

Early Learning Hub of Linn, Benton & Lincoln Counties Waverly Child Development Center (WCDC) Community Meeting Minutes

August 30, 2016

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| Meeting Commenced | 12:00pm, August 30, 2016 Loafers Station, Albany |
| Meeting Called By | Lynn Hall |
| Community Members Present | Katy Allaback, Shirley Blake, Julie Charles, Christi Clark, Linda Douglas, Jessica Frederick, Anne Griffith, Lynn Hall, Evelia Lopez, Aoife Magee, Susana Martinez, Kristi May, Anna Menon, Adriana Nunez, Renee Smith, Sheri Somerville, Patricia Martinez, LeAnne Trask, Jerri Wolfe |

Overview of the Process

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| Discussion Item | Purpose of the Meeting Series |
| <p>The WCDC project came about because Lynn Hall is participating in the Oregon Early Learning Hub Leadership Institute: Leading for Racial Equity. We will take an Appreciative Inquiry approach; we will focus on what is working</p> <p>The EL Hub is hosting a series of community meetings in August, October and November to discuss Kindergarten Readiness and the racial/ethnic disparities that exist.</p> <p>We will consider the question: how can we rally around this new preschool to support their success and ensure children are ready for kindergarten? In the end, we will come to a shared agreement.</p> | |

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| Discussion Item | Purpose of This Meeting |
| <ul style="list-style-type: none"> Learn more about what the Greater Albany School District (GAPS) is planning at Waverly for their youngest children; take a look at the data; understand what the data is telling us about the needs, and begin to develop ideas to ensure that kids in the Waverly area are ready for Kindergarten. | |

Katy Allaback's Vision for the WCDC

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| Discussion Item | Katy's Vision |
| <p>Over two years ago, Anne Griffith, principal of Waverly Elementary, had a dream of opening up an onsite preschool as a way to give young children critical educational opportunities before they started kindergarten. This dream grew more real after she wrote a preschool plan</p> | |



as part of an administrator class assignment "to create something that will make a difference." Using this plan as a starting point, Anne shared her idea with the Superintendent of Greater Albany Public Schools, Jim Golden. He encouraged Anne to apply for an Early Learning Hub grant called the Kindergarten Partnership Innovation (KPI) grant. With the help of GAPS' Federal Programs Coordinator, Heather Huzefka, Anne earned this substantial grant which immediately turned the preschool into a forthcoming reality. Katy Allaback, who was Waverly's English Language Development teacher, was hired as the preschool teacher, and she helped Anne write another Early Learning grant. This second funding source allowed the preschool to hire a bilingual family liaison, Carlos Sanchez-Hernandez.

The Waverly Child Development Center will serve a culturally diverse class of 40 three to five-year-old children who come from low socio-economic backgrounds. Priority will be given to those children who are Waverly students. The preschool will be largely inquiry-based and exploratory so that children can begin to build their conceptual understandings of the world. The preschool will adopt a constructivist framework, inspired by the Reggio Emilia approach to education, which will nurture the innate intellectual curiosity in children, growing the habit of concentration over time. Moreover, the preschool community will look at challenges and conflicts as an opportunity to "grow the brain" so that the children will build confidence as independent learners.

Discuss the Data Report

| Discussion Item | Kindergarten Assessment (KA) |
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| <p>What is the Kindergarten Assessment? In the fall when children first enter Kindergarten, teachers gather information on their students' understanding of basic math, letters, and their social skills (this is observational by teachers). Researchers found that social skills (such as the ability to follow directions, sit still in class, and the ability to get along with others and with the teacher), and skills including early reading and math can predict how well children will do later in school.</p> <p>Question 1: What did you notice about the KA data?</p> <p><u>"Achievement Gap"</u></p> <ul style="list-style-type: none"> - Scores are low for both Spanish and English letter sounds for Hispanic students - I notice that there is an achievement gap, especially in regard to English letters and sounds between Waverly Hispanic Kinders and other groups. - Waverly overall is more than double lower in early literacy compared to GAPS. - All Waverly KA scores are lower than EL Hub and state norms. <p><u>High Interpersonal Skills</u></p> <ul style="list-style-type: none"> - High interpersonal skills/Approaches to Learning skills with Latino children at Waverly. - Hispanic children at Waverly have higher interpersonal skills than all GAPS children. - Waverly interpersonal skills are higher than GAPS but lower than EL Hub and the state. <p><u>More Years of Data</u></p> <ul style="list-style-type: none"> - It takes time to have data confirming trends | |



Question 2: How might we “shift the numbers” for Hispanic children where there are racial disparities?

Build on Strengths

- Build on strengths of Hispanic family's value of education to overcome disparities.
- Build off the strengths identified in interpersonal skills and approaches to learning, which are higher.

Native Language and Culture

- Use native language support.
- Culture of classroom respectful of Hispanic culture. Mirror how learning happens in native culture. Highlight so not diminished by dominant culture.

Best Practice

- Philosophy and curriculum based on brain research and what our children need developmentally.
- Teacher clarity

Supporting Families

- Greet people in their language and make people welcome.
- Having good communication with parents.

Language Rich Preschool

- Language-rich preschool will be one way to “shift the numbers.” Moreover, I think the use of native language support will go a long way in raising the data.

Question 3: How can we build on strengths?

Provide project based learning opportunities with peers.

Cultural understanding

Involve Families

- Both Parent Engagement and Parent Education incorporated into the program
- Use strength of Spanish families to share and teach English-speaking families that school is a safe place.

Honor Family Strengths

- Social and emotional foundation for success.
- Be present; spend time with your kids.

Discussion Item

OSU/Greater Albany Public Schools (GAPS)

Question 4. What did you notice?

Lack of Basic Needs

- Basic needs are not adequately met, which hinders learning outcomes.
- Inequities do exist. Hispanics don't have the same starting line.

Need to Build Trust with Hispanic Families

- Social capital (e.g. networking, interpersonal relationships) are high in Latino culture; school needs to build the trust of this group.



Question 5. How can we meet the needs?More Family Resources

- Increase bilingual volunteers at school. Offer beginning Spanish to Waverly staff to include culturally competency and increase family night participation/incentives.
- Offer more family resources to address the constellation of stressors, reduce barriers, and provide culturally relevant support for these families.
- Home visiting

Reduce Barriers

- For example, Field trips: cost barriers
- Clear English speakers

Bring in Community Resources

- How can the library collaborate with Waverly Elementary in the summer to prevent learning loss? The library already has satellite programs with Clover Ridge and the YMCA.
- Bookmobile to visit neighborhoods
- Parenting classes
- OPAL Training (Reggio) and LCC tour/Reggio preschool

Question 6. How would you like to contribute to the success for these children?Explore Possibilities

- Explore the role of parenting education, resource and referrals, and collective impact initiatives with community partners.

Community Partnerships

- Community partnerships to layer services for families
- Offer bilingual Foster Grandparent volunteers
- Offer basic Spanish courses to Waverly teachers
- Help construct cultural competency trainings/family nights

What is possible?

| Discussion Item | What Can We Do? |
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| <u>Who needs it the most:</u> <ul style="list-style-type: none"> - Teacher - Families - Hispanics - All small kids - The whole WCDC program - The community <u>Hold a Parent Focus Group</u> | |



Parent Focus Group

| Discussion Item | Focus Group Questions |
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| <p>During 2015, the EL Hub received a grant from NW Health Foundation Grant. We conducted Parent Focus Groups throughout Linn, Benton and Lincoln to include the parent voice for planning and decision making. The purpose of the Focus Groups was to discover what parents of young children hope and dream for their children, what resources they know about and the gaps.</p> <p>Lynn provided the Demographic form and Focus Group Questions (English and Spanish versions prepared with the help of Oregon State University researchers and Benton County Health Department).</p> | |

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| Discussion Item | Next Steps |
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| <ul style="list-style-type: none"> • The group will give feedback on the Demographic Form and the Focus Group Questions and to Lynn (halll@linnbenton.edu) by Friday September 8th. • Focus Group: Monday September 19th • Next WCDC Community Meeting: Friday October 28th 3:00 – 4:30 PM | |

