Family Engagement CoP – Survey Results – Session 3

If we are working toward achieving high-quality, inclusive and equitable family engagement, what mindsets or mental models are needed?

- We need to promote family well-being and ways to promote positive parent-child relationships. Support families through transitions of care and education.
- Openness, "we all know", novelty and recently modeled short cuts.
- Belief systems run deep. We must inspect everything that "we" "all" "believe". For instance, we all know...relationships matter. Then why are we in this position of being bottom of the education barrel.
- I believe we need have a general respect for one another. That we need to be willing to meet people right where they are at instead of where we want them to be.
- We need to realize that we need to go out and reach families where they are instead of expecting them to come to us.
- open-minded open to change
- Relationship based, learning about family as an individual.
- A willingness to be uncomfortable, a mindset of openness, a desire to learn
- Most families really care about their child's education. There is not just one way to serve families.
- Willingness to learn. An eagerness to empathize and experience someone else's perspectives in order to be aware of needs and more readily meet them.
- Being open-minded Non- judgmental Come from a place of wonder
- Definitely a flexible mindset that is looking for new and creative solutions.
- Inclusiveness of all sections of society. Look into what more can we provide or how can we improve on being inclusive.
- Respect Communication Listening rather than telling
- We need to be open to where the families come from and be willing to learn about that culture. We need to be compassionate and respectful to where families are at with finances and education. We need to listen to what families need.
- Open and inclusive
- Seek understanding rather than assume
- Open to learning new and different styles of teaching and communicating. Setting aside preconceived ideas and notions about how things are.
- Be open to learning about new cultures
- Understanding of race and culture.
- The awareness mindset to begin with; a resourceful mindset; Collaboration as well
- We spoke a lot about thinking about the educational level of our adults in our families
- You need a very open mindset in order to achieve high quality and appropriate family engagement. If you have to be able to survey families and make sure, what you are doing is the right fit, and if not you need to be willing to change what you are doing to better need the families you work with.
- Working to where parents are at. Allowing for zoom or google meets. Allowing for in person classes as well as asking them what they need from us. Building trust and relationships so they will come to classes how they see fit

What data do you collect in your family engagement work? How does it help you better understand, or evaluate, your family engagement work? (note: we are using a broad definition of data)

- Building a Self-Assessment Team: Including partners that represent diverse roles, cultures, and abilities.
- Family basic needs assessment, family/child goals, education level of parents, ACES
- Family perspectives
- All the questions I ask and all the research I do is for the sole purpose of understanding where my families come from and where they are at now so that I can better serve their needs.
- We track contacts made and which families are participating in our programs compared to those families who are in our census data but do not participate.
- Track attendance/registrations Facebook traffic
- We do goal sheets with families in ECFE to see what is a priority for them. Celebrate families, send in pictures of the family, talk about what they celebrate in SR. Have family fill out surveys at events to find out backgrounds and needs.
- Attendance views or like of Facebook pages
- Attendance. Asking at parent advisory meetings
- Conversational feedback from the families I work with as well as conversations with my colleagues in the district and metro area. An end of year survey.
- How much time is spent with parents engaging in learning with their children, attendance, who comes to family events, etc. It helps inform us how to best communicate and make more opportunities available to families.
- Demographic data, ages of students, location.
- We do surveys at the end of the year and just ask for feedback in class.
- District wide needs assessment
- I am new to the position so I really have not looked at any data yet.
- Surveys, advisory council meetings
- Surveys, conversations either one-to-one or in a group setting, observation,
- Race
- Contact information, demographics, Needs, Parent concerns
- I would love to hear what others have to say about this!
- Head Start uses ChildPlus to collect data throughout the year on everything that we do, so we can see how many families we have reached in certain areas of needs. We also do a parent survey at the end of the year that helps us know where we can do better.
- Parent surveys and asking parents what they want

What data do you wish you could collect with regard to your work with families?

- Examine accomplishments and set goals to enrich practices with families.
- I was highly offended by my small group suggesting that "if only we had ACEs score for everyone we interacted with, then we could address generational trauma" ACEs scores are an indicators for white academics studying black and brown bodies and brains.
- Besides the basics that cover housing, nutrition, economic level, etc., I would like to know how language and culture defines my families.
- I wish we had a better idea of what the families who are not participating need to feel supported, but I'm not sure how we can collect that data except one on one.
- Barriers to attendance for families not present Needs of families not present
- What services do the families that we don't reach need from us or other agencies.

- Honest answers and feedback about our program and its benefits or areas that need improvement
- More about what their needs are that we as a program can provide.
- I wish I could have a better grasp on what would be most helpful for families - what maybe they don't even realize they would benefit from! I want to know how to reach as many families as possible in a meaningful way.
- Experiences with school/learning, family languages, etc.
- More in depth assessment - what are the gaps in programming?
- Education culture poverty levels
- Additional and new ways to connect and serve families
- What they need to participate in our programming
- I wish there was a way to collect data on what families look forward to in our collaboration throughout the school year, as well as know what types of needs our families are struggling with, without straight up asking them. It is hard to get people to ask for help, so sometimes you just don't know if you are doing everything you can do for families.
- What else could we do to better serve them through surveys and or just offering classes and seeing what they would be interested in

What might be some barriers in your community that families with little to no formal educational experience face with regard to language access?

- Lack of communication and if communication is translated, some words and ideas may mislead simple translation, making comprehension more difficult.
- Limited interpreters and not knowing what you don't know
- Monolingual, monoculture individuals struggle to take perspectives that make them uncomfortable.
- If there is a lack of formal education across generations, then it is difficult to communicate the importance of not only educational needs but also even the most basic needs.
- Most of our announcements and information is sent out in a written form. Parents without the ability to read and write English are not able to access this information unless they have their children translate it. This creates a barrier because they may not want to admit that to a teacher or a stranger from the school.
- Unaware of ECFE class offerings or existence. Uncomfortable in classroom setting.
- Having a relationship with someone at the school that speaks their language
- Not knowing how to access language interrupters. Being scared of just being in a school building. Families being intimidated by being in a room full of other adults
- Transportation
- Illiteracy, less understanding of school systems and expectations. Not knowing how they should advocate for themselves, or at least make other advocates aware of their needs.
- Comfort level. Understanding of school systems/programs. How to support children for school readiness
- They would be unable to follow along with the group discussions. Students or children would fall behind in academics and social emotional development.
- Not knowing what resources and programming is available
- Access to resources like using a computer and how to use the applications.
- Knowledge of offerings
- Teachers do not always initiate using the Language Line to connect, so the families do not know that connection is even an option.
- Inability to read, no interpreter, lack of understanding of how things work or what is available for them which then leads to not asking, not relaying all information because of a lack of understanding, intimidation about looking "dumb"

- Connecting to resources, transportation,
- Inability to access resources
- Feeling comfortable entering a school building. Many who lack educational opportunities have trauma related to educational facilities, i.e., failure in school. Lack of experience with the system.
- We don't have many other languages, so we don't have a lot of resources prepared, so we struggle to find current info when needed
- In our program, our families unfortunately miss that opportunity at the end of the day to ask the teachers how school was for their child that day. There is a lot of conversation that is made with parent pick up time with the teachers and myself, but if there is a language barrier, it gets postponed to when we can set up a time through language line to connect and talk.
- We do not have the diverse population from where I am. It is just trying to let parents know that school is important but looks different in different settings.

What might be some engagement strategies for your organization/program to consider in order to continuously improve language access (or your language access plan)?

- Over the phone interpretation. Video interpretation. In-person interpretation
- More print in more languages. Better technology access for families to be able to use translation
- Why are MDE events only hosted in English? Centering English is boring and not preparing anyone for a future of leveling up education. These adults are not qualified to raise up the future generations.
- Simple things such as having a translator available for meetings and events as well as translated written materials. Something more engaging would be a community event that would bridge and celebrate different cultures such as a street festival.
- As an early educator, I can keep my administration in the loop when I learn of a new family in our District that may have challenges with language access. Since we are essentially rural schools, we need to plan ahead in order to really meet language needs in our schools.
- Find out what languages are spoken the community for families not in attendance
- Keep networking with other agencies that and also parents reaching out to other parents
- Have cultural liaisons in our early childhood program
- To advertise where parents are going at this time such as food distribution sites.
- Making one-on-one connections. Cultural liaisons and translators whenever possible. Finding out what means of communication is most useful/meaningful to different populations (texting vs. email or phone calls). Learning as much as possible about the cultures and languages of populations we work with.
- Involving community members. Creating a position for a cultural liaison
- Have interpreters either in person or online or on the phone.
- Moving beyond just sending out the brochure - meeting families within the community instead of always asking families to come to the school
- Using an application called Class Tag and the use of interpreters at meetings.
- Have conversation with every family every month. Use the Language Line to make calls (whether the family is at home or whether the family is in person. The phone can be put on speaker.) Use the Talking Points app to send out written emails. You first set the default language for every family. When you send your text, it gets translated in that family's language. Consider high and low context cultures when deciding where an interpreter sits. High context cultures are so focused on the context that the parent may wish to see the interpreter. Sometimes, interpreters sit behind the parent so that the relationships gets established between the parent and the teacher.

- Pull in community members and have panel discussions or round table/city hall type conversations where people can be free to ask questions or dialog about things. Give one-on-one opportunities to discuss questions and clarify information.
- ECFE in the Park, bus to go into community.
- Transact which we learned about today
- I am going to look into the resources we talked about today. Transact, Language Line, Talking points
- It would be beneficial for us to hire more bilingual people and actually compensate them for their time to translate. It would also be nice if we could have a liaison for our program.
- We can add family nights to learn about families. I ask every year who they are, what they are wanting from class and how we can better help them to be better parents.
- Phone calls, in person visits (as much as possible), recognizing that some data collection might be fear-inducing for people depending upon their citizenship status. Asking people their best form of communication (for example, don't go to the work of getting something translated if it turns out that individual can't read in their first language).

Please list two topics you would like to discuss, or learn more about, with family engagement colleagues.

TOPIC 1	TOPIC 2
Family Routines	Transitions
Family Mental Health	COVID-19 and racism trauma
Brains	Sexuality
Mental Health/Self-Care for the whole family	Encouraging Parent Education in Families
How do we broaden our reach to families who do not fit into the white, middle class culture in northern MN?	How can I help teachers to connect better with families in a way that seems achievable to them given their other responsibilities?
Rapidly changing systems	New ways of reaching families and partnerships
How to work with cities and agencies	
family homelessness	community engagement activities
Ways to market our services that are more equitable and friendly to all.	mental health for families with young children
helping families, parents, children, and colleagues with mental health and fatigue during the pandemic	PR - reaching a broader audience
Mental Health (2)	
Engaging underserved groups - teen parents	
Mental Health	Homelessness
Ideas to locate families	$ or grant opportunities for engagement work
Transportation opportunities	how to build connections with POC
Mental Health	Helping families feel comfortable coming back into buildings
Technology/Internet	Homelessness
Getting families involved	Slowing families down to make sure they know the importance of Education

What is a possible next step for our CoP to help advance family engagement work?

- Re-engaging families who have struggled during this time of isolation
- The small groups have been smaller echo chambers of the large group echo chamber. I have not heard anything from anyone that indicates a liberating mindset, only politically palatable talking points and unsavory jokes from woke whites. Where are the families in this family engagement community?
- Continued Collaboration is amazing
- Keep expanding our knowledge of ways we can help our families :)
- Continue to have speakers who are working with families with young children.
- The discussion and speaker topics are great. This is my first session attending, so I am taking it all in and do not have any suggestions at this time.
- I think these Zoom meetings are helpful - hearing what others are doing is great
- Find additional platforms to share out and highlight what is already happening to encourage more work
- Continue providing resources to build programs.
- Break out at MCEA Winter Convening :-)
- A general discussion on what a program needs at this time, or what is going well.
- Having more break outs and talking to others about what fun family engagement activities they do in their areas with their families