

Community Business and Education Leaders (CBEL) Collaborative

CBEL's Mission is to build community resilience that strengthens families and supports world class education in the Salem-Keizer School District.

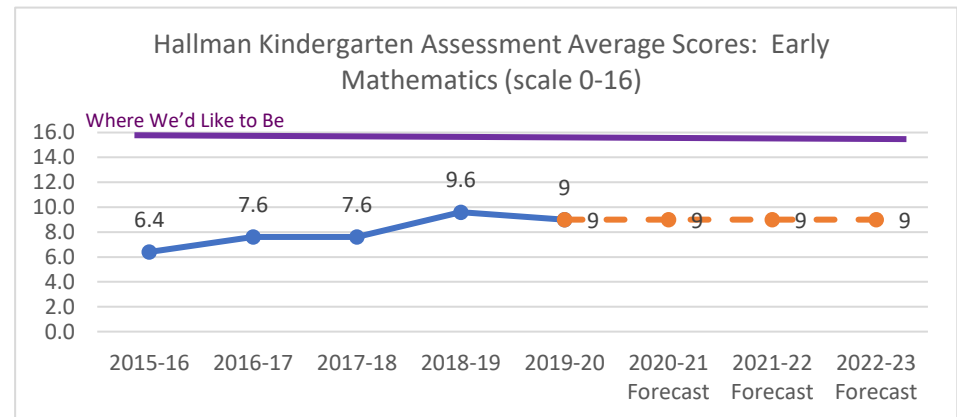
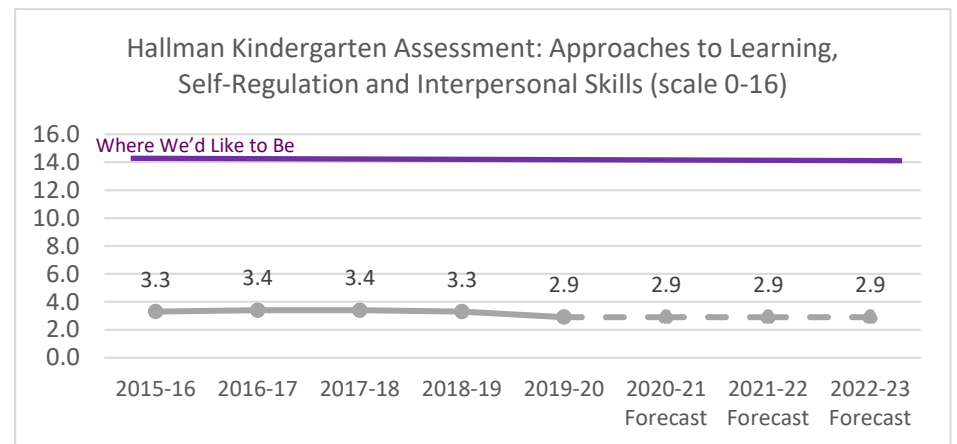
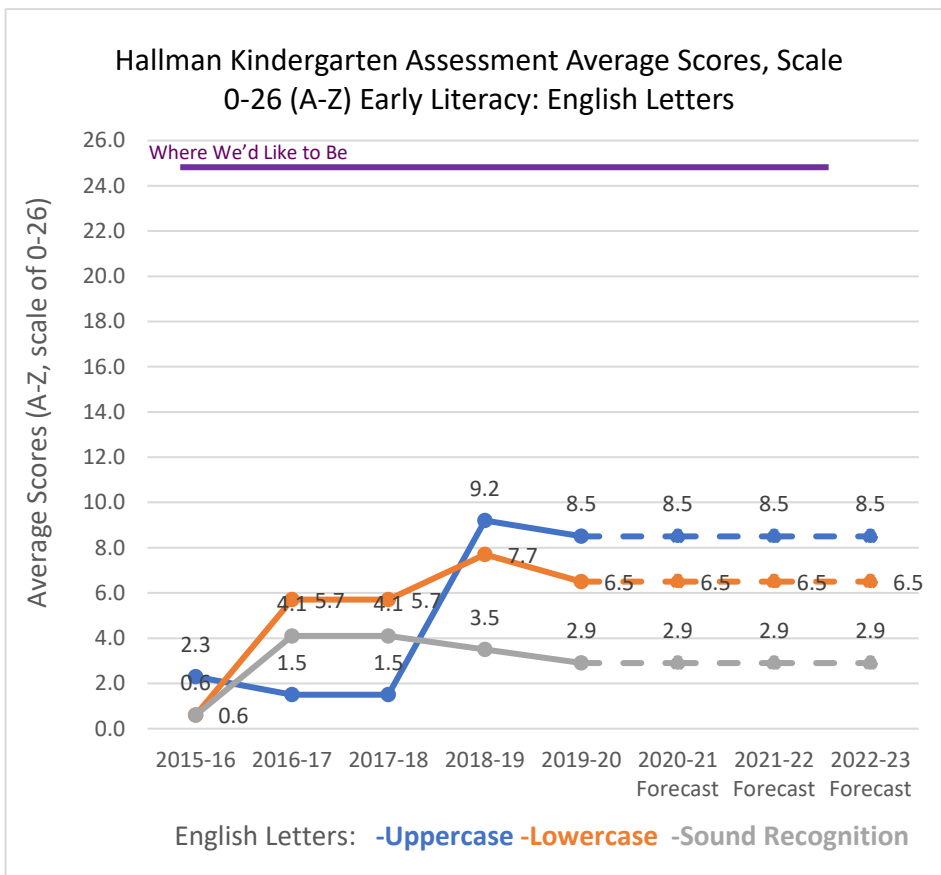
Population: Children, adults, and families living within the Hallman Elementary School geographic boundaries ("the neighborhood")

CBEL Quality of Life Outcomes

1. Every child grows up in a safe, stable, nurturing home
2. Every child enjoys good health
3. **Every child succeeds in school**
4. Every child goes on to become financially self-sufficient

Results-Based Accountability (RBA) Scorecard: **Every Child Succeeds in School**

A. **Quality of Life Indicator:** % children arriving ready for kindergarten at Hallman Elementary School



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B. Story Behind the Curve

EVERY CHILD SUCCEEDS IN SCHOOL – research shows that arriving prepared and “ready for kindergarten” is one of the most significant factors in predicting academic success and achievement, including in higher education, as well as successes later in life. The most upstream intervention lies within early childhood education and kindergarten preparedness to improve the quality-of-life outcome that every child succeeds in school. Researchers analyzed the link between kindergarten preparedness and academic, psychological, and health risks that emerged by the end of high school. Research shows early childhood skills help achieve success and adopt a healthier lifestyle in emerging adulthood. A recent study (November 2020) analyzed the link between kindergarten preparedness and academic, psychological, and health risks that emerged by the end of high school.

“Kindergarten math skills contributed to better end-of high-school achievement and a lower dropout risk, and that was supported by observations from teachers, who also noted a reduced risk of substance abuse later on. Those who go in [to kindergarten] unprepared risk struggling throughout their academic journey. They arrive without the necessary tools in terms of cognitive skills, social skills, and motor skills from physical activity. Promoting kindergarten readiness seems over the long-term, to help reduce the lifestyle risks generated by dropping out of high school. Therefore, policies to promote and preserve children’s early skills, such as providing stimulating childcare and diminishing family adversity, may thus represent a valuable policy strategy for governments to invest in.”

-Professor Caroline Fitzpatrick, University of Montreal ([American Academy of Pediatrics](#), November 2020)

QUALITY-OF-LIFE INDICATOR: KINDERGARTEN READINESS— Hallman Elementary kindergarteners have scored lower than state standards since 2015 at least, in all three of Oregon’s Kindergarten Readiness Assessment domains for incoming students:

1. *Approaches to Learning*: Self-Regulation and Interpersonal Skills
2. *Early Mathematics*: Numbers & Operations
3. *Early Literacy*: English (Uppercase) Letter Names, English (Lowercase) Letter Names, and English Letter Sound Recognition

Hallman children enter kindergarten scoring less than peers across Oregon. If nothing new or different is implemented to prepare children before they arrive, historic trends predict only 40% of kindergarteners will score as “ready”. A significant increase in children arriving ready for kindergarten is anticipated with an additional 100 Hallman children** participating in kindergarten readiness programs and activities, specifically focusing on early literacy (English letters) and engaging with Hispanic, Latino, and English Language Learner families.

**The goal of increasing participation by 100 children was established by calculating 60% of Hallman’s estimated 160 children ages 4 and 5 years, given current Kindergarten Assessment data indicates approximately 40% of children currently arrive ready for kindergarten.

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HALLMAN NEIGHBORHOOD FAMILY COUNCIL—Hallman neighborhood established a Neighborhood Family Council in 2021 to increase engagement of neighborhood residents and hear from those living in the neighborhood, to guide implementation of building community resilience that strengthens families and supports world-class education in the Hallman neighborhood. Research shows families can be supported and neighborhoods improved to healthy levels through promotion of **Strengthening Families Protective Factors**. Three key Protective Factors are a focus of CBEL: 1) positive social connections; 2) tangible support in times of need; and 3) meaningful opportunities to develop the knowledge, skills, and personal attributes needed to succeed at home, at school, at work, and in the community.

BILINGUAL FAMILY AND NEIGHBORHOOD EDUCATOR—The Marion-Polk Early Learning Hub (MPELH) and partners, one of CBEL’s Key Collective Impact Initiatives, identified the greatest need for improving population-level kindergarten readiness was to reach families that currently don’t participate in kindergarten readiness programs and activities. A bilingual family and neighborhood educator, Leslye Quevedo-Garcia has been hired to share time between the Hallman Neighborhood Family Council (NFC) and MPELH, for seamless integration of Hallman families with kindergarten readiness programs and activities. Leslye’s primary role is to build relationships with families and the NFC, especially Spanish-speaking families, and support them through promotion of the Strengthening Families Protective Factors. Leslye is trained to coordinate and teach Ready for Kindergarten classes in Spanish and English, a meaningful and research-based curriculum to empower the parent/caregiver to succeed in their role as their child’s first and most influential teacher. Leslye will be trained in an additional evidence-based curriculum and will be able to deliver this in the Hallman area.

Community partners noted in Turning the Curve workshops, reasons children experience disparities in kindergarten readiness:

1. Lack of participation in available preschool programs
2. Social disconnection and isolation
3. Availability of childcare: Hallman experiences a daycare desert
4. Availability of extracurricular activities
5. Safety and stability in areas of social determinants of health are lacking due to toxic stress
6. Lack of parent knowledge and education, not knowing what is expected
7. Different cultural norms and cultures lead to various gaps stemming from differences in what is expected for school, cultural expectations, ages and demographics of parents, languages spoken at home, and cultural considerations (family size, no history of school and academic identity, high Latino population, etc.)

The Hallman NFC will develop a marketing plan aimed to identify and engage families in the neighborhood with children ages 4 and 5 years, especially focused on engagement with families that are not already engaged with programs and activities. The marketing plan will integrate

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principles of racial justice and reconciliation, disparities, and the cultural and linguistic makeup of the community. The goal of the plan is to engage with families and enroll them in kindergarten preparedness programs or activities, such as: Ready for Kindergarten classes, Preschool, Salem-Keizer Coalition for Equality pre-k programs and classes, Kindergarten Partnership and Innovation, parenting education classes, and literacy opportunities.

***KINDERGARTEN READINESS ASSESSMENT DATA**—Children designated “ready for kindergarten” are based on Oregon’s current Kindergarten Readiness Assessment, which is under revision. The last year of the current Assessment was 2019-2020. While these data will change in the coming school years, the baseline displays the significant disparity among Hallman children prepared when they enter kindergarten.

C. Turning the Curve Action Plan

Quality of Life Indicator	Action Plan: Tasks	Lead/Accountable	Progress	Partner/Support	Status
% children arriving ready for kindergarten at Hallman	1. Support the Hallman Neighborhood Family Council to promote Strengthening Families Protective Factors in the Hallman Neighborhood <ul style="list-style-type: none"> ▪ Positive social connections ▪ Tangible support in times of need ▪ Knowledge and skill development 	Eduardo	Hallman NFC meets twice per month	Leslye	
	2. CBEL and MPELH hire a bilingual staff for neighborhood family outreach and teaching Ready for Kindergarten classes	Lisa and Eduardo	Leslye was hired and received training for teaching Ready for Kindergarten classes; attended a “make parenting a pleasure” training for becoming a trainer (4/2022)	Hallman Neighborhood Family Council	Completed
	3. Develop and implement a grassroots marketing plan that integrates principles of racial justice and	Tori	Preschool Hub website up and running	Hallman Neighborhood Family Council	

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	reconciliation and the cultural and linguistic makeup of the community				
	<ul style="list-style-type: none"> ▪ Develop and implement a marketing campaign to promote Ready for Kindergarten ▪ Identify avenues to connect with families raising children ages birth-5 not already engaged with kindergarten readiness programs and activities ▪ Develop and implement a marketing campaign to increase participation in Bright by Text platform 	Lisa			
	4. Support the Marion Polk Early Learning Hub and partners to increase participation in kindergarten readiness activities and programs (A-E below)	Lisa		SK Coalition for Equality; Fostering Hope partners	
	A. Ready for Kindergarten <ul style="list-style-type: none"> ▪ Increase number of Ready for Kindergarten trainers by hosting a train-the-trainer training to expand access ▪ Host Ready for Kindergarten classes, series of 3, for parents each month ▪ Minimize barriers to participation and increase ability of parents to complete the series (childcare, transportation, etc.) 	Lisa	August 2021 - 7 participated including Leslye Leslye’s RFK class had all 9 attendees participate each month- in-person with dinner, and same with Spanish series (4/2022); scheduling another session this summer		Complete In progress
	B. Preschool <ul style="list-style-type: none"> ▪ Increase the number of children participating in a preschool program, such as Preschool Promise and Head Start 	Lisa	Approx. 18 Hallman children enrolled in Preschool Promise or Head Start (11/2021)	Hallman neighborhood and CBEL partners	

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	<p>C. Salem-Keizer Coalition for Equality</p> <ul style="list-style-type: none"> ▪ Aprendiendo Avanzamos (Learning Together We Advance) ages 3-5 ▪ Abriendo Puertas (Opening Doors) ages 0-5 ▪ Ready! for Kindergarten (¡Listo! para Kindergarten) ages 0-5 			Lisa: MPELH provides Ready for Kinder Kits	Seek permission from Analivia to be lead
	<p>D. Kindergarten Partnership and Innovation (KPI)</p> <ul style="list-style-type: none"> ▪ Align with existing KPI initiatives in the Salem-Keizer School District 	Lisa			
	<p>E. Early Learning Parent Education Classes</p> <ul style="list-style-type: none"> ▪ Increase number of parent education opportunities in neighborhood delivered by trusted partners 	Lisa	Leslye will be trained in Make Parenting a Pleasure in spring 2022		
	<p>F. Literacy Opportunities</p> <ul style="list-style-type: none"> ▪ Provide English and Spanish books to be placed in the Little Free Libraries ▪ Include books as part of community events 	Lisa		Maureen	

D. What Works	E. Partners		
	Contributing Partners	Potential Partners	
<ul style="list-style-type: none"> • Kindergarten readiness activities and programs • Positive social connections: family members, friends, & neighbors • Civic engagement, neighborhood & broader community level • Collective Impact to produce population level results • Promoting racial justice and reconciliation • Family coaches • Culturally and linguistically appropriate services • Opportunities to develop knowledge, skills, and personal attributes critical to success in life at all ages • Flexible funds for “prevention” services (utilities, rental assistance, eviction prevention services) and rapid re-housing 	<ul style="list-style-type: none"> • Neighborhood Residents <p>Key Collective Impact Agencies/Initiatives:</p> <ul style="list-style-type: none"> • Fostering Hope Initiative • Mid-Willamette Valley Homeless Alliance • Marion County Children and 	<ul style="list-style-type: none"> • CBEL Members • Community Action Agency • Salem-Keizer School District • Pacificsource • Willamette Health Council • SKSD McKinney-Vento Program • Hallman Elementary 	<ul style="list-style-type: none"> • MWVHA Board and Collaborative Committee partners • Safe Routes to School • Apartment complexes • Transportation providers • New Harvest Church • Salem Leadership Lightning Rod

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<ul style="list-style-type: none"> • Intensive outreach and care coordination • Parent education • Clothing and school donations for students • Transportation • Equity and Inclusion programs such as Pacific Islander Clubs • Care coordination- elementary schools each have a RN assigned to them but not all RNs have been to the school, but nurses can triage, and case manage, review medications, refer to needs, etc. • Behaviorists imbedded in schools • Peer supports and mentorship • Community school outreach coordinators 	<p style="text-align: center;">Families Commission</p> <ul style="list-style-type: none"> • Marion-Polk Early Learning Hub and pre-k partners 	<ul style="list-style-type: none"> • Registered Nurse assigned to Hallman • Pacific Islander Club/CSOC 	<ul style="list-style-type: none"> • Family Building Blocks • Healthcare Partners • Salem Health and Hospitals • Primary care clinics • DHS Self-Sufficiency
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F. Additional Information

HALLMAN NEIGHBORHOOD – Toxic Stress disrupts safe, stable, nurturing relationships by triggering the part of the brain responsible for fight, flight, freeze reactions, and disrupting the part of the brain responsible for executive function. Adverse Community (Neighborhood) Environments (ACE) contributes significantly to toxic stress. Adverse Childhood Experiences (ACE) occurring without the buffering effect of safe, stable, nurturing relationships and especially in the context of Adverse Community Environments, what we call the Pair of ACES, are likely to be traumatic. Safe, stable, nurturing relationships (SSNR) are the key malleable social determinant of everyone’s life prospects. Geographic neighborhoods exist where children are more likely to experience the Pair of ACES, including poverty, homelessness, maltreatment, foster care placement, and disparities in healthcare and education. Hallman neighborhood is one. Hallman Elementary school staff work closely with data to analyze and provide tiers of support to students and their families in the areas of academics, attendance, and behavior. Through this work, Hallman has been able to build strong relationships with every student to help students feel connected and ready to learn (SKSD, 2019).

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IMPORTANCE OF ATTENDANCE—Salem-Keizer Public Schools strives to have all students graduate and be prepared for successful lives. Students who regularly attend school are more likely to graduate, setting the stage for success in college and higher rates of employability (SKSD, 2020). According to the Oregon Department of Education, students who attend school regularly are 172% more likely to graduate (SKSD, 2018). Conversely, students who miss 20 days of school or more a year just have a 20% chance of graduating (SKSD, 2020). Hallman Elementary data shows attendance rates are lowest on Mondays and Fridays, especially when starting or ending a school break. Hallman has been identified as a “Safe Routes to School” pilot in 2020 to establish and maintain safe walking paths to school to improve attendance.

CHRONIC ABSENTEEISM—Nearly one in three Salem-Keizer Public Schools (SKPS) students were considered to be chronically absent, missing 10% of their instructional time each year in 2017-2018 school year. If students continue the trends of chronic absenteeism from kindergarten through the end of middle school, students will have lost an entire year of instruction by ninth grade. In September 2018, SKSD launched a campaign “Every Day 24/7!” to address chronic absenteeism rates across the district. According to Superintendent Christy Perry: “September is the most critical month for setting a student’s attendance pattern. What happens during that first month sets the tone for the entire year, and we know there’s a direct correlation between attendance and graduation” (SKSD, 2018). From September 2018-January 2019, nearly 1,400 students improved their attendance rates by 10 percentage points (or more) in SKPS. Schools and community organizations collaborated to identify barriers to attendance and developed solutions which attributed to this success, including the establishment of culturally-specific before and after school programs. [Chronic absenteeism is when a student misses 10% or more of school days—or the equivalent of two days of school a month—according to the Oregon Department of Education standards.]