

# MCCYC

Location: 51 West Blackwell Street, Dover, NJ,

Date: 6/12/19

Time: 12:00 to 3:00 p.m.

Facilitator: Elisabeth Davidson, MAED, TED

## Agenda items

<b>12:00 – 12:30 p.m.</b>	Sign-in, introductions, enrollment forms for return participants, calendars. Healthy working lunch. Parents and church staff sets-up room. A parent assigned to take notes.	Children’s Room Choir Room
<b>12:30 p.m. – 1:00 p.m.</b>	Warm-up introduction. Relationship Building: members turn to each other in pairs and share basic information about each other to share with larger group.	
<b>1:00 p.m. – 1:30 p.m.</b>	Where is your child going? A Connected Roadmap Emerges from a variety of paths. Looking through the process with the Protective Factors leadership lens	
<b>1:30 p.m. – 2:00 p.m.</b>	Update of how you integrated mindfulness, trauma informed, NHA, ACT, Anxiety, Co-occurring education and health themes that parent leaders have identified and that align with the Protective Factors and ACE Awareness.	

2:00 p.m.— 2:30 p.m.

Mindset of parent-community entity centered on MCCYC mission, vision, understanding parent engagement definition, and aligning with MCCYC structure. Learning from parent experience using evidence-based NHA's experiential recognition (what you see + the value)

## Understanding Mindful Leadership

### Developing Sustainable Relationship Skills: Getting to know both parents and community partners who attend health and education committees

- 8 community partners and 13 parents broke into pairs and communicated clearly, listened well, and came back and robustly shared what they remembered about their partner to the entire group. Each person shared information about what their partner disclosed, including name, family, how the education of children is going, having strong inner energy, discussing country of origin and their family, shared that they work with Atlantic Health and serve women who don't have insurance and are both a moms and grandmothers, works with families on Nurtured Heart, work with disabilities children and advocating with the families, is a community member, working for SPAN (one of founding members), talked about her family with 4 children, has been in the group for 4 years, and derived a lot from this group, including good information and good times.

### Envisioning a Connected Action Multiple Years Roadmap to Enduring Two-Generation leadership Success

- General conversation about an action infographic on an education decision-making roadmap was shown on screen by Elisabeth Davidson, called In Support of Learning: Youth & Family Calls to Action, which shows symbols, words, and drawings such as how learning happens, extra-curricular that ignite passion, transitioning boldly, road from pre-k to middle school to high school, risks and empowering rewards, empower, respect, celebrate, social & emotional support, go!, one's actions don't have to define their outcomes, success, ready for the work force, report card, I'm a whole learner, rising up from the ground, a call to action for the country—we've waited too long, school without fear, safety is the absence of violence, safety dream, bully free zone, pulling student in, compassionate discipline, relationships matter, self-confidence and perspective taking, academics, collaboration, critical thinking and perseverance, academic risk-taking, a seat at the table, learning leads to leadership, we're ready to be seen and heard as whole learners, believe learning takes a village, and trusted go-to adults.

### Recognize the Impact of Two-Generation Leadership Future

- We shared our interpretation and related it to our experience of what this movement forward roadmap information means to us. Some parent responses included learning and listening, take action, sharing common problems and traumas of an immigrant to get into the system (housing, health, education issues), issue of the way parents and providers communicate, what are the common challenges and gaps?, sharing emotions and good vibes and positive works taking over bad thinking and giving energy to the positive.

### Parent Leaders' Self-awareness Experience Journey update; reflecting on emotionally nutritious words and phrases

- Parents were open about their real tangible experiences and solved problems with using different nutritious words and phrases, and shared natural consequences, and why it is important to leadership. Parents shared various good and bad scenarios, and shared results of some things they said to their

child such as I see that you show respect, you have a can do attitude, I believe in you. Another parent shared that her child is disorganized and doesn't have the motivation, others helped her problem solve and suggested she may notice the gap and then take the opportunity to say, I see you need to clean up your toys. Another parent shared when their child brings a lower than expected grade she says I want you to bring back at least an 80 and I will reward you with a pizza or toy, another child doesn't like school but is on honor roll and how she celebrates activities she does enjoy. A parent shared that her older 16-year-old son did well in school in the younger grades but dropped out of school, finished his GED but had behavior, affect, emotional problems by age 16.

#### Recognize its more Enduring to Embed the Positive into Our Daily Practice

- Social Awareness includes perspective taking and empathy: members shared that we need to solidify and make clearer, and recognize them saying I know you can do it, I see you are starting to clean up, recognize other grades, reinforce, envision out loud, give more energy to what you want to see more of to get to those things. One can also focus day- by-day on the subjects child does well in school. Incentives are fine as long as they aware of why they are getting recognized and in a timely way.

#### Recognize the Impact and importance of social and emotional competence

- Another parent shared that her older 24 yr. old is now in physical therapy, grades are not good, and she feels it was too much pressure, not functioning well at work. The 2 parents warned the other parents not to focus too much on grades and mentioned that grades alone do not determine the success of the student. The parent recognized her error and warns the other member to intervene early with social and emotional competence because her child had good grades in early grades but now is depressed, frustrated, lacks social skills.

#### Guiding Sustainable Positive Partnerships

- A community partner from HS said we need improvement and want to work on these areas with families. Another from the Nurtured Heart Approach said that how children see themselves is how they are going to act. That is why it is important to develop their inner wealth, which will help keep them safe from failure. Give support to child and recognize the things they did right such as you received your GED or you graduated. ACT raising safe kids partner said we are the tools to help our children and they give useful tools to the parents. Atlantic Health person asked how do we conquer our fears to help our children? The head start partner said give the children the tools, ideas how to work with problems. Several partners and parents shared ideas about how we should let them know they are not alone, give ideas, resources, and support where to go from here, share ideas how to overcome fears, give the parents and children tools to seek out support.

#### Never too late to begin and work toward developing ability to become self-aware and to self-manage

- A parent said insistently that it is too late for her older child who is 24 yrs. old. The Nurtured Heart partner shared the enduring understanding that, "It is never too late to recognize yourself and the things you do right." This will be a critical part of your shift to leadership and changing the home and council culture.
- Community partners shared examples.
- Elisabeth Davidson summarized that this is the work of our council, to motivate parents to work with the many factors to solve their daily problems. Several community partners said we have to pardon ourselves, the way we feel, self-care, rejuvenating ourselves, the way our children see us. They are a mirror to us or are we a mirror?
- We as parents are not perfect but we should strive to model and always be mindful to focus on the positive. We ought to be mindful and recognize that a strong emotionally nutritious word, is very important in all stages of life and works with children and adults.
- Emotionally nutritious words should be authentic in a way that makes sense to your child and council members.

## Follow-up

- A community partner shared about the FAS training and shared a flyer for the parent. Parents interested will contact Elisabeth Davidson or she and SPAN partner will follow-up with them.

## Target Dates

Next meeting date will be on 7/24/19

Additional information

Add additional instructions or comments here.