respect & care to that. Every family is truly a unique combination of strengths & challenges.
- By asking about all areas of life with families and making connections. Letting them know that all families have a difficult part of their day/life and we are here to help in any way.
- Respect, self-awareness, believing and acknowledging that everyone is different and have different perspectives and experiences.
- In general, I have found creating trust by following through on your word. Keeping communication consistent. Specifically, sending a handwritten note in the mail after interacting with a family in some way; phone call, visit with child in the classroom, home visit, etc.
- Communication and inviting the parent to the center at all times before Covid-19. After COVID inviting them to ZOOM meetings and conference calls. Finding them computers for no charge.
- Listening. Reaching out. Remembering what is going on in individual families' lives. Checking in. Valuing their expertise and wisdom and calling upon it.
- To have clear communication and expectations.
- Staying connected to families, especially if you have not heard from them for some time. Having free, family friendly programing at different times during the year.
- one on one conversations by phone with English speakers
- Tailoring our programs to meet individual or small group needs.
- Reaching out and connecting
- Being interested in what everyone brings to this life and keeping human dignity at the forefront of all interactions.
- Building rapport is great along with sharing from your own experience helps with the families. Knowing what a family needs, if it is food simply knowing that you invite them to a Food Shelf is an example being most effective. Keeping a family engaged and reassuring them so that they leave knowing that they are not alone. Giving the warm exit. Informing a parent that you may or may not be the Advocate but reassuring them that being a PICA parent they are supported.
- Authenticity, patience, transparent interest in how things really are for families. Empathy & caring.
- Effective - Characteristics such as sincerely, trust, concern, and compassion. Activities such as seeking feedback, including families and professionals in the initial design of resources.
- Meeting in person, phone calls, personal emails, and letters mailed.
- Small groups Ensured safety Programming outdoors Vulnerability Trust Openness Clear communication Letting families know they are cared for

- Outdoor classes, Steam kits for virtual classes; Circle time/resources posting on Facebook; Connecting with preschool families through zoom to share slides/video presentations of their children in the classroom
- Outdoor classes or curbside ECFE spots where people can pick up activities and information. Social media-keeping families informed of resources in the community and offering education, support and encouragement.
- Individual conversations with the parents/guardians is the most effective way to build a working partnership with them.
- Personal check-in providing some normalcy when we are able to have in-person new ideas on virtual

To advance your work/practice, what would you like to learn more about (with regard to relationships)?

- Sharing resources.
- how are others meeting the needs of families in this time
- How to better serve families, especially during this time of COVID.
- More resources for families.
- What specific ways and strategies have people been supporting family engagement virtually. Such as specific topics, presentations, fun activities, etc.
- Increase attendance of families of color in our ECFE Program
- ideas regarding our current learning scenario
- Increasing parent participation in parent meetings, family events, and other school events. It's more than having a certain number of parents attending for me...I want parents to fully understand just how important their participation is and the positive effects it has on their child's success in school and later in life.
- Strategies to build relationships to share with staff.
- How to keep those connections open and going when we live in a technology world right now. How do we stay connected when families cannot use technology?
- Retaining families during virtual classes and distance learning.
- How we can provide that support to families who choose to pull their kids from school due to COVID.
- How to build a stronger relationship with parents who are too burnt out to complete visits.
- How to reach out to families that are not engaging with any of the programs available in our area.
- Different strategies to connect with families that are hesitant to make a connection.
- Ways to market our programming and providing different ways of reaching parents and families.
- Building relationship with families in transition - example: transition from incarceration to at home parenting / families navigating recovery and parenting
- more building relationship tools
- How to connect with those who do not know about ECFE. How to encourage parents to take part in the online support we offer.
- I'm not sure
- To learn about all of the resources available.
- I would like to know how funding is allocated to different communities in MN.
- Non-technology ways to connect in the time of COVID.
- How to assist the family in today's technology so they can continue to educate their child/children as well as themselves.
- I would LOVE to learn more about sustaining/maintaining relationships in quarantine, with parents who are burnt out on screens and hate Zoom meetings. I want to know how best to support families' engagement with one another - encouraging and supporting the relationships they have begun to make at school.
- How to set healthy boundaries?
- Keep expanding knowledge on services and agencies that can assist needs of families.

- Our ECFE model is biased towards extroverts. If families are not interested in a discussion, yet that is our main tool to connect...what are other ways to create relationship? Young parents are using social media like Facebook less too.
- How to balance being warm, welcoming and supportive with professional boundaries.
- I always like learning about specific communities.
- Forging meaningful human relationships is the work of a lifetime. I would be interested to broaden the conversation around "relationship building" to include the brain research, in that is how children orient to their world, form their identity and learning metaconsciously everything in relation to something else, concretely and then conceptually.
- Keeping a parent involved with or without incentives and as well keeping parents on board with updates that fits their learning styles. A survey with learning more about parents and how they actually want to be a participant once they join the program.
- How to be transparent in relationships with the people with all the power in the situation, our admins. Which we are supposed to do on command.
- What others have found effective. What works? Skill development for staff to advance relations Is there particular knowledge that needs to transfer for relationships to be effective and if so examples for those working with families around early childhood
- How to engage families over digital media. How to engage toddlers and preschools over digital media
- How to advocate to k12 about the importance of the work we do.
- Strategies to reach families who do not have transportation or access to Wi-Fi.
- Different ways to encourage parent engagement with the children and the program.
- more outreach ideas

Topic 1: Please list two topics you would like to discuss with family engagement colleagues.

- Resources
- Bridging the language gap
- Resiliency
- Providing events for families during COVID
- Ideas around supporting family engagement virtually
- How to Distance Learn with multiple children
- Outside ECFE
- ways to connect virtually
- Parent Involvement
- Curriculum
- Outreach in our COVID world
- tips and tricks for retention
- Understanding who is in your community
- How to get parents to attend meetings
- Toiletry Resources
- How to sustain relationships.
- Distance Learning
- How to extend the relationships families have with each other.
- Tips and How To's
- Online connections
- honesty in staff relationships

- Mental Health
- Reflective consultation opportunities
- not sure at this time
- How or where to obtain computers?
- Connecting/Engaging over Distance
- Resources
- Networking with agencies
- Maintaining relationships via a distance or virtually
- Statewide collaboration to get the word out about ECFE
- Policy solutions
- Virtual Education Stats
- honesty in staff relationships
- Effective strategies to stay connected with families in early childhood
- Balancing time
- parent engagement strategies
- outreach

Topic 2: Please list two topics you would like to discuss with family engagement colleagues.

- Sustainability
- Increasing Engagement in the program
- How do you connect with lots of families- we serve over 200 families
- Family Stress
- Reaching families of color during pandemic
- Father engagement
- Empowering Families
- balancing mental health topic with other domains
- Reaching people in the community
- Abuse/Domestic Violence
- Helping staff with stress/burnout.
- Social and Emotional Development
- being equitable in marketing and building relationships
- resources
- Outreach
- connecting in this time with families of color
- Ideas for reaching out to families virtually
- Connection
- not sure at this time
- How to interact with the families via a ZOOM meeting?
- Self-Care (for ourselves, and for the families we serve)
- Mentoring/Tutoring
- How are they finding and assisting families
- Measuring effectiveness
- Parent Advisory Council
- Networking /Diversity
- Professional skills development for professionals working with families.

- Mindful Practice
- ideas for successful zoom parent groups

Topic 1: Please list two topics you would like to learn more about (for example, if we brought in experts for presentations or mini lectures).

- Nutrition
- Bridging the language gap
- Trauma
- Deeper dive into Building Relationships with families
- Promoting family resilience
- Promoting critical thinking skills with birth to 5 year olds
- technology impact on families
- Parent Involvement
- Resiliency
- Mindfulness
- creative solutions for stress and anxiety for parents and children
- How to keep connections with families
- How do you ask those tough questions about finances etc?
- Self-Care
- Sustainability of our programs in a time of COVID and after.
- Mental Health
- any new techniques in working with culturally diverse groups
- Sustaining relationship
- anything from Katy
- white fragility
- Family engagement virtually
- Funding
- not sure at this time
- How to hold a ZOOM meeting
- Effective Engagement Online
- How can I help my child when English is a barrier?
- How to get community leaders involved
- adult mental health in support of coworkers & self
- Collaborations between organizations
- Communication plans for multilingual families
- statistics 2020 COVID
- white fragility
- Access, equity, inclusion

Topic 2: Please list two topics you would like to learn more about (for example, if we brought in experts for presentations or mini lectures).

- Resources for Bilingual Families
- historical racism
- New and innovative Family Engagement Opportunities
- Ways to connect families about child development

- long term effects of pandemic on families - I know it is too early to know but how can we be proactive
- Empowering Families
- Self-Care
- developing a plan for a semester when mental health is SO big and important
- Managing stress
- Improving participation
- Self-Regulation
- Effective co-parenting relationship building
- activities other than just discussion in Parent Ed
- Cultural liaisons from Somali community?
- How to connect families with each other virtually
- Antiracism
- not sure at this time
- How to share information with others
- Fighting Overwhelm
- Bullying
- How to find grants
- mental health of adults as in caregivers when a culture may not recognize this as an issue or not
- Community engaged Parent Education
- HealthCare
- Privilege
- Culturally responsive activities in working with diverse communities.
- adult learning styles
- Katy Smith on using humor with families and staff

What would you like to gain from participating in the FE CoP?

- I am new to the Family/Health Advocate Role so I am sure that anything I am presented with will be much appreciated.
- awareness of what is going on in the greater community
- How to build a better practice
- Increased understanding of what other programs around the state are doing to collaborate with families.
- Specific ideas of family engagement work- ideas for facilitating support groups, etc.
- Ideas on How to increase family engagement
- Shared knowledge!
- I love hearing what others are doing in family engagement - good ideas!
- Network with others in the field, gain knowledge and learn new tips and tricks from others
- Build connections with others in the field.
- Ideas from others. Building connections with others involved with different parenting groups
- Not being alone Creative solutions and hacks
- Be able to connect with people and bounce ideas off them.
- Knowing what other programs are doing to support their families and gain knowledge in resources.
- Support and ideas from others doing the same work.
- I appreciated the time today to reflect on where we are in this COVID journey (nightmare) and hear good ideas on connecting with families.
- More knowledge and collaboration with other Family Educators.

- More connections with other districts. A time to stop & process the work we are doing.
- Connecting with others working in the same field is huge as I am the only parent educator here. The work that parent educators do who are not engaged in ECFE.
- Colleagues; more variety of experience.
- I want to learn strategies for inclusive practice
- Knowledge and support with colleagues who do similar work. I am new to this type of work and could use a network other than my immediate agency.
- As much knowledge that I can on the subjects.
- I would like to make more personal connections in the family education/engagement community. I want to feel supported and encouraged in my work, and leave with fresh ideas to improve my practice.
- Learn about their expertise and what has helped participants in their work.
- More ideas to support families.
- I need time to think about this one...
- Professional support and ideas of what is working well in your communities.
- I appreciate the multidisciplinary lenses. I gain new perspectives and resources.
- Elevating policy solutions to solve for the problems that are clearly affecting families, children and everyone who works with them across the state. Internet connectivity, funding family-first child care solutions, prioritizing family voice and student solutions as the leading the way to transform education.
- More Education/knowledge, More/better leadership skills, a better understanding of certain topics to educate.
- It has been helpful for me to hear people talk about what they are really doing, and how it is working. It continues to give me ideas about how we can do things better.
- I am gaining so far and would like to continue information and resources that will help our project more effectively work with families, professionals, and their partners in the early childhood community.
- resources outreach to the harder to reach families ideas for becoming very usable for families

If there is anything you would like us to know, or anything you would like to share, please describe in the space below.

- I have really valued the two workshops I've attended so far...I like the combination of presentation and break out chats
- I enjoyed today's session and look forward to the next one!
- I wish I had more time to think about topics and ideas but I am so busy trying to set up Essential worker childcare right now that all I can do is what you see here. Thank you for understanding and giving me a chance to come up for air this afternoon.
- Thank you!
- I appreciated both the presentations and discussions today!
- Friends, I filled out this survey ahead of our meeting, so feel free to pick from answers that are helpful.
- No thank you for your time and effort.
- This is HARD. Teaching in a pandemic turns all of us into first year teachers. For those of us who ARE in our first years of teaching (this is my 2nd year), it can feel particularly overwhelming. All we can see is everything we are not doing well enough. Encouragement is needed, as well as guidance, whenever possible. We are all in this together!
- Can we get the information that has been shared for example all the links that were share today. Thank you for your work!
- Thank you for organizing these. I feel that the use of technology has helped us gather more perspectives from around our state. This in turn, builds more connections, relationships, and ultimately collaborations.

- None at this time.
- Thanks for doing this
- At this point, I cannot think of anything special to share. Just glad to be a part of this group because of the learning and sharing opportunities that occur.
- THANKS, this was great!