

Culturally Specific Prenatal-through-Grade 3  
Strategies in Oregon:  
Amplifying voices from the field  
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**HOPES**

# Dinámica

Once upon a time, there was a teacher who was out of **scissors**, books and *glue*. They went out to buy more **scissors**, books, and *glue* with their own money but only found a couple **scissors**. So they had to ask their students to donate school supplies. Family members had to scrape a few dollars together to buy *glue*. The teacher asked their students to bring in their favorite books to share. One of their students came to school with their head hung low and empty handed because they did not have any books to give. So the teacher decided to do a writing lesson, students wrote letters to their legislature asking for money to buy **scissors**, books, and *glue*.



# Juntos Aprendemos Program Overview

**Culturally specific parent-child early learning program that fosters early literacy, school success, family engagement and parent leadership**

Provides a warm and nurturing learning environment

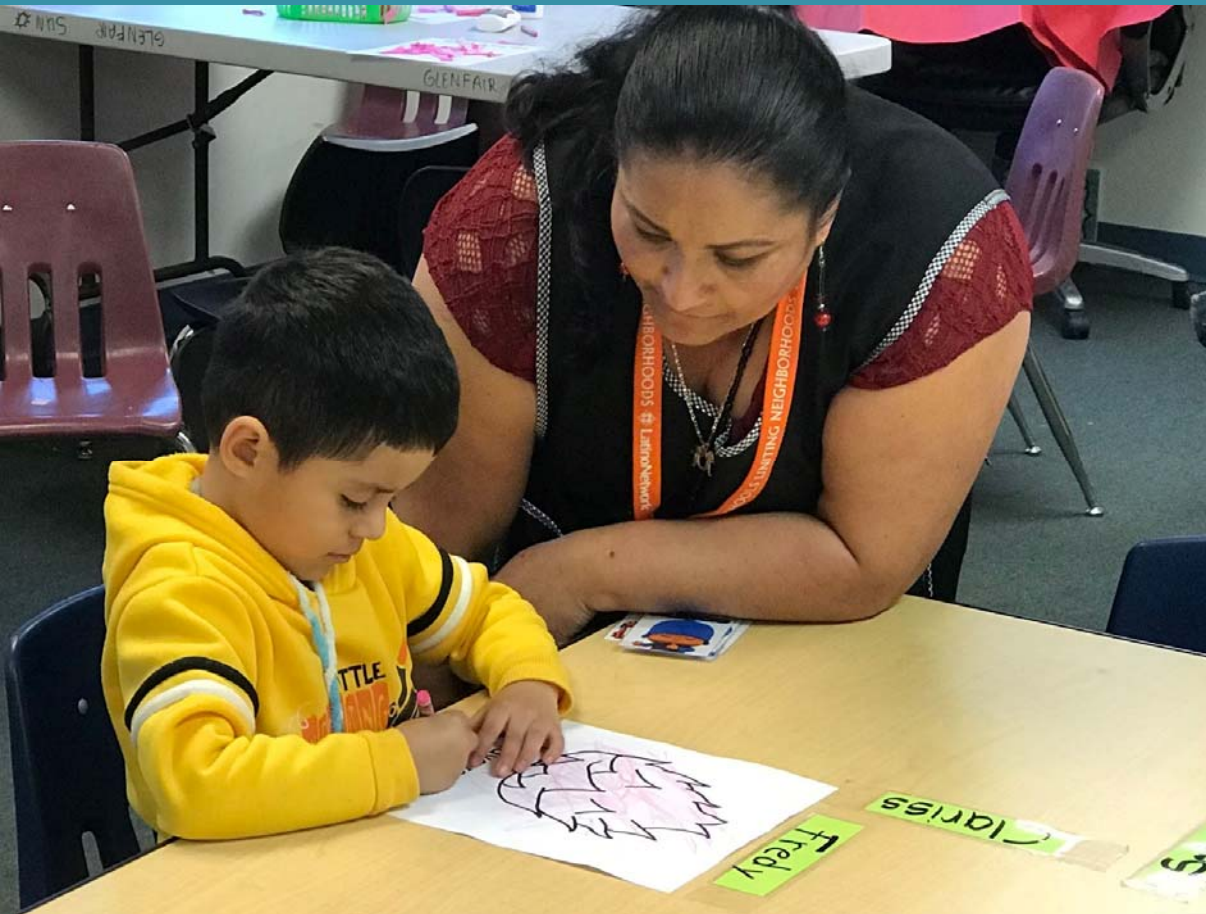
Grounded in family, culture, language and heritage

Focus on building academic, social emotional, and cultural strength for success in school

Popular Education honors community funds of knowledge & builds power



# Juntos Aprendemos Program Overview



Families engage in their neighborhood school for 30 weekly classes Oct - May

- Parent-child Activity Tables
- Interactive Reading Circle
- Preschool-like Classes for Children
- Parent Workshops

# Juntos Aprendemos Program Overview



## Program Impact:

- Latino children are better prepared for success in kindergarten
- Latino parents are better equipped as their children's first teachers
- Latino parents become stronger advocates for their children's education



Your child should receive an equal education





## Discuss at your tables

What would a program like this look like in your community?

What are the benefits of having a culturally specific early learning program in your community?

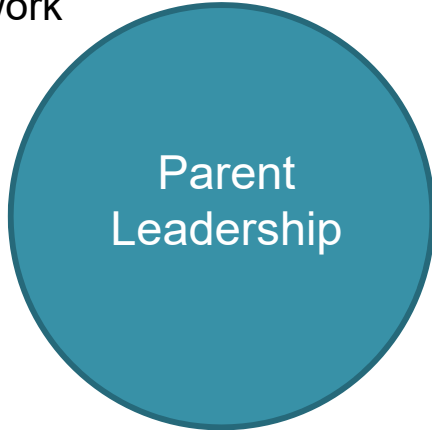
# Community Education Workers History

- 2014 The Community Capacitation Center chosen as convening partner by members of the Ready for Kindergarten Collaborative, which had developed the CEW strategy out of 92 possible strategies for addressing Kindergarten Readiness.
- 2014 CEW Program receives an innovation grant from Early Learning Multnomah (ELM) to get started
- 2016 CEW Program receives funds from NW Health Foundation to increase FTE and additional funding from ELM to add two additional cultural groups (Somali & Myanmar communities).
- 2018 CEW Program moves to ORCHWA
- 2019 CEW launches Changemaker Trainer and Parent Leadership

# Structure of the CEW Program

## Parent Leadership:

Parent Leaders from all communities, working on systems change work



## Steering Team:

All CEWs, supervisors, Director, Coordinator, and Community partners



## Changemaker:

This is a training developed by the Steering Team for ECE providers and parents who want to work with parents using PE and decolonizing methods



## Supervisors Team Members:

Supervisors from all four funded organization

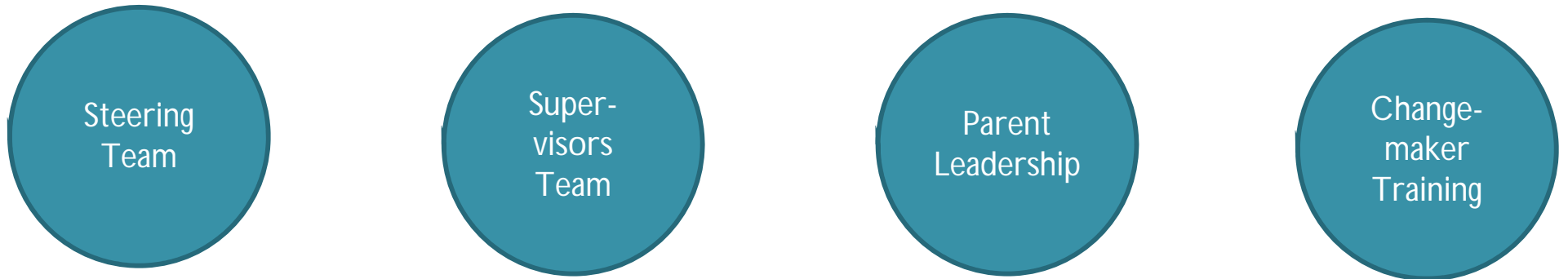
# Values of the CEW Program

- Popular Education
- Decolonization
- Equity
- Systems Change
- Parent Child Engagement
- Kindergarten Readiness



## With a partner

How are these paralleled in your work?



Do any of these pieces inspire you to think of things you could add to programs in your schools or in your communities?

What are we missing that could create a more balanced structure?



# Building the Case for Culturally Specific P-3 Strategies in Oregon

Learning Brief as Advocacy Tool



Oregon  
Community  
Foundation



## Organizations who were engaged in the research process included:

Adelante Mujeres  
Black Parent Initiative  
Coalition of Communities of Color  
Confederated Tribes of Warm Springs  
Immigrant & Refugee Community Organization  
KairosPDX  
Latino Network  
Native American Youth & Family Center  
Oregon Child Development Coalition  
Oregon Community Health Workers Association  
Salem-Keizer Coalition for Equality

What are some important characteristics of CSOs?





## Stakeholder Voice...

“ For us to be a culturally specific org... means the organization itself and our programs are developed by and for the Latino community.

The leadership of the organization, as well as staff, reflects the diversity of the Latino community in our region.

We are accountable to and embedded within the community.

We are responsible to the community!

This shows up in our staff... They have a shared cultural context and are part of the community being served.

Program development and our approaches to working with families are developed by and for our specific community.

We are holding culture, language, and family as assets for teaching and learning and understanding unique barriers faced by our families. ”

# How do CSOs meet needs of communities of color & address inequities?

- Acknowledge historical exclusion & trauma and in current context
- Create spaces of support, inclusion & belonging
- Design relevant supports
- Reflect & represent the community
- Build on community strengths
- Have specialized knowledge
- Show deep commitment & accountability to community



## Stakeholder Voice...

“ Many culturally specific orgs have arisen out of a need to address racial and social injustice. ”



## What are additional benefits from investing in CSOs & partnerships?

- Improved engagement & outcomes for children of color
- Increased family engagement & community involvement
- Improved ability to address barriers to opportunity
- Establishing evidence for culturally-specific practices

## Stakeholder Voice...

“ I think there is sometimes a misconception that culturally specific orgs aren't driving toward similar outcomes. The reason we developed our programs was to address disparities. The way we get there might look different than maybe in a mainstream org, but we are really driving toward the same things: language development, families reading together and a lot of the things that get kids ready for school. ”



# Closing and Evaluation

