

CAPSTONE SYLLABUS

Public Campaign for Early Learning with the Latino Community Spring 2012

Patricia Rumer

UNST 511-CRN64118/6 credits total

T/R 10-11:50AM*

CH359

***Some additional times will be established for on-site work in Forest Grove with community partner.**

Course description

Students will participate in a public campaign with Adelante Mujeres, a Latina nonprofit, to educate civic and business leaders on the importance of early childhood education for immigrant communities. Students will work with their staff and clients to document successes of Adelante Mujeres' early childhood and parent education model.

Instructor:

Patricia Rumer

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- Office: 307 B Urban Center Building
- Phone: (503)233-4428
- Office Hours: Thursdays, 12-1:30PM or by arrangement

Community Partner:

Adelante Mujeres, a Latina non-profit based in Forest Grove, Oregon has operated an adult education program for Latina, primarily immigrant women, since 2002. Adelante serves 30-35 women and their children ages 1-5 through preschool classes held five days a week, five hours a day from September through May. Classes for adults include ESL, GED preparation (basic math, reading and writing), leadership development, personal growth and parenting. Adelante holds monthly parent education nights and quarterly family/cultural celebrations. Shared responsibility and project ownership are emphasized at all levels.

Class Contact:

Katie Mayfield.

Adelante Mujeres

2420 19th Ave, Forest Grove, OR 97116

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Kati Mayfield, an AmeriCorps VISTA volunteer serving as Community Outreach Coordinator, has been with Adelante Mujeres since August of 2010. She hails from Denver, Colorado and

received her Bachelor's in International Affairs from the University of Colorado. Before joining Adelante Mujeres she completed a fellowship with micro lender Kiva.org. She loves her work at Adelante Mujeres because she gets to engage people from all walks of life in la lucha (our campaign) for equity and social justice.

Community issue/ problem to be addressed

The Early Childhood Education program of Adelante Mujeres is a bi-lingual program for children ages one through five. It is literacy based, follows best practices, is developmentally appropriate, uses "scaffolding" in student learning and is aligned with state kindergarten goals.

The ECE program of Adelante Mujeres is especially designed for Latino children and families and implemented by a native Spanish speaking staff. It's most advantageous, we believe, for Latino children to receive Early Childhood Education that is culturally familiar.

Parent involvement is an important aspect of the ECE program at Adelante Mujeres. Our Spanish language curriculum and Latino staff help Spanish speaking, Latino parents to be involved. Mothers also participate in weekly activities with children as part of our ECE program.

This grassroots organization wants to convince civic and business leaders of the importance of early childhood education (ECE) for their community. Research shows that quality early learning is one of the best indicators of later school success and is the best economic investment in terms of return on the dollar.

Washington County's youth population (under 18 years old) grew 26% between 2000 and 2010. It is projected that Washington County will have the largest cohort of under 18 year olds by 2014. The Latino population grew 67.4% from 2000 to 2010. Washington County's Health and Human Services department describes the challenge of meeting human needs as their youth population grows. A recent report states: "One of the main areas identified was Early Childhood and a number of the issues which emerged there included: Lack of quality, availability and affordable child care options for parents seeking specific types of care, including: infant/ toddler, special needs care, non-traditional hours, culturally/linguistically specific care, after school care, etc.

A significant percentage of entering kindergartners lack the requisite early literacy skills needed for school success, particularly in high need lower income communities." Increased funding is needed to serve all the children who qualify for early childhood programs. Adelante Mujeres will direct its educational advocacy campaign at civic and business leaders as part of a state-wide campaign to leverage more funding for ECE. "This community mobilization effort would involve the private sector, broaden the view of investment beyond state dollars and create 'an integrated, unified and synergistic approach at a neighborhood level.'" (AOC Early Learning Task Force Issue Brief, August 22, 2011)

Goals of this course:

This Capstone course is designed to involve PSU students in action-oriented learning with its community partner to organize a public campaign for early learning with a focus on the immigrant experience.

Learning objectives

1. To describe the challenges and barriers facing the Latino immigrant community, both documented and undocumented, in Washington County
2. To demonstrate your ability to view issues from the perspective of this community
3. To learn how to apply effective change strategies for a public education campaign to support and expand early learning opportunities for immigrant children and their parents
4. To assess and evaluate the effectiveness of the Adelante Mujeres' integrated model of literacy, ESL and Early Childhood Education and its impact on families
5. To study and analyze Adelante's integrated model as a community economic development strategy

University Studies Goals:

1. *Inquiry and Critical Thinking:* The Capstone will facilitate critical thinking in three ways. First, we will evaluate the Oregon Early Learning Council initiatives and Legislative action to expand early childhood education. Students will discuss and assess the various stages of the policy process for educational change in Oregon.

Second, we will evaluate research findings of public investment in early childhood education, collect and analyze data and apply these findings to the public campaign of Adelante Mujeres. Students will also research the status of the Latino community in Washington County, in particular the areas around Cornelius and Forest Grove. Third, this class will identify barriers to economic development such as immigration policies, educational and economic opportunities. This research will provide valuable information for the public campaign.

Communication

The final project for Adelante Mujeres adult education program will require you to produce campaign materials that will incorporate interviews of the program participants, research findings of best practices in public campaigns and research findings of best practices in adult literacy and early childhood programs. Students will engage in specific class sessions learning interviewing skills. You will also be responsible for leading discussions of readings, and producing written reflections during the term. At the conclusion of the Capstone course students will make an oral and written presentation to Adelante Mujeres.

Variety of Human Experience (Diversity)

Issues of culture, religion, language and social class are central to an understanding of the community partner's background. Students will have regular interaction with Latina women and their children who are immigrants and

come from a low income community. Latino speakers will be invited to present information on the Oregon Latino realities in class sessions with student discussion and reflection in their journals.

It is anticipated that state legislators, county and school representatives will also present in class or in the community. Thus, the students will interact with people from a wide range of socio-economic backgrounds and experiences. Students will engage in a series of self-reflective discussions and writing to address personal and institutional bias. There will be group dynamic discussions to address issues such as communicating across disciplines, language diversity and conflict styles.

Ethical and Social Responsibility

- 1) Students working with Adelante Mujeres will have a real-life collaborative experience in organizing a public campaign to address inequities in access to early childhood education.
- 2) Students will observe various role models of activists in the community (Latino and Anglo) during this campaign.
- 3) Students will reflect with their partner and each other as to the impact they are making on this community.
- 4) Also, in your journal reflections you will be asked to discuss the choices you can make as residents in the Portland/Western Oregon community to build a more equitable educational system that serves all people.

Instructor Expectations:

I am a citizen activist and passionate about social and economic justice. I am more of an activist than academic but I also believe that an informed mind plus courage of principles or beliefs is important for us as citizens. I see my role as faculty in this course as a **resource person** – someone who will share my organizing experience experiences locally and globally. I also will act as a **coordinator** of other speakers and resource people who will assist you to make the connections on related issues such as immigration, state early childhood education initiatives and economic sustainability. During this course we will switch roles in which I become the **facilitator** and you assume more responsibility for the project outcome.

I expect you to bring an open mind, an inquisitive eye, an interest in people and their stories, enthusiasm for organizing the public campaign and the various skills necessary to do reading, research, interviewing and team work to achieve a successful project with the community partner. I expect you to be active in classroom discussion, question and answer sessions with me and visiting speakers, a good team member in preparation of the public campaign materials and collaborative with our community partner.

Attendance and Class Participation

This course is *discussion-driven and hands on*. You will be expected to complete all reading assignments, team projects, and required out of class meetings or assignments. This is a course that you must attend regularly in order to pass. **Just showing up to class is not considered participation** – you must show evidence of careful preparation for our work together. I believe that most courses work best when there is a mixture of teaching and learning methods: instructor presentations, small group work, large group discussion, reflection, and active application of course material.

If you miss a working class session, team meeting, or other Capstone-related event, I expect that you will get notes from class, verify team assignments, check on deadlines, collect materials from class, and stay current with the project. It is not necessary to email me if you are absent, but I expect you to take responsibility to get the necessary materials from me and/or your team.

If you need physical or other accommodation, please see me/and or contact the Disability Resource Center (435 Smith Center, 503-725-4159[voice] and 503-725-6505[TDD]).

Please turn off the ringers on cell phones and other electronic devices during class time and while working in the community, unless using electronic devices is mutually determined to be necessary or appropriate to your work.

Course literature- Readings to be assigned:

All readings will be available electronically on Google Docs, electronic reserve through the PSU library or as handouts.

- “Early Childhood Development: Economic Development with a High Public Return,” Art Rolnick and Rob Grunewald, Minneapolis Federal Reserve, 2003 (Research Team)
- “Achieving a High Return on Early Childhood Investment: Evidence, Proposal and the Minnesota Pilots,” Art Rolnick and Rob Grunewald, Minneapolis Federal Reserve, 2007. (Research Team)
- “Many Happy Returns,” RAND Review, Karoly, Kilburn, Cannon, Bigelow and Christina, fall 2005. (Research Team)
- Sticht, Tom, “Social Returns to Investment (SROI) in Early Parenthood Education, American Educator, Fall 2011. (online at <http://aft.org/pdfs/americaneducator/fall2011/Sticht.pdf> (Research Team)
- “The Economic Impact of Oregon’s Child Care Industry, 2010 Edition”, Child Care Division, Oregon Employment Department. (Entire Class) –Google Doc.
- Latino Population Statistics, PSU Population Research Center, 2010 Census. www.pdx.edu/prc
- Oregon Latino Summit Report, Latino Agenda for Action, November 2010, www.olaaction.org

- AOC (Association of Oregon Counties) Issue Brief, Early Learning Task Force, August 22, 2011.(Google Doc) Entire Class
- Washington County Comprehensive Community Plan for Children and Families, 2010 Update. Entire Class- Google Doc.
- Oregon Community Foundation Ready to Learn Initiative, www.ocf/ReadytoLearn. (Entire Class)
- “Understanding Early Care and Education, Participation among Immigrant Families,” Ewen, Danielle and Matthews, Hannah, Center for Law and Public Policy, Washington, DC. January, 2006. <http://www.ed.psu.edu/educ/goodling-institute/research/research%20brief%20-8%20%28final%29.pdf> (Entire class)
- Mind in the Making: The Seven Essential Life Skills Every Child Needs, Galinsky, Ellen. Harper Studio, New York, 20120. Selected chapters. Google doc. – Entire Class.
- Loeb, Paul Rogat, The Impossible Will Take A Little While, Basic Books, 2004 – Selected articles – for discussion on citizen activism. Entire Class.
- Other articles to be assigned on Google Docs.

Class Structure:

Students will select one team for this project – 1) ECE **Research**, 2) **Interview** – Team A-Adelante Mujeres staff and participants; Team B – Best Practices in public campaigns; and **Publications**’. **Descriptions will be available the first week of class.**

Tuesday class time will be focused on readings, class discussion, lectures and team reports. Thursday class time students will meet in work teams on community partner projects. Some Thursdays Kati Mayfield will join us in Portland. The weeks that the interview team must be in Forest Grove, that team will not meet in class on Thursdays.

Course Requirements:

Readings: Students are expected to have read all preparatory materials prior to scheduled class discussion. The readings and discussion will be foundational for the development of education campaign materials.

Class Participation: Active participation in both scheduled discussions and on-site visits in Forest Grove is an essential component of this class. Discussion leadership will be shared. You will be required (with a partner) to lead the discussion of the readings during one of our Tuesday meetings.

Final Presentation: **Format, time and place to be determined by mid-term in consultation with Adelante Mujeres.**

Evaluation:

Grades will be based on:

- Attendance and Participation: 1 point for attendance and 1 point for participation – in-class discussion (20 points)
- Discussion Leadership and/or other volunteer leadership in course: 2 points per session for a total of (10 points)
- Assigned Journal Reflections (4 of them) – 3 points per reflection and Attendance at one Immigration-related event** with one page reflection – 3 points for a total of (15 points)
- Team work – In organization of team, effectiveness of team work (includes peer assessment), (25 points)
- Final product (25 points)

Instructor background

Patricia Rumer:

Patricia Rumer has a Ph.D. in Urban Studies from Portland State University (1981). She currently is an adjunct Professor in Urban Studies and Planning. Previous Capstones have been Ending Global Poverty: International debt relief, Millennium Development Goals and Citizen Advocacy, Women and Development in Chiapas, Mexico and Urban Gentrification in Old Town/Chinatown. Patricia has over thirty years experience working in international community development.

Early Childhood Education/Child Care Experience:

In 1979-81 she co-chaired a Carnegie Foundation project through the National Council of Churches in Portland, Oregon that conducted a needs assessment of children's services and established a neighborhood child care and referral network in inner SE Portland and developed an advocacy plan for child care. With the local office of American Friends Service Committee she worked to set up a Neighborhood Options in Child Care project in the Piedmont neighborhood of Portland. She co-authored two documents: Evaluation of Portland Public Schools Extended Day Care Program, December, 1972 and Follow Through: A Story of Educational Change, June, 1976.

Patricia is fluent in Spanish and has taught two Capstones, Women and Development, in Chiapas, Mexico. The 2009 Capstone the students produced a DVD for their community partner, Mercy Corps that focused on women and microfinance. The instructor worked with the students and a CAE instructional designer to produce a DVD for the community partner, Mercy Corps. The Chiapas Capstone DVD was selected to be part of the interactive display at the PSU Student Athletic Center.

