



WithinReach™
2025 LEARNING SERIES

**NAVIGATING PARENTING
IN TIMES OF CRISIS**

**February
24 - 28, 2025**

Noon to 1 p.m.

Parents deserve
more than just
survival.



Welcome and Land Acknowledgement

We want to acknowledge that we occupy the ancestral lands of the Coast Salish Peoples, in particular the Tulalip, Snohomish, Stillaguamish, Suquamish, Muckleshoot, Nisqually, Puyallup, and the first people of Seattle, the Duwamish People, past, present and future. We honor with gratitude the land itself.

Tuesday, Feb 25
noon - 1 p.m.

**NAVIGATING PARENTING
IN TIMES OF CRISIS**



Adie Simmons



Meyleen Velasquez

**Parenting Across Borders: Supporting Immigrant
and Refugee Families in a Changing America**



PARENTING ACROSS BORDERS: SUPPORTING IMMIGRANT AND REFUGEE FAMILIES IN A CHANGING AMERICA

Meyleen Velasquez



THIS IS A STORY

Hope



MEET

la niña

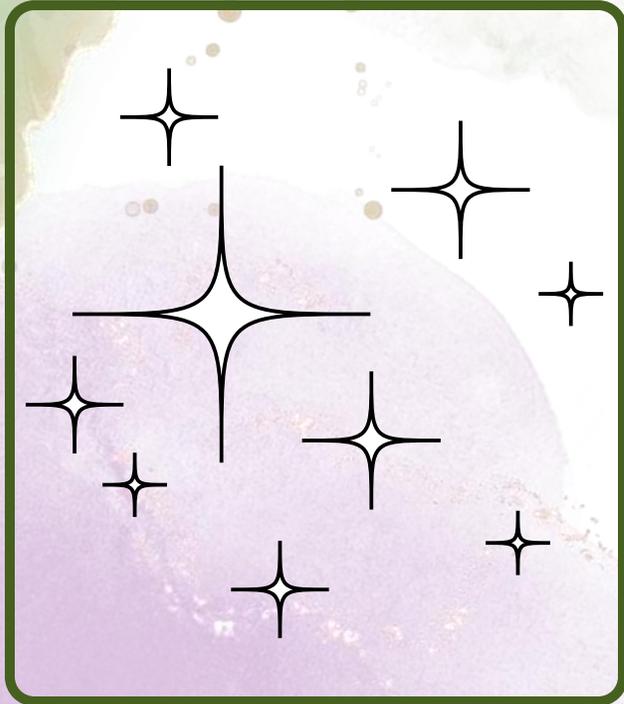
She's the second oldest in a group of four. She loves her baby brother and sister and spending time with her grandmother



Con lagrimas
NO SE RESUELVE LA
VIDA



PONTE LAS PILAS





VISA

para un
sueño

Leaving it all behind is not as glamorous
as they make it seem

AL MAL TIEMPO BUENA CARA



FORGETTING

What does it mean to remember
when you can't go back?



FEARING

Deportation
Sickness
Sadness
Joy
Others
Disconnection
Yourself



SURVIVING

What does it mean to survive
when you can't look back?



NO HAY MAL QUE DURE CIEN AÑOS NI CUERPO QUE LO RESISTA

- 1.** Believe people & trust in their capacity to survive
- 2.** Provide education & support where the community is at
- 3.** Ask questions more than once

- 4.** Know that system/provider ambivalence is protective
- 5.** Whole-family approach
- 6.** Build community at times of non-crisis



THANK

You

meyleen marjorie velasquez agulla



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we are you

Working with Immigrant Families in Uncertain Times

Adie Simmons, M.Ed.

Founder and Executive Director

Washington Family Engagement



Washington Family Engagement

Created in 2014, WAFE is a nonprofit organization focused on empowering parents by teaching them new abilities and capacities to develop agency. Parents graduate from our Leadership Institutes ready to contribute to their communities, advocate for their children, improve their lives and the lives of others.



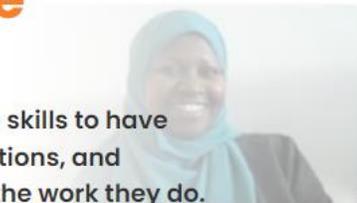
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We are a family voice organization

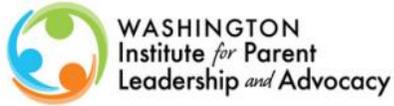
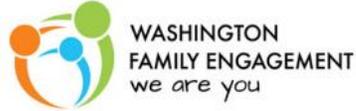
We help parents and youth develop leadership skills to have their voices heard, and we help schools, institutions, and organizations include diverse family voices in the work they do.

MISSION

Washington Family Engagement fosters social transformation by developing diverse, multigenerational leaders and providing opportunities for the voices and experiences of Washington adults and youth to be heard and included in systemic and organizational change.



wafamilyengagement.org



The Washington Institute for Parent Leadership and Advocacy

Find your Voice and Become an Advocate in your School and Community

Get inspired to take action and make a difference in your community and in your child's education! The Institute for Parent Leadership and Advocacy (IPLA) is a free, online, advocacy and civic participation course for Washington parents and those who work with families.

This 10-week, 18-session, transformative, and empowering course, based on social justice, will help you understand how local and state systems are structured, how to become fully engaged in your community and public schools, and how to speak confidently with decision-makers to advocate for what matters most to you.

IPLA COURSES ARE OFFERED IN SPRING AND FALL

This course offers 10 clock hours for certificated educators

REGISTRATION OPEN ALL YEAR.
For more information, visit:



We have graduated nearly 900 parent leaders from all around the state.

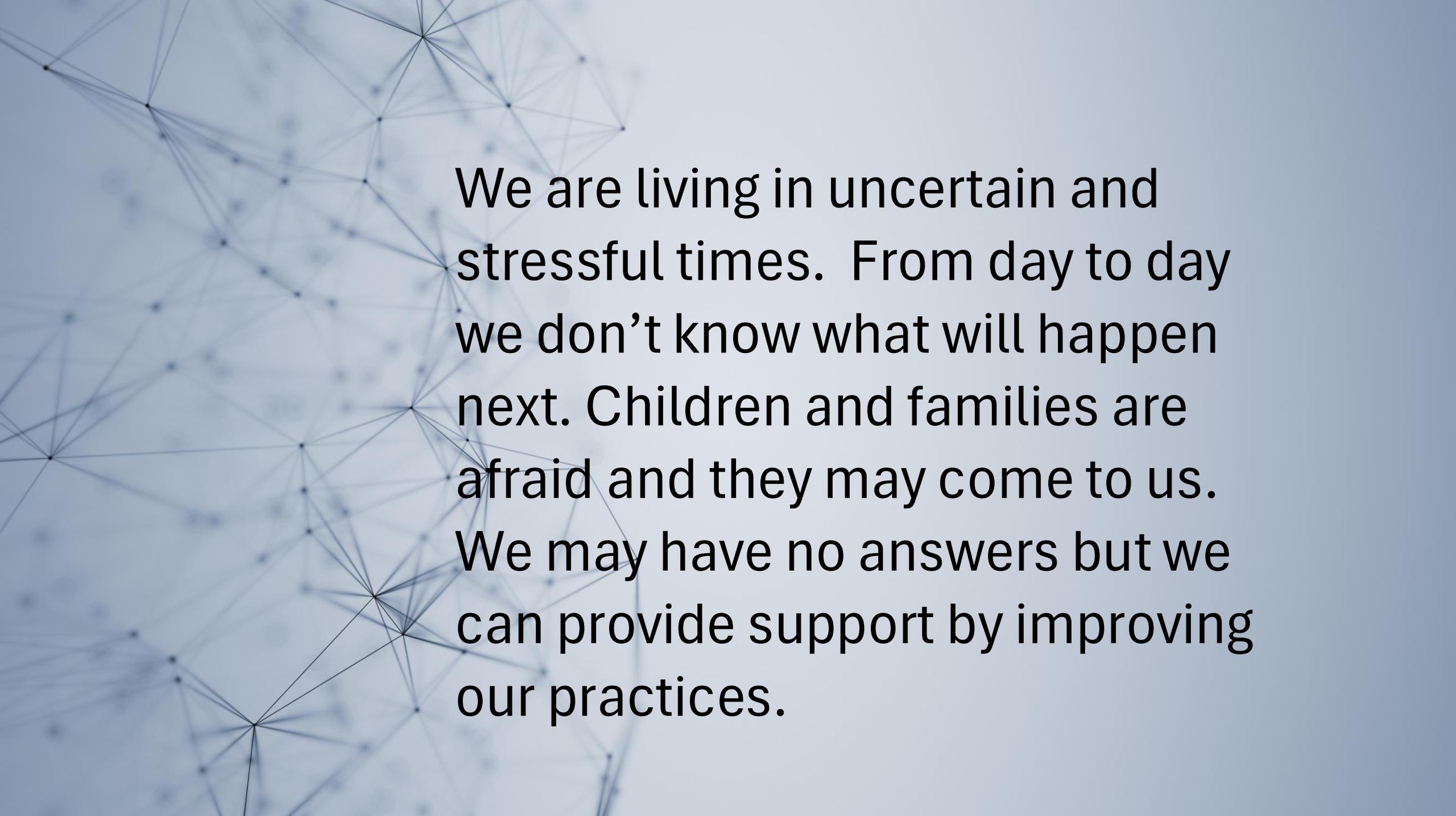




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We believe that everyone is an important human being who deserves to be treated with dignity and respect and have fair and equal access to resources and opportunities.

Equity and **inclusion** are measures of fair treatment, particularly for those who have been historically excluded or marginalized.



We are living in uncertain and stressful times. From day to day we don't know what will happen next. Children and families are afraid and they may come to us. We may have no answers but we can provide support by improving our practices.

Immigrant Families

Our expectations vs. their immediate needs

- Speak the language
- Become self-sufficient
- Know how our school system works
- Understand our systems
- Become an engaged parent
- Assimilate
- Leave your culture behind



- Find a place to live
- Find a job
- Get housing, food, clothing, transportation
- Get a good education for their kids
- Get health and human services
- Learn English
- Learn the culture of the new country

Discrimination



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Mindset Shifts

From	To
1. Focusing on the problems and shortcomings of the family	1. Focusing on the strengths of the family
2. Emphasizing on crisis intervention	2. Emphasizing crisis prevention
3. Ignoring cultural differences	3. Recognizing and affirming cultures, languages, race and ethnicity
4. Believing that diverse and/or low income families don't aspire to improve their lives	4. Believing that all families want a better life but not everyone is given access to opportunities
5. Believing that only professionals have the right kind of knowledge to solve problems	5. Families have their own areas of expertise and resiliency (cultural wealth)

What is Cultural Wealth?

*The term **Cultural wealth** focuses on the culture, skills, abilities and networks acquired by socially marginalized groups beyond their income or financial means. This “*capital*” often goes unrecognized and unacknowledged.*



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The Cultural Wealth Model

The Cultural Wealth Model was created in 2006 by Dr. Tara Yosso from the University of California and it is now used around the world.

- The model identifies six forms of cultural capital or *wealth* that families, particularly families of color and/or low income, acquire as they navigate life.
- It helps us understand the strengths of diverse communities rather than their shortcomings or what they lack.
- This model is made up of “**Six Forms of Cultural Capital.**”

Aspirational capital – families’ “hopes and dreams”

Linguistic capital – multi-language communication skills

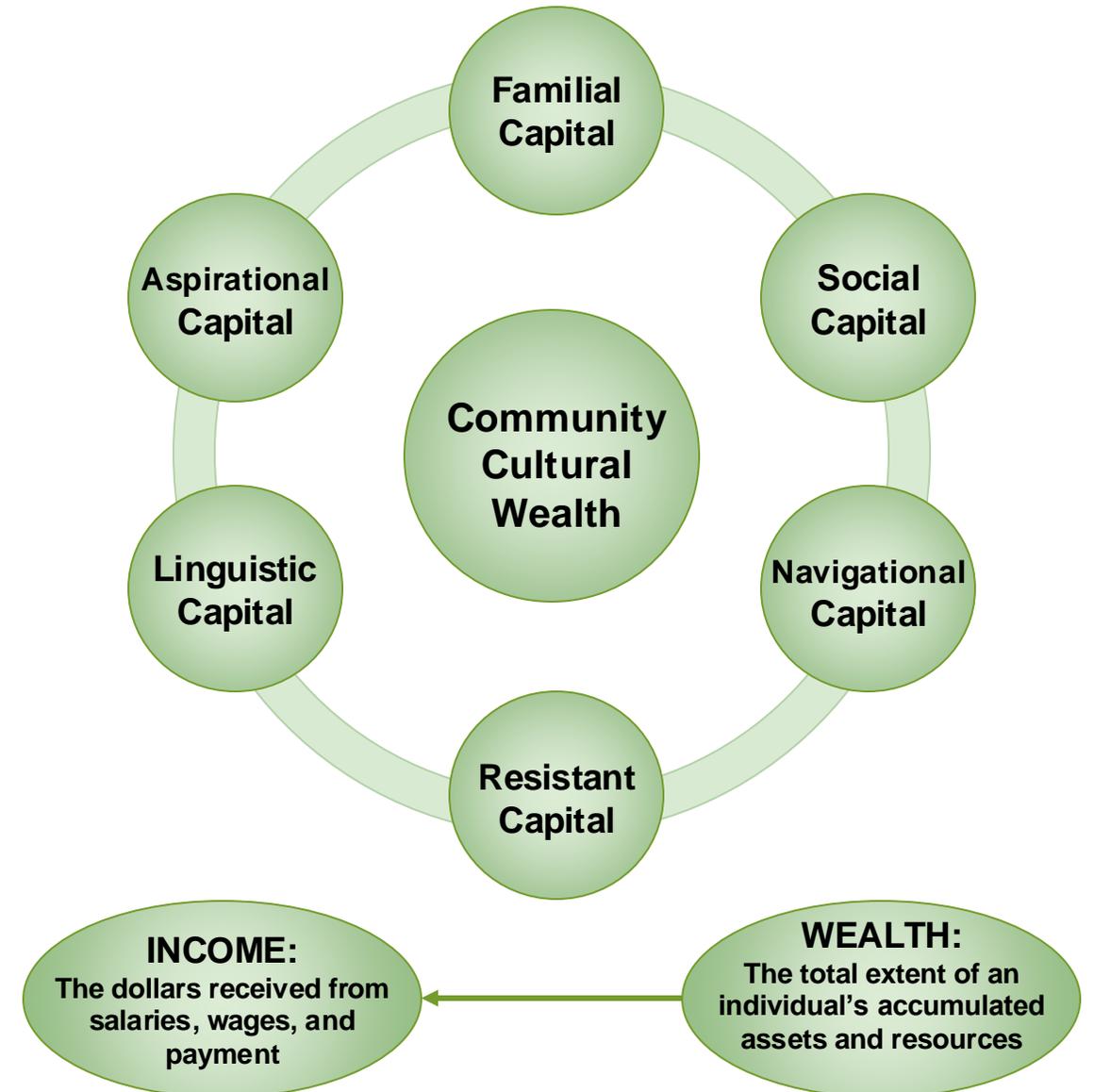
Familial capital - extended families and community networks

Navigational capital - skills to navigate systems and social institutions

Social capital – experience getting resources and sharing with other families

Resistant capital – experience fighting for equity and social justice

Dr. Tara Yosso - Cultural Wealth



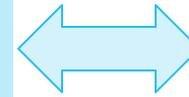
What individuals say about Cultural Wealth

ASPIRATIONAL

“I want to do important impactful work.”

COMMUNITY

“I am part of a network of supporting people with shared values.”



CULTURAL

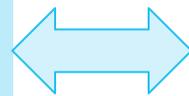
“I come from a long line of strong women who have each others’ back.”

SOCIAL CAPITAL

“I have a voice that is heard in my community.”

NAVIGATIONAL

“I know how to work within systems to get the information that I need.”



RESISTANT

“I’m willing to think creatively about solutions and push back when the status quo is unacceptable.”

The arrows indicate where wealth is amplified

The SELF Project

Never utilize children as interpreters

- It confirms parental loss of control.
- It's a tremendous pressure placed on children.
- Children lack appropriate vocabulary, in English or in their home language, therefore have limited translation skills.
- Some issues should not be discussed in front of children.
- In some cultures, there is a great deal of shame when some topics are discussed in front of strangers and/or children. For example: mental health.

Interacting with immigrant families



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- **Don't make assumptions** regarding their status, nationality or educational background.
- **Form intentional relationships.** Don't walk away from them.
- **Listen with generosity** and invest time in understanding their fears and stress.
- **Acknowledge** the trauma that our current situation might be causing.
- **Trust families as experts** on their children, their lived experiences, their community.
- **Believe** that even those who have very little, possess much cultural wealth and have developed resiliency.

Inclusive Professionals

- **Work respectfully** and productively with families regardless of who they are or where they come from.
- **Recognize** that families possess cultural and community wealth.
- **Incorporate** the wisdom of families in their work.
- **Give a voice** to those who have not had one.
- **Understand** the effects of historical oppression, discrimination and exclusion.
- **Intentionally seek** a diversity of opinions and perspectives before making decisions.
- **Work towards** positive social and systemic change.