

## McKay CPT Project Narrative Reports 2007

This year the McKay CPT worked on several of the CFC as well as their CPT goals. The areas that we addressed were parenting, positive youth development, children in foster care, community building and mobilization as well as providing several other prevention projects. Incorporated into many of the projects was a goal to address the affects of drugs and alcohol on children and their families.

The projects included:

- Sharing Dinners I & II - Community collaboration, resource development; awareness; board recruitment
- MACSS - collaboration with others on local issues - mentoring
- Women's Support Group – counseling for migrant women with school-age children
- Life Directions - mentoring middle school and high school youth at Waldo, Stephens and McKay
  - Community service projects - painting and maintaining mural at McKay Park (graffiti abatement)
  - Parent/child activities – workshop, dinner and fieldtrips
- Weathers Street Park dedication - community building and resource fair
- Life on the Mesa - Indian Education Summer Program
- Royal Kids Camp for Foster Children - Salem Christian Center
- Love and Logic - parent education - Waldo MS, DHS and SOS
- After-School programs - First Free Methodist Church
  - Jump Start - working with preschooler and their parents
  - Homework Club - elementary thru high school tutoring
- Early Childhood Stuffed Animal Picnic – Grace Community Church - parenting skills development and bonding exercises

Below are more detailed descriptions of each of the projects.

**PROJECT:**        **Community Sharing Dinners I & II**  
McKay CPT, Life Directions and Mano-A-Mano

Grant Amount:    \$225.00 (Reserves)

Leveraged:        \$7,552.00

Sharing Dinner I - April 26, 2007 at Capital Baptist Church

Approximately 70 people attended the event. The event was collaboration between the McKay CPT, Mano-a-Mano, Life Directions and Waldo Middle School. The purpose of the dinner was to build a sense of community and to develop collaborative energy. The agenda included dinner, each person sharing who they were and what their interest are; each sponsoring organization presenting some information about their group; a meditation by Susann Kaltwasser reflecting on the individual's own youth and who helped them as they grew up; an inspirational talk by Dr Leo Rasca of Life Directions on the importance of working with youth and a closing activity "Making a Promise to Myself".

Sharing Dinner II - June 19, 2007 at Capital Baptist Church

About 30 people attended the dinner. The event was collaboration between the McKay CPT, Life Directions and Waldo Middle School. The purpose of the dinner was to follow up on the networking that began at the first dinner and to build involvement in the sponsoring groups. The agenda included dinner, introductions, sharing of collaborations that resulted from the first dinner and an exercise on working together called "The \$5 Challenge". This was followed by a discussion with the group on where to go from here. All agreed that they wanted to meet again in the fall and to choose a project to work on together.

**PROJECT: MACSS**

The McKay CPT has been participating in the meetings by appointing liaison, Carrie Maheu, from our Board. Also, Dr. Leo Rasca of our Board has been attending. We look forward to being able to collaborate on helping to find and train mentors for local schools. Several of the members of MACSS attended one or both of the Sharing Dinners.

**PROJECT: Migrant Women’s Support Group**  
Salem –Keizer Schools Migrant Education Program

Grant Amount: \$700.00 ( Youth and Family Supports)  
Leveraged: \$3554.00

The Migrant Women’s Support Group was established as a pilot project at Washington Elementary School. The group met eight times during the months of April and May 2007.

The structure of the group was based on the guidelines presented in the book *Take It Up, Leading for Educational Equity* (A. M. Becerra and J. Weissglass). The group was lead by two facilitators, Martha Gil and Isela Guevara-Cruz. The facilitators used the following definitions, guidelines, and set of assumptions for support groups (adapted from *Take it up*):

- ❖ The support group is a listening and talking exchange among a small group of people (three to six).
- ❖ Support groups are best used with groups that meet over an extended period.
- ❖ Support groups require a trained experienced support group leader.
- ❖ Support groups convene for a fixed amount of time that is divided equally among its members.
- ❖ Support groups build community by providing a supportive environment for people to explore issues.
- ❖ Support groups can help people to be positive and stay healthy as they face challenges.
- ❖ The support group leader suggests a topic to explore, but the choice of what to talk about is up to the talker.
- ❖ The support group leader is responsible for seeing that the guidelines are followed and for asking questions when necessary for the benefit of the talker.

Training was provided by Ana Becerra (supervisor and co-author of the guidebook, *Take It Up*) to nine Migrant Education Program staff members. The nine staff members met to learn how to conduct support groups, as well as participate in their own support group. The table below shows the date of the support groups and training, and the topics addressed:

Support Group Meetings/Trainings 2007

February 25	Introductions: sharing our life stories
March 16	Using the Guidelines: more sharing of life stories
April 2	The role of emotional release
April 13	“Attention out” strategies: to remind us that life is good
May 25	Leadership: What matters to you?
June 1	More on Leadership and closure

The two facilitators for the migrant women's support group planned the meetings ahead of time around a topic. They developed questions and discussion topics to use as stems for the participants to talk and listen. The facilitators shared the purposes of the support group and taught the participants how to use the guidelines. During the eight support group meetings, the participating women focused the following topics:

- ✓ Trust
- ✓ The value of emotional release
- ✓ Support
- ✓ Self-esteem
- ✓ Relationships
- ✓ Communication
- ✓ Leadership

The meetings ended with an "Attention out" activity to allow participants to further build the relationship among them and leave the meeting with a positive attitude.

### **Participants**

Fifteen women participated in the meetings. Educational childcare was provided for the women's children. Snacks from Food Services were provided to the children.

### **Outcomes for each of the eight meetings:**

Meeting #1: Introduction to the group. Facilitators introduced the concept of Support Group, guidelines, rules and expectations.

Each participant received a document file that includes:

- ❖ journal
- ❖ directory of social services available in the Salem area
- ❖ support group schedule
- ❖ agenda
- ❖ handout
- ❖ pencil

**Trust:** Who am I? Mention a moment in your life when you feel trust. How we can develop healthy relationships among us based on trust and confidentiality. The facilitators introduced concepts of guidelines for a supportive relationship. Participants filled out a pre-evaluation form (results are attached to this document).

*Outcomes:* Women built trust within the group. They shared their concepts of who they are and released emotions. They identified with one another. They understood the value of writing in the emotional release process.

Meeting #2: **The Value of Emotional Release**<sup>1</sup>: Delivered handout and reviewed the guidelines. Facilitators introduced the topic, talked about differences between:

- ❖ Feeling an emotion
- ❖ Coping with an emotion
- ❖ Expressing an emotion

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<sup>1</sup> P. 59 in *Take It Up* (Becerra and Weissglass)

- ❖ Releasing emotions

Ways emotions are released:

- ❖ Crying
- ❖ Shaking or trembling
- ❖ Laughing
- ❖ “Tantruming”
- ❖ yawning
- ❖ Perspiring
- ❖ Non-repetitive talking

*Outcomes:* Mothers had the opportunity to talk about how their emotions were treated when they were little, and how those experiences affect their lives today, including their interactions with their children.

Meeting #3: **Support**<sup>2</sup>: Delivered handout and reviewed the guidelines. Facilitators introduced the topic and talked about how supportive relationships do not happen automatically. They take work.

*Outcomes:* Developed the concept of support. The women talked about a time in their lives when they needed more support and a time when they gave support to someone.

Meeting #4: **Self Esteem**: Delivered handout and reviewed guidelines. Facilitators introduced concepts. Differences among us: What do other people see on me? Why am I important?

*Outcomes:* Learned concepts about self esteem. Had the opportunity to share in a group the things they like the most and the least about themselves.

Meeting #5: **Relationships**<sup>1</sup>: The Lemon Game: Identifying Individual and Common Interests.

*Outcomes:* Helped participants to identify interests that are unique to them as women and as mothers; and identify the common interests of the group.

Meeting #6: **Communication**: Facilitators introduced the topic and delivered handouts. Participants role-played the ways to communicate with their family members and developed the concept of communication, including the power of non-verbal communication.

*Outcomes:* Participants had the opportunity to learn about the different ways to communicate, and the importance of having clear ways to approach family members and community.

Meeting #7: **Leadership**: Field Trip to see the play “Frida un Retablo” at Chemeketa Community College, presented by The Miracle Theater.

Facilitators talked to the group about concept of leadership and leaders: Taking responsibility for the things that you care about and are important for you. Frida Kahlo’s life was presented as an example of this concept.

*Outcomes:* This was the first time the women had the chance to see a theatrical play. It was a good opportunity to strengthen their relationships with the other women in the group and learn about this important role model in the Mexican heritage.

Meeting #8: **Leadership**: Reviewed guidelines. Reflect upon Frida Kahlo’s and the support group participants’ lives. What matters or is important to you and how do you take responsibility of these things?

*Outcomes:* Mothers identified themselves as leaders and decided to take actions to continue on with the structures they learned in the support group to apply them in their own lives.

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<sup>2</sup> page 30 in *Take It Up* (Becerra and Weissglass)

**PROJECT: Celebration of the Children**  
Life Directions

Grant Amount: \$3435.00 (Youth Investment)  
Leveraged: \$1607.60\*

Life Directions has been providing mentoring to youth at Waldo Middle School, Stephens Middle School and McKay High School for the past three years. The goal is to reduce the dropout rate, increase academic success, and reduce discipline problems. The program also aims to strengthen family ties and parenting skills; extend outreach to the greater community about youth issues and need for mentors. For the third year the program has achieved their goals with school data on grades, attendance and discipline reports showing marked improvement for the participants.

The McKay CPT has partnered with Life Directions in the past on finding mentors and providing scholarship to leadership training workshops. This year we worked with them to expand their project to include parenting and community understanding through a series of events. One was called the "Celebration of the Children in the Neighborhood" which drew about 70 people to a discussion of issues affecting the lives of children in the community and to seek solutions within the families. The second event was a dinner called "Affirming Families." This was followed by two fieldtrips that were designed to help students and families explore options for their children beyond school.

\* The leveraging report for this project is only partial, as they have planned events that will continue into the next reporting period.

The youth also undertook a community service project to restore a mural at McKay Park. See below.

**PROJECT: McKay Park Mural Restoration**

Grant Amount: \$0  
Leveraged: \$3,935.60

In 2005 the McKay CPT granted students from Life Directions \$500 for paint and materials to create a mural on a ball wall in McKay City Park that had been a constant target of graffiti and vandalism. The students worked with youth from McKay High School, Waldo Middle School and Chemeketa Community College to design and painted the mural. Working with the City of Salem Parks Department the mural was completed in the spring of 2006. Since then the mural has saved the City an estimated \$3000 in graffiti abatement. However, the mural had needed some repairs and cleaning from minor vandalism. This spring students and adult volunteers conducted two restoration events that included 13 people in February and 35 people in March. They contributed a combined 179 hours of service.

**PROJECT: Weathers Street Park Dedication**  
East Lancaster Neighborhood Association

Grant Amount: \$150 (Reserves)  
Leveraged: \$492.00

The East Lancaster Neighborhood Association in conjunction with the McKay CPT, the City of Salem and the Oregon Parks Department dedicated the 4.5-acre park on Weathers Street. This neighborhood park serves residential single-family homes as well as nearby multifamily complexes with play equipment, skate park and basketball court. Also, included is a covered picnic area and large open area for baseball or soccer games. The park includes a wide 1/2-mile paved walkway which is used daily by residents of a nursing home situated next door.

Members of the CPT board worked with city planners and neighbors on the design and grant writing to fund the development of the park. They continue to work with the neighbors to develop a 'park patrol,' supervision and clean up of the area.

At the dedication CPT volunteers helped to serve refreshments and facilitated numerous games and activities for about 100 children and their parents.

**PROJECT: Life on the Mesas**  
Indian Education Summer Enrichment  
Salem Keizer Public Schools

Grant Amount: \$900 (Youth and Family Supports)  
Leveraged: \$14,739.60\*

Indian Education's summer enrichment program was a great success. Eighty-five students participated in the 4-week summer program. **Average daily classroom attendance was 61 students.** The school housed children from the 4<sup>th</sup> – 12<sup>th</sup> grades. High school students earned credits toward high school completion, and all students made strides to improve their writing skills, gained content knowledge of the southwest tribes and crafted projects indigenous to the southwest area. Students completed writing work samples both at the beginning and ending of the summer program. Overall, students gained considerably in their writing skills (see attached).

High school students could elect to participate in one of two programs. The first program was designated for those students who needed to recover credits in required subjects. The second program was for the students who wanted to enhance their writing skills while learning about southwest tribes. High school students who completed satisfactorily the requirements of this second class earned .5 elective credits in Native American studies. Over the course of the 4 weeks, high school **students completed cumulatively 25 classes worth of school credits.**

Elementary, middle and high school students who opted to take the Native American studies course crafted moccasins, gourd rattles, shields and jingle pouches. They painted southwest designs with acrylics, watercolors and sand. This year, pottery classes focusing on Navajo styled bowls and rattles were also offered. Art classes were a part of the standard curriculum.

One period per day students chose an elective class. The most popular class was basketball. Other classes that were offered included board games, Native traditional games, 3-D art, and water color painting. Over the course of 4 weeks students could choose two elective classes to participate in.

We are proud of the number of volunteers and volunteer hours we had for our summer enrichment program. The volunteers taught classes, provided support in the classrooms and chaperoned for field trips. On the last day of summer program we had a volunteer who helped us pack up materials and left over supplies. What a relief! **We had 10 volunteers who cumulatively volunteered 422 hours of their time.** 2 teachers who accumulated 300 hours of volunteer time taught Science curriculum. The Pottery teacher volunteered 32 hours in preparation work and in firing the students' projects. Traditional Art projects were co-taught by, one paid teacher and one volunteer teacher for a total of 9 hours of volunteer time. Parents and community volunteers supported teachers in their classrooms as well as assisting the final packing up. Nearly 80 hours were volunteered in these capacities.

\*Without the funds from the CPT for the supplies the cultural art projects would not have happened. They were used as the basis of the writing exercises that were the core of the program provided by the Salem-Keizer School District. This grant was designed to augment the program and make it a more enriching experience than just traditional teaching activities.

**PROJECT: Royal Family Kid's Camp**  
Salem Christian Center

Grant Amount: \$3,000.00 (Youth & Family Supports)  
Leveraged: \$9,927.58

Christian Center of Salem ran the camp for 46 foster children ages 7 – 11 years with a total of 123 volunteers the week of July 3-8, 2007. These children are in the foster care system in Marion County and came to us through DHS and Catholic Community Services. This was a weeklong residency camp, so all 46 campers spent day and night at the camp facilities under trained supervision.

The Children and Families Commission Goals that were met include:

- More positive, informal interactions linking adults with children and youth
- Increased support of children, youth and families by volunteers
- Increased support of children, youth, and families by community groups and organizations
- Increased leveraging, blending, and targeting of monetary and non-monetary resources to engage community.
- More developmentally appropriate activities and environments
- More community activities respond to diverse needs and interests
- Increased availability of and participation in family centered activities

The budget amount for the camp was \$54,663. The budget was raised through several grants (including McKay CPT), an auction, other fundraising endeavors, personal donations from church members and community members. Several in-kind donations were received as well. While the project leveraged a total of \$165,459.60 under the CFC leveraging formula the CPT can only claim 6% of the amount.

**PROJECT: Love & Logic Parenting Classes**  
Waldo Middle School

Grant Amount: \$500 (Early Childhood and Family Supports)  
Leveraged: \$2,828.00

Project: Adult students will meet eight consecutive weeks for evening classes with a certified Love & Logic instructor. A total of sixteen hours of comprehensive training will be offered. Manuals and materials will be supplied. There will be no cost to participants. Funding will be provided through grants that are designated for parent involvement and education.

**OBJECTIVES**

- To offer adults information about the Love and Logic philosophy and approach to parenting.
- To provide parents with examples of “real” application: the “how-to’s” of successful parenting, not just the theoretical concepts.
- To promote an open environment where parents feel safe to explore ways in which they may help their children make positive behavioral changes.

Under Positive Youth Development - we work with local elementary schools to provide a free after school program for kids from Lamb Elementary, Haysville & Scott Elementary Schools. This includes Homework club not only for the kids at these Elementary Schools but also Adam Stephens Middle School & McKay High.

Under Parenting - we provide a safe place for kids to play after school & homework assistance for their kids.



<b>Meth Affected Families &amp; Communities</b>	<b>Foster Care/Stable Housing</b>	<b>Parenting</b>	<b>Positive Youth Development</b>	<b>Other Prevention Efforts</b>
<b>After School programs (CaN Centers)</b> - Some children in the after school programs are in foster care or in families affected by drugs/alcohol. - Provides safe place to be and social emotional supports; opportunity to mentor child and families	<b>Royal Kids Camp</b> - 30 foster care children from McKay area were provided week of outdoor experiences and socialization skills.	<b>Love and Logic</b> - 8 week series in parenting of young children - worked with DHS and SOS families - 20 families participated - 16 families completed the entire program	<b>CaN Centers</b> - After-school programs at Grace Community Church - After School program at First Free Methodist Church - 603 children participated	<b>Migrant Women's Support Group</b> - Working with abused and alienated women; provide resources self-esteem training and group counseling - 15 women participated
<b>Royal Kids Camp</b> - served some children in foster care due to drug affected families	<b>Forever Home</b> - working with Salem Christian Center to locate home in area and build community support for project	<b>Families Under Construction</b> - parenting skills series for those with teenage children - <b>on-going thru summer</b>	<b>Homework Club</b> - First Free Methodist Church helps with school related issues, opportunity to mentor - 88 children (served 1767 times)	<b>Sharing Dinners</b> - worked on creating collaborations, sharing resources, community goal setting, and fundraising strategies - Dinner I - 70 people - Dinner II - 35 people
		<b>Early Childhood Picnic</b> - Grace Community Church - parent/child activities to increase parenting skills - 60 people participated including 27 families, 7 adult and 10 youth volunteers	<b>Jump Start</b> - First Free Methodist Church provided parenting and social skills for pre-school children - 29 children (served 602 times)	<b>Salem Speaks Up - Human Rights</b> - co-sponsored public event to recognize and address issues around discrimination in the Salem area - 125 people participated
			<b>Mentoring</b> - Life Directions collaborated with CPT to find mentors for McKay HS, Waldo MS and Stephens MS  - <b>MACSS</b> - collaboration to increase the number of mentors in schools	<b>Children in the Neighborhood</b> - Life Directions held several events in an effort to reach out to community on youth issues, explore mutual assistance and increase mentors for middle and high school children - 140+ people participated

			<p><b>Youth Service Project</b>  Graffiti removal on mural in McKay City Park  - youth created mural in 2005 and maintained it twice to remove graffiti</p> <p><b>Life on the Mesas</b>  Indian Education Summer Enrichment program  - 4 week program with emphasis on writing skills development  -served 85 students</p>	<p><b>Weathers Street Park -</b>  dedication with family activities and resource fair  - park provides for safe place for youth to play and families gathering and recreation;  - hosted Shadow Team during summer, National Night Out party; family reunions.  - Working with NA, Salen Parks and Recreation on community activities and safety patrols.</p>
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Report Prepared by Susann Kaltwasser  
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