

# STRENGTHEN FAMILIES LOCALLY

6/24/21

## In attendance:

Karen Tyson, Elisia Anderson, Jill McCormick, Cindy Myers, Jesse Charles, Shawnda Hicks, Minnie Whalen, Nicole Earls, Amanda Sanders, Robin Hall, Merrin Packer, Madeline Kramer, Tanya Pankowski, Lisa Lyon, Michelle Olsen, Loni Greninger, Becca Larson, Summer Cooper, Mel Melmed, Jenn So, Erinn Havig Joy Lile

## Important documents:

### SFL onboarding document:

<https://dcyf.box.com/s/pirdixemujfr1hw75gj3bp0enhebg1c4>

### Port Angeles/Sequim Project Overview:

<https://dcyf.box.com/s/b9282wgcg6k6dzajt9nmgv9e249iw5ot>

### Sensemaker "Share a Story" flyer:

[https://www.dcyf.wa.gov/sites/default/files/pubs/FS\\_0057.pdf](https://www.dcyf.wa.gov/sites/default/files/pubs/FS_0057.pdf)

### Next meeting: July 22<sup>nd</sup>, 12:30-2:30 pm

Topic: Priority Project detail planning

4<sup>th</sup> Thursday of the month, 12:30-2:30

## SFL Updates:

### Parent Support Gift Cards Available!

Reserved for individuals who are not paid by an organization to attend SFL meetings, including parents, youth, and family members with lived experiences in family support and/or child welfare systems. Apply within 1 month of the meeting. Form and details:

<https://dcyf.box.com/s/ysd6dkewzb916qzcl87so0ufo8qfzgj>

(Download, fill out, and attach to an email - or just email me your information!)

### Community Cafe Q&A

Learn how Community Cafés spark leadership and build relationships to promote social justice and strengthen families. This meeting is appropriate for parent leaders who want to connect with other parents in their community, and Strengthen Families Locally partners. \$25 gift cards are available to support participation of volunteers and parents with lived experience in family support systems.

July 2, 11-12 (on Zoom)

Presented in partnership with the Community Café Collaborative: <https://thecommunitycafe.org/>

Registration: <https://dcyf.zoom.us/meeting/register/tZAsfuuoqD4vHNNGuvlqJuD5ZCqxln1Lt1ux>

### Medicaid and Me: Providing Trauma-Informed and Healing-Centered Supports for families who are Medicaid-eligible

July 15th, 2-3:30

Registration: [https://dcyf.zoom.us/meeting/register/tZYlde6uqT4iHNAdK8AW4UEDWDBSkRZ2Fp\\_t](https://dcyf.zoom.us/meeting/register/tZYlde6uqT4iHNAdK8AW4UEDWDBSkRZ2Fp_t)



Washington State Department of  
**CHILDREN, YOUTH & FAMILIES**

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## Community Updates:

- Port Angeles School District - Happy to have wrapped up a challenging year and going back to full-time, 5 days a week in the Fall

## Project Discussion 1: Tribal Families in Schools

### Framing:

- **Why this idea?**
  - Centering Equity: Specific conversations with tribal partners about “what would help”
  - Desire for a “universal” way to reach Native families
  - Timing issues with school almost out for summer
  - Does not limit other opportunities - connections across community programs to meet different needs
- **Program considerations:**
  - Needs- and Strengths-based
    - Specific needs-based connections to families
    - Culturally-relevant parent ed.
    - Social and cultural activities for families
  - Building trust - making school a trusted place

### Discussion:

- Thinking about how schools are inequitable for students - how to reach kids who might not have as much privilege at home - inequities for tribal families - not “falling through the cracks” but “being pushed through”. Historical trauma coming down through families
  - The connection from and to tribes in the community helps support connection. Skin color is not the only determination. You don’t have to be brown to be native.
  - As we work with different systems, we cannot all be put under one umbrella. There is not one simple solution to meet all tribal needs.
- From PASD: We do have inequities in our system and community. Want to come together and have all voices here.
  - This past year, with full remote, had to look at all of our groups of students, it was a build the plane while flying time. Worked with PASD and Lower Elwha tribe to create the tribal learning center to get a program up and running. The tribe created an amazing site to give students who were struggling the most, the support that they needed. This was an effective model and the tribe has an interest in seeing this continue. Interventionist support was also very helpful in working with district navigators to get support to those who needed it most. Coordinated contact. Equity is about giving every student what they need and once we know the needs, then meet those needs.
  - Student Support Team Meetings - Across all buildings, we had weekly family meetings to make a plan for family support
  - Tutoring concept was most effective (Collaboration with Lower Elwha and PASD). One adult to every 8-10 kids and navigating the tutoring needs of all students. Help individually.
  - At family meetings/home visiting: The power of having a tribal liaison was incredible. Trying to improve academic and social success and caring about and advocating to be a trusted support for families.
- From Sequim SD: How are the other school districts doing this? How do we meet needs and not just do

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the same thing.

- One clarifying piece: When we look at a center or satellite centers, is it going to be broader than the educational piece. What will be there for families, not just students.
  - o Both SDs have a native education program, how do we incorporate families into schools? Home visiting from the schools into the homes. Representation matters in who visits and the perceptions of families and who guides and represents the family as well. This eliminates the threat of involvement and moves toward solutions.

## Additional Satellite Family Resource Centers

### Framing:

- **Considerations:**
  - o Meeting needs for 0-5
  - o High-needs areas - geographic locations
  - o Others?
- **Thoughts/recommendations/suggestions?**

### Discussion:

- Is the goal 0-5?
  - We have heard from agencies and Tom (AA) there is a lot of need in the 0-3 age range. \*Should be available for all age ranges. All the heat map spots are near low-income apartment complexes.
  - When income is a driver, transportation is a driver too.
- The FRCs area place to access what you need to be successful in that moment. It can also be access to referrals and services and can vary in each community based on the needs.
  - o The hotspots map is really useful to get the needs that a family has today, met today. Like diapers, when you need them today, you need them today.
  - o "Hot spots" and community map:  
<https://www.google.com/maps/d/edit?mid=1ZlilfRwONP9yH70AWNMEt-p5DOfJZ1Kw&usp=sharing>
- It would be a center maybe located in PA that has access to child mental health therapy and family therapy, someone to navigate the resources in the community (tribal/non-tribal), and have case management to meet the needs of the family and their goals. Smaller centers that are less threatening vs. mega centers. Instead of one, there should be multiple and based on needs.
- Maybe expand Lutheran Community Services new building. Moving into the Old Boys and Girls Club with a ton of space and open to hosting for the community. There are many opportunities to do a lot of things.
- Dream: Have small groups of parents participate in a NEAR training to understand themselves and the way that they are parenting. Then lovingly and compassionately moving into what do we do now.
- HUB Model with spoking into areas where transportation issues are addressed. There are resource vans that go to the spaces for families to access concrete goods (diapers, formula) or if there are food needs. Or in an apartment complex there is a space to house a navigator. Then the navigator could be there a day or two per week. There are models to access all areas where there are restrictions.
- Mental Health Access needs to be included in any satellite site and other tools.
- Could work like a Hope Bus that is stocked with needs for the family and vouchers to support families and maybe join with the DSHS van to the various locations. It is also very important to be there physically in the community. Have it come from a place of love and understanding. Need mobile mental health. Combined resources to get that family what they need and an office space available.
  - o Meeting transportation needs

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- Location in Sequim?
- Transportation - not necessarily easy to carry the items you need and your kids! Not ideal.
  - Connect with Mel – will be approaching PA Transit with asks for transportation assistance soon

## Reaching Decisions in Strengthen Families Locally

### Framing:

- Opportunity: To re-evaluate and shift the way DCYF supports and funds community efforts (community-led process)
- Challenge: Reaching consensus and avoiding “Resource Scarcity” pitfalls
- **Options for 2021 Priority Project Selection:**
  - RFA process where a group of community members evaluate proposals
  - Community consensus on priority project selection
  - Others?
- **What are your thoughts/preferences?**

### Discussion:

- RFA definition - we have a small pool of people to make that decision and who would be part of the collaboration. If everyone is applying, who makes the decision.
- Consensus will foster cooperation which aligns with the goals. The RFA seems to foster competition. If we know the project that we want to see, there could be pieces from different organizations to work together.
- Community Consensus could be challenging.
- Could come up with consensus on who reviews the RFAs
- What are the different programs and how to choose where it goes and mapping it out.
- Bring in a selection committee that includes families. Most of the applications will feature the strengths of the community and we would be working together to make it work.
- If it does go the RFA route, that we find support for the organizations that want to submit so that there is equity in this. Mel volunteers to help people in writing their RFA.
  - Pave: We could create videos and tipsheets to go with this

**Proposal:** RFA process judged by families in the community and supportive in how the agencies are getting support in applying and focused on collaboration.

- Voting: We used “Fist to 5” voting. Those who chose to vote all selected either 4 or 5.

### Next Steps:

- Native Families in Schools and Satellite Family Resource Centers: convene sub-groups to develop ideas and come together with a proposal
  - PAVE and Mel will support capacity
- RFA process:
  - Family and agency reps to serve on selection committee
  - Joy and Erinn to draft RFA with input from selection committee

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