

Waverly Child Development Center: Pre-Meeting Survey Summary

Three people responded to the SurveyMonkey about the Data Report. The following categories surfaced from the responses:

Question 1: What do you notice about the Kindergarten Assessment data in the report?

1. An "achievement gap" for letters and sounds for Hispanic children at Waverly
2. High interpersonal skills for Hispanic children at Waverly

Question 2: From your perspective, how might we "shift the numbers" for Hispanic children in the areas where there are racial disparities – what are ways we could change policies or practices to remove barriers and help them thrive?

1. Build on the strengths in Approaches to Learning/Interpersonal Skills
2. Provide a language-rich preschool
3. Provide native language support
4. Offer English-as-a-Second Language courses for parents

Question 3: How do you imagine building on the strengths shown by Hispanic children in "Approaches to Learning" that could benefit them in "Mathematics" and "Literacy"?

1. Provide opportunities for "project-based learning" with peers for numbers and literacy.

Question 4: What are some of your "take-aways" in the findings from the OSU/GAPS Evaluation?

1. Lack of basic needs
2. Hispanic children likely don't know English letters and sounds because Spanish is the primary language.
3. Build trust with Hispanic families

Question 5: From your perspective, what are 1-3 ideas on how we might meet the needs that you see in the findings?

1. Offer more family resources to address the stressors
2. Reduce barriers
3. Provide culturally appropriate support for families
4. Ensure English speakers are as clear as possible
5. Offer incentives for participation (i.e. at Family Nights, school volunteers)

Question 6: How would you like to contribute to the success for these children?

1. Explore possibilities with community partners
2. Become involved in the classroom
3. Offer bilingual volunteers
4. Offer training for Waverly staff



WCDC Community Engagement Project:

Data Report

Nearly 1 in 3 children (28%) in Linn County live below the poverty line. At Waverly Elementary School, 85.3% of children are economically disadvantaged, which is the highest percent in the Greater Albany School District (GAPS 46%) and higher than the state average (44.3%). In addition, 35.1% of children at Waverly are Hispanic which is higher than GAPS (20.2%) and the state (22.5%).

Kindergarten Assessment Data:

Early Learning Hub of Linn, Benton and Lincoln Counties							
Oregon Kindergarten Assessment Results, School Year 2015-2016							
How do Waverly Elementary School Hispanic Kindergartners compare to Greater Albany School District (GAPS), to the EL Hub and to the state?							
	Approaches to Learning			Early Mathematics	Early Literacy		
	Approaches to Learning (Total)	Self Regulation	Interpersonal Skills	Numbers & Operations	English Letter Names	English Letter Sounds	Spanish Letter Sounds
	Average Rating (1 - 5)	Average Rating (1 - 5)	Average Rating (1 - 5)	Average Num Correct (0- 16)	Average Num Correct (0- 100)	Average Num Correct (0- 100)	Average Num Correct (0- 100)
Waverly (Hispanic)	3.3	3.1	3.7	7.5	4.5	2.2	1.8
Waverly (all)	3.2	3.0	3.7	7.1	9.4	1.9	-
GAPS	3.4	3.3	3.5	8.7	20.6	8.9	1.0
EL Hub (Hispanic)	3.6	3.2	3.9	7.8	10.6	3.9	1.6
EL Hub (all)	3.6	3.5	3.8	8.5	17.8	6.9	-
State	3.6	3.5	3.8	8.5	18.5	7.4	1.9

Waverly N = 42
Waverly Hispanics N = 15 (35.1%)
Waverly Spanish N = 9

The above chart shows that the average Kindergarten Assessment (KA) scores for Hispanic children at Waverly Elementary School are lower for Approaches to Learning, Early Mathematics, and Early Literacy than GAPS, EL Hub (Hispanic), EL Hub, and the state. For Early Literacy (English), the Waverly Hispanic children's scores are dramatically lower. Further, 9 English Language Learners also took the KA in Spanish and scored lower than Waverly Hispanic children on English Letter Sounds. This points to the disparities facing Hispanic children entering Kindergarten at Waverly Elementary School.

However, Waverly Hispanic children's scores are higher than all the Kindergarten children at Waverly for Approaches to Learning (total) and Interpersonal Skills. High scores in Approaches to Learning indicate children are prime to improve in math and literacy. Further, Waverly Hispanic children score higher than all GAPS Kindergarten children for Interpersonal Skills and the native Spanish-speakers scored higher than GAPS and EL Hub Spanish-speakers.



Waverly Elementary School

Kindergarten Assessment Data, 2013-2014, 2014-2015, 2015-2016

Lowest score in EL Hub for the category/school year

Within the lowest 10% of scores in EL Hub for the category/school year

How do Waverly Elementary School scores change over time?

	2013-2014	2014-2015	2015-2016
Approaches to Learning (Total)	3.1	3.5	3.2
Self Regulation	3.0	3.4	3.0
Interpersonal Skills	3.3	3.8	3.7
Numbers and Operations	6.5	5.5	7.1
English Letter Names	7.6	11.0	10.5
English Letter Sounds	3.4	2.6	2.6

From 2013 to 2016, the average for Waverly KA scores improved slightly, but the scores remain within the lowest 10% of scores in the EL Hub for each category with 2 exceptions: (1) Interpersonal Skills were above the lowest 10% of EL Hub scores and (2) English Letter Sounds dropped to within the lowest 10% of EL Hub scores.

OSU/GAPS Evaluation:

In 2015, "Educational Equity for Latino Families Project" conducted an evaluation in conjunction with Oregon State University's Center for Latino Studies, Casa Latinos Unidos, Health Equity Alliance and GAPS to understand the experiences of Latino families living in Albany. Thirty-Three parents and 43 students participated in Focus Groups and 13 participated in key informant interviews. On average, the parents were female, 38 years old with 9 years of education and residing in the U.S. for 14.4 years.

Parents (69%) and students (60%) reported experiencing discrimination in a variety of settings including schools. Parents also reported encountering challenges related to police relations, poverty and housing, lack of culturally appropriate services and resources and language barriers.

Results indicate that the following basic needs interfere with academic achievement:

- Poverty
- Housing
- Access to health insurance
- Nutrition and food insecurity
- Legal issues such as: immigration fears and an inability to obtain a driver's license
- High quality childcare



FAMILY/COMMUNITY ENGAGEMENT PLANNING INITIATIVE

Parent Focus Groups (2)

Introduction:

Hello, my name is (facilitator's name), I am from the Early Learning Hub of Linn, Benton, and Lincoln counties working on a project funded by the Northwest Health Foundation's Healthy Beginnings + Healthy Communities Initiative. We want to learn from parents how to best meet the needs of families with young children in our region. The Early Learning Hub is a coordinating agency made up of many interested persons such as preschools, Head Start, Healthcare, K-12 schools, health departments, Relief Nurseries, WIC, Home Visiting, Early Intervention, etc. Part of what is so exciting about Early Learning Hubs is that they want to hear from families about how they feel about raising their children in their communities. The Hub also wants to learn about families' hopes and dreams for their children and how the community can support them to be successful. These group conversations are happening at multiple partner locations across Linn, Benton, and Lincoln counties.

In today's (this evening's) conversation, we are going to concentrate on your experiences, how you see your community, and what supports you need from your community to help your child(ren) achieve their fullest potential. There are no right or wrong answers to the questions and if you don't feel comfortable sharing, you don't have to respond. We encourage you to share what you think, even if others might not agree with the answers, but I will ask you to please respect the opinions of everyone. This discussion is being recorded to ensure that we capture all the great information you share. No one's name or personal information will appear on any of the reports we write about this project. However, since you can see one another during the discussion, we can't promise absolute confidentiality. For this reason, it is important that what happens in this room, stays in this room – to protect everyone's privacy. That's all for the procedures. Does anyone have any questions before we get started?

Questions 1-4: warm-up questions

1. Tell us your name and something about your family?
2. How would you describe your community? (Examples if needed: safe, family-friendly, affordable or not, healthy, noisy, crime, high drug use, local recreation, traffic level, close to shopping, etc.)
3. Do you think your community is a good place to live?
 - a. Why or why not?
 - b. What about the community do you value the most for your family?
4. If not discussed in previous questions ask: In your community, what available resources do you believe are important for families with young children? (Examples if needed: child care, preschool, recreation, parenting education, job training, transportation, affordable housing, healthcare, etc.)
 - a. Have you used any of these resources? Why or why not?

Spend most time on the following questions:

5. In what ways can parents prepare their children for entering kindergarten? (prompt: What does a child who is prepared for Kindergarten look like?)
 - a. To your knowledge, what resources are available in your community to help you prepare your child/children for kindergarten?
 - b. Have you been able to connect with them?
 - c. If not, what has prevented you from accessing these resources?
6. In what ways do families in your community support one another (give examples if needed: church, school, daycare, etc.)?
 - a. Why do you think families are involved (or not involved)?
7. What are some of the challenges families in your community face in raising young children?
 - a. What would be the most helpful to families to address these challenges?
8. If you could be in charge of improving how your community meets the needs of families with young children, what changes would you make and why?
 - a. What do you see as the main obstacles to achieving this ideal?
9. What additional information would you like the Early Learning Hub to know?
10. Would you be interested in being involved in on-going conversations on this topic with other parents, community partners, and Early Learning Hub staff? Is there anyone we should invite into this conversation?

PARENT DEMOGRAPHICS

Our funders have asked us to gather information about the families who participate in these meetings. Please help us by completing the information below:

Your zip code: _____

Your Gender: Male Female

Your Ethnicity/Race: White/Caucasian
 Hispanic/Latino

Black/African American Native American
 Asian/Pacific Islander Other, specify

Which languages are spoken in your home?

By whom:

Your Age: _____ years

Your highest level of education completed:

In general, how much did your family earn last year? (We will not share this information with others. It is helpful to us as we plan activities in the community.)

- \$0-14,999 \$15,000-24,999 \$25,000-34,999
 \$35,000-44,999 \$45,000-54,999 over \$55,000
 Unsure/Declined to answer

How are you parenting? With a partner By yourself With a relative in the same home

Please CIRCLE the ages of all the children living in your home (please note if any are twins):

Under 1 Year 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Your relationship to the children above (list all that apply): _____

Please CHECK all the community resources that you use:

- Child Care Oregon Health Plan Schools Early Head Start
 Libraries TANF/SNAP Recreation/Parks Early Intervention
 WIC Free/reduced lunch Relief Nurseries Healthy Families
 Head Start DHS/Child Welfare Tribal Services Other,
