

Yoncalla Early Works 2014-2015 Data Report Executive Summary

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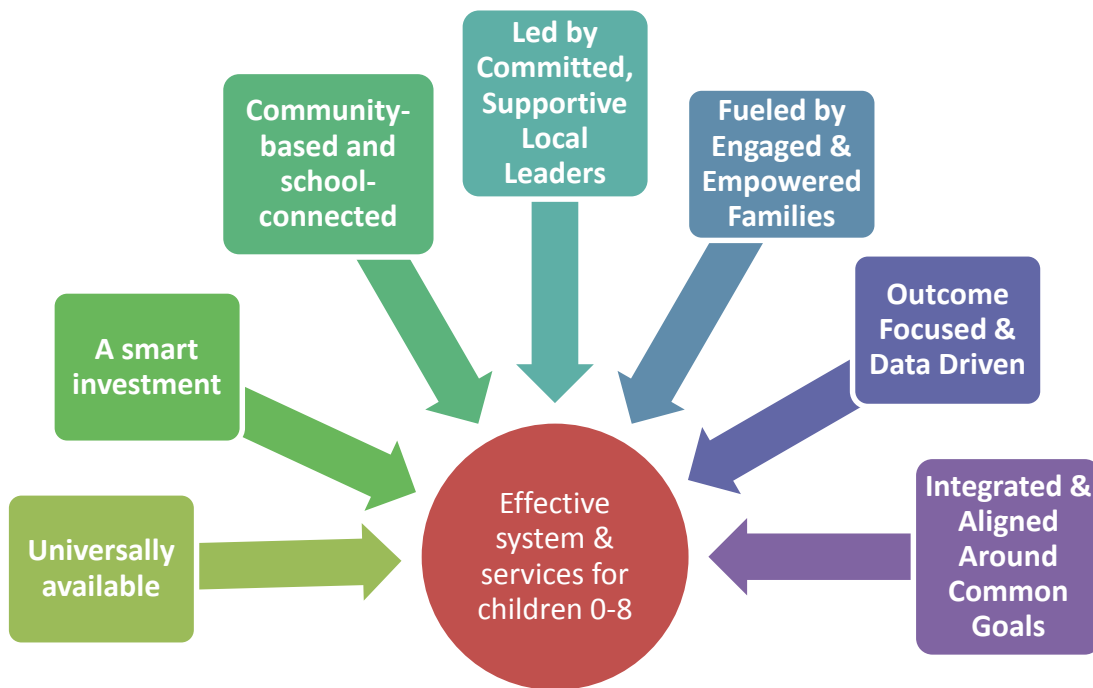
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Executive Summary & Key Findings

In 2012, the Ford Family Foundation, in partnership with the Children’s Institute, contracted with Portland State University (PSU) to conduct a community needs and resources assessment (CNRA) in the Yoncalla, Oregon community. The purpose of the CNRA was to inform the development of the Yoncalla Early Works (YEW) project. Early Works is an innovative initiative designed to improve school readiness and school success by developing, implementing, and coordinating community-driven services and supports for children and their families ages birth to 8 years. Early Works is based on the understanding that children will be most successful if they have access to services that are universally available, driven by parents, built on community-school partnerships, use data-driven decision-making, and are focused on a shared goal of school readiness and school success starting from birth. Figure 1 below summarizes the guiding principles for YEW.

Figure 1. Early Works Guiding Principles



The needs assessment and data collection process that started in 2012 has continued through the 2014-15 school year, and serves two purposes: (1) needs assessment, that is, providing information to inform the YEW initiative about needs of children, families, professional staff, and the community; and (2) evaluation, specifically, establishing a baseline and evaluating changes as YEW implements specific interventions and strategies. Further, the evaluation takes a developmental and participatory approach, such that the Portland State University researchers are integral members of the YEW

leadership team, providing a variety of evaluative data and informational support that responds to the emergent nature of the YEW implementation process.

To date, data have been collected for 3 school years: 2012-2013, 2013-14, and 2014-15, and data collection for 2015-16 is underway. The data collected each year includes data collected during the fall and spring through: (1) direct assessments of kindergarten, first, and second grade students' skills in language, early literacy and numeracy, self-regulation, and social-emotional development; and (2) parent surveys with kindergarten and first grade parents to collect additional information about how parents are supporting children's learning at home, their perceptions of the school and community, and use of community-based services and supports.

In addition, the PSU research team has engaged in several other types of information gathering, including

- A Family Engagement Research literature review (2013-14).
- Qualitative Interviews with key stakeholders to assess the effectiveness of the Yoncalla Early Works collaborative planning and governance structure, prenatal-grade 3 (P3) systems development successes and challenges, and the ways in which community partners and parents are being connected to support children's school readiness and success (2013-14 and 2014-15).
- An Upper Grade Parent Survey of parents with children in grades 2-6 at Yoncalla Elementary to assess school climate and family engagement in the school and children's learning (2013-14, 2014-15).
- Evaluation of YEW community events and parenting classes offered through the Yoncalla Family Room.
- A web-based Collaboration Survey assessing quantitative indicators of successful P-3 collaborative initiatives.

Intervention Context 2014-15

This year included a number of significant accomplishments for the YEW initiative. After a year of initial planning and cross-sector relationship development (2012-13), workgroups were established in 2013-14. These workgroups have been involved in planning, implementing, and coordinating with a variety of community events and other activities to support family engagement and early learning. Below we summarize the five primary working groups that are currently in place, followed by a brief description of the activities and interventions implemented this year.

1. *The YEW Leadership team*, comprised of the Yoncalla principal/superintendent, several elementary school staff, a liaison from the Children's Institute, the Ford Family Foundation early childhood development program officer, PSU evaluation team members, the region's Special Education Director with the Douglas County Education Service District (ESD) and a teacher from

Yoncalla High School (formerly the Yoncalla Elementary School principal). A representative from the Family Relief Nursery was added to the leadership team in Fall 2014.

2. *The “Ready Families” workgroup* focused on supporting parents to promote children’s learning before school and at home, this group has worked on planning and implementing evidence parenting education series at the elementary school, Family Room programming, and community events such as school readiness workshops, and summer parent/child events.
3. *The “Ready Schools” workgroup* focused on implementing activities in the newly established “B4 School” Community Center (which dedicated a separate area of the Yoncalla Elementary school to early childhood classes and a community family room), hosting family friendly activities at the school, and kindergarten transition activities and programming.
4. *The “Ready Communities” workgroup* focused on engaging the broader early learning and child care communities in YEW and building bridges between early learning providers and Yoncalla Elementary staff, as well as encouraging quality early learning environments for Yoncalla children.
5. *The Home Visiting workgroup*, comprised of local and county-wide home visiting leaders, continued to work on building relationships, learning about each other’s home visiting models, and coordinating services in the North Douglas County region. This work group worked to create a shared communication tool to use with community partners about home visiting services and programs.

The following key strategies were developed and implemented during 2014-2015:

- The opening of the B4 School Community Center, which co-locates a private community-based preschool, the Family Room, and an Early Head Start classroom, into a single building within Yoncalla Elementary. Establishing this wing was a significant accomplishment, and showed the school’s clear commitment to supporting early learning and early connections between families, children, and Yoncalla Elementary.
- Planning and delivering the first Early Kindergarten Transition program for incoming kindergartners and their parents, including bus transportation for children, provided in Fall 2015 in support of the 2015-16 incoming kindergartners.
- Nurturing Parenting 12-week education series offered at the school and facilitated by Family Relief Nursery staff.
- New and expanded activities for families with young children in the Family Room, such as community baby showers, play groups, story times, Mommy and Me yoga, and an on-site lactation consultant, which brought families with no prior connection to the school into Yoncalla Elementary. Families reported developing connections with other families as well as starting to establish trust in the Family Room and Yoncalla Elementary School staff.

- Continuation of programming in the Family room was provided by Family Relief Nursery, when the AmeriCorps member position originally funded to staff the Family Room was discontinued.
- Increased collaboration and growing success of library-based school readiness events and workshops (e.g., events focused on dialogic reading, early math, and social/emotional development).
- More formal and informal professional development opportunities for the Yoncalla kindergarten teacher and the private preschool teacher (e.g., participating in Love & Logic workshop together, informally communicating about and sharing classroom curricula).
- Increased strategic communication about YEW vision, goals, and plans to both the Yoncalla School Board and the broader Yoncalla school staff.
- In partnership with the North Douglas County Prenatal-Grade 3 initiative, Yoncalla parents and children participated in a series of summer family fun and literacy events hosted at a local swimming pool which provided information and activities to support children's learning at home.

Key Findings: Child Assessments & Parent Surveys

This report presents detailed information collected during 2014-2015; where appropriate, comparisons are drawn between this year's group of students and families (2014-15) and the previous cohorts (2012-13 & 2013-14), which have been combined to comprise a baseline group. Key findings and recommendations are summarized below. In 2014-15, 17 kindergarten (100%), 12 first grade students (75%), and 12 second grade students (80%) participated in both fall and spring assessments. Families were demographically similar across the three years of data collection. To date, a total of 40 kindergarten, 28 first grade, and 12 second grade children and families have participated in both Fall and Spring assessments; additionally 40 parents of children in grades 2-6 completed surveys this year (about 66% of all families in these grades).

Key Child Outcomes Fall-Spring 2015

Kindergarten, first, and second grade children were assessed in Fall 2014 and again in the spring to measure their progress during the school year. Assessments reflect several key aspects of school

readiness and success, including language¹, early literacy², early numeracy³, self-regulation⁴, and social-emotional skills⁴. Key findings from these assessments are summarized below:

Language Development & Early Literacy

- **Kindergartners:**

- Only a few children were in the “red flag” range for language development at either school entry or in the spring. Most scored in the average range or higher. Almost all met benchmarks for two of the three areas of phonological awareness, rhyme awareness (80% in fall and spring) and letter sounds (95% at benchmark by spring). However, fewer met benchmarks in the spring for knowledge of beginning sounds (80% in the fall to 53% in the spring); note that benchmarks are age adjusted and therefore children must demonstrate more skills in the spring than in the fall.
- On the statewide Oregon Kindergarten Assessment of letter names and letter sounds, Yoncalla entering kindergarteners fared worse compared to statewide averages on statewide assessments both this year and last year.

- **First Graders:**

- First graders showed substantial improvement in language development skills, with 75% scoring in the average or higher category by spring, and none in the “red flag” category
- First graders did well on two of the three areas of early literacy/phonological awareness; specifically, more first graders met spelling benchmarks (100%) and letter sounds benchmarks (92%) compared to last year; however, only 50% met word recognition benchmarks in the spring (vs. 100% in the fall).

- **Second Graders:**

- Second graders’ vocabulary skills were largely unchanged from fall to spring, with 58% scoring in the average or higher category in fall, and 50% meeting this score in spring. 16% of second graders were in the “red flag” category in fall and spring.
- Fewer second grade students met spelling and letter sounds benchmarks than first graders, with only 67% and 33%, respectively, meeting these benchmarks in the spring.

- **Summer Learning Loss:**

¹ Peabody-Picture Vocabulary Test, Revised-3.

² Phonological Assessment of Literacy Skills (PALS) and Oregon Kindergarten Assessment Easy-CBM Letter Sounds and Letter Names assessments.

³ Key Math Assessment, and Oregon Kindergarten Assessment EasyCBM Numbers and Operations scales.

⁴ Heads-Toes-Knees-Shoulders assessment and Oregon Kindergarten Assessment Child Behavior Rating Scales.

- While there was little evidence for summer learning loss in terms of most areas of language and literacy, first graders appeared to lose ground in terms of word recognition skills during the summer before starting second grade. 50% were at benchmark at the end of first grade, but none met the benchmark at second grade entry.

Early Numeracy

Consistent with last year, this year's kindergartners and first graders made considerable progress in meeting Basic (number recognition, simple operations like addition and subtraction) and Applied Math (logic, problem-solving) benchmarks, although a large number of kindergartners (in particular) still started the year below benchmark.

- **Kindergarten:** 88% met spring benchmarks for Basic Math skills (vs. 44% in fall), which was consistent with last year. Scores for Applied Math benchmarks were very similar.
- **First Grade:** More entered meeting Basic Math benchmarks in the fall compared to last year (64% vs. 27%) and by spring 100% were at benchmark (vs. 81% last year); Applied Math outcomes were very similar.
- **Second Grade:** Only 58% met Basic Math benchmarks in the fall; however, 83% met this benchmark in spring. Applied Math outcomes were very similar.
- **Summer Learning Loss:** There was substantial loss of math skills in both domains among Yoncalla students between kindergarten and first grade, and between first and second grade in both math domains.

Self-Regulation & Social-Emotional Development

- **Kindergarten:** Consistent with last year, kindergartners substantially improved their self-regulation skills (i.e. following directions, delaying gratification, sitting still and listening) over the school year, as measured on the Head-Toes-Knees-Shoulders assessment. Gains in self-regulation were maintained from Spring 2014 to Fall 2015 for kindergartners moving up into first grade.
- **First Grade:** First grade students entered with the highest self-regulation scores of any cohort, and continued to increase these skills over time. This could be due to the work of the kindergarten teacher last year to focus on supporting self-regulation skills during kindergarten.
- **“Red Flag” Behaviors:** Consistently, about one-third of kindergarten (31%), first grade (33%), and second grade (33%) students scored in the “problem” range on a measure of behavior problems in the fall. This includes items such as often having temper tantrums, being restless and overactive, and having many fears. Notably, however, fewer first graders fell into this category by spring.

Attendance

- **Kindergarten:** Chronic absence remains a pressing problem for Yoncalla Elementary. In the past three years, 30-38% of kindergartners were chronically absent (missing 10% or more of school days).

- **First Grade:** Only 19% of first graders were chronically absent this year, compared to 50% last year. Reasons for why first graders had better attendance are not clear.
- **Second grade:** 50% of second graders in 2014-15 were chronically absent indicating a need for more attendance support in upper grades as well.

Summary: Early Learning & School Readiness

The table below summarizes the areas of strengths and challenge for Yoncalla students based on the 2014-15 data. On the table an “S” sign indicates that the majority of children were performing at benchmark. A “C” indicates that this remains an area in need of improvement. A “G” indicates growth from fall to spring, but that fewer than 75% are at benchmark by spring.

Table 1. Summary of Key Early Learning & School Readiness Findings

	Kindergarten		First Grade		Second Grade	
	F 2014	SP 2015	F 2014	SP 2015	F 2014	SP 2015
Vocabulary (PPVT)	C	C	C	S	C	C
Rhyme Awareness (KPALS)	S	S	--	--	--	--
Beginning Sounds (K/PALS)	S	C	--	--	--	--
Letter Sounds (K/PALS)	S	S	S	S	S	C
Spelling (PALS)	--	--	S	S	S	C
Word Recognition (PALS)	--	--	S	C	S	C
Basic Math Skills (Key Math)	C	S	C	S	C	S
Applied Math Skills (Key Math)	C	S	C	S	C	S
Self-Regulation (HTKS)	S	S	S	S	--	--
Total Behavior Challenges (SDQ)	C	C	C	S	C	S
Attendance	--	C	--	S	--	C

Key:

S = Strength (75% or more at benchmark/expectation)

C = Challenge (<75% at benchmark/expectation)

Family Engagement & Support for Children’s Learning at Home

Adults in young children’s lives, be they parents or other caregivers, provide arguably the most important source of support for children’s development of school readiness skills. Families also play an important role in shaping the YEW Initiative. Two of the key guiding principles of Yoncalla Early Works are that services and supports for children are more effective when they are (1) driven by engaged parents and community members, and when there is (2) shared vision, goals, and approaches to supporting kindergarten readiness and school success in all of the environments where children learn. Research shows that parent involvement in children’s learning, especially in terms of supporting learning at home, developing partnerships with teachers to support children’s success, and understanding teacher expectations for performance and behavior, are important to school success (Henderson & Mapp, 2002).

Parent surveys collected from kindergarten and first grade parents in fall and spring 2014-15, and from parents of older children in spring 2015, help to identify how parents are supporting children's learning at home, and where parents feel they need to build more skills and/or confidence. Key parent survey findings are summarized below.

Support for Children's Learning at Home

This year's first grade cohort, many of whom also attended Kindergarten at Yoncalla Elementary last year, showed a number of positive changes during 2014-15.

First grade parents reported the following:

- **The highest level of daily reading of any cohort to date in spring 2015**, with an improvement from just 10% reporting daily reading in the fall to 40% in the spring (compared to 20% last spring).
- **Having at least 26 or more books in the home** (80% had 26 or more books in the fall) compared to last year (71%).
- **Being more likely to believe their child would go to college** (60% reported this in the fall) compared to last year (23%).
- **Being more likely to agree that they are confident** in supporting children's learning at home compared to prior cohorts.

First grade parents also reported more positive attitudes towards school, and greater involvement in school and community activities, specifically:

- **Feeling more welcome at the school**, in both the fall and the spring, compared to prior cohorts.
- Reporting that younger children were not a barrier to participating in school activities.
- **Higher levels of perceived leadership skills**, and very high interest in leadership activities in the fall (although this decreased somewhat by the spring of first grade) compared to previous cohorts.
- **Greater reported use of the community library** (75%) and attendance at school events (88%) than previous cohorts (33% and 67% respectively last year).
- Feeling more community and emotional support, compared to prior cohorts.
- **Using more community resources**, specifically, food stamps (SNAP) than last year's first graders (81% vs. 56%), despite similar income levels.

For this year's **kindergartners**, there were also successes, although in fewer domains than for first graders. Kindergarten parents in 2014-15 reported:

- Doing somewhat more developmentally supportive activities in the spring (63%) than in the fall (54%).
- Being more likely to have at least 26 books at home in the spring (64%), compared to last year (48%).
- **Less screen time**, compared to prior cohorts (25% reporting 2 or more hours per day this year, compared to 48% last year).
- **More use of the library** (60% vs. 46% last year).
- **More use of community resources**, specifically food stamps (SNAP; 69% vs. 46%)

While it is too early to claim that the increases in family support for children’s learning at home as well as for other areas of improvement for the 2014-15 cohorts were caused by YEW, this positive movement deserves recognition. The first grade cohort findings, especially, underscore the importance of engaging parents over the long term – it may be that activities prior to or during the kindergarten year, the summer before first grade, and then during first grade that engaged parents and helped “get the word out” about the importance of daily reading and other YEW strategies are starting to pay off in terms of demonstrable outcomes. Continuing to start this messaging and family education and support earlier, and maintaining the message and support through the older grades, are likely key mechanism for creating lasting change.

Key Findings: Systems Building

To assess the quality of the cross-sector YEW governance structure, as well as the successes and challenges in creating an effective P-3 system, two methods were used this year. First, interviews were conducted with 19 key stakeholders involved with YEW, including members of the leadership team, workgroups, the Children’s Institute and other community members. Second, a web-based Collaboration Survey was conducted this year with 14 respondents. Key findings are highlighted below.

YEW Collaborative Structure: Vision, Leadership, and Governance

Results from the Collaboration Survey as well as the qualitative interviews suggested the following **strengths** of the YEW collaborative governance structure:

- High quality leadership.
- Collaborative, supportive meeting processes.
- Use of data for planning and continuous program improvement.
- Having a strong sense of shared goals and vision.

Areas that appear in which governance needs more support (based on both interviews and the survey) were:

- **Workgroup progress and focus** to ensure accountability and sufficient progress towards planning and implementing more “high impact” and evidenced- based P-3 interventions and strategies.
- **Systems for communicating** the YEW vision as well as workgroup and leadership progress both across workgroups/partners as well as to the broader community.
- **Clarification of the roles, responsibilities**, and decision-making processes for leadership and workgroup teams.

YEW P-3 Systems Building

Key stakeholders described the greatest system-level **accomplishments** of YEW thus far:

- **B4 School Community Center:** Transformation of the K-2 building into the B4 School Community Center, including a birth-to-five parent and early childhood wing which houses a private preschool, Early Head Start, and the Family Room.
- **Family Room Staffing:** Successful development and investment of resources by the school for a staffed Family Room focused on engaging and support families with younger children.
- **Increasing Family Engagement:** A small group of parents worked to develop leadership skills, and a growing number of parents attended YEW events, activities, and meetings.
- **Yoncalla Staff “Buy-In” for Family Engagement:** There was an increased focus at the school on how to meaningfully engage families as partners, and a changing understanding among school staff of why this is important for children’s academic success.
- **Communicating YEW Message at School:** Systems were established for regularly communicating about YEW to the school board and to school staff.
- **Growing Community Awareness:** A growing number of community providers and community members know about YEW and are more aware of the importance of the early childhood period for later school success.
- **Expanding Community Partnerships:** New and expanded partnerships formed among community providers and between community providers and the school, and a workgroup infrastructure was created to support these partnerships.
- **Regionalization:** Yoncalla Early Works principles and ideas were successfully extended to help build a regional approach in North Douglas County, which includes Drain, Elkton and Yoncalla.

Key stakeholders described the greatest system-level **challenges** for Yoncalla Early Works:

- **Strengthening Family Engagement:** Increasing the participation of families with young children in Family Room activities and events/activities was identified as a need.
- **Expanding Parent Leadership:** Stakeholders recognized the need to expand the number of parents involved in leadership and planning.
- **Supporting the Work:** The need to provide more “on the ground” support for advancing planning and programming work was identified.
- **Addressing Staffing/Staff Transitions:** There were several transitions at Yoncalla Elementary and within Yoncalla Early Works, in particular the Family Room Coordinator/AmeriCorps

position and the site liaison. Managing these transitions to ensure progress and relationships built can be sustained will be important.

- **Addressing Transportation Challenges:** Stakeholders indicated the need to provide/address transportation needs, especially in terms of engaging families and connecting families to the school and resources.
- **Implementing More Evidence-based “High Impact” Approaches:** Stakeholders referenced the critical importance of implementing more “high impact” strategies and evidence-based programming to increase kindergarten readiness/meeting of 3rd grade benchmarks.

Recommendations & Future Directions

The YEW evaluation and CNRA findings to date offer a complex picture of children’s school readiness, as well as school, parent and community perspectives on what is most needed in the Yoncalla community to help children be more ready for and more successful in school. Below, we highlight high priority recommendations and content areas to strengthen.

Areas to Strengthen in 2015-16

In terms of specific content areas for the work this year, recommendations underscore those from previous years:

School Readiness & Academic Skills

- **Improve language development and vocabulary.** Early language development and receptive language skills are a foundation for learning, yet only 60% of kindergarten students scored average or higher at kindergarten entry.
- **Improve spring benchmark achievement for word recognition (1st and 2nd grade).** While first and second graders met age-adjusted benchmarks at the start of the school year, only about two thirds of first graders and one-third of second graders were at benchmark by the spring.
- **Increase and support math and early numeracy skills:**
 - **Prior to starting kindergarten.** Fewer than 50% of entering kindergartners met age-adjusted benchmarks in early numeracy at the start of school.
 - **To increase summer skills retention.** While students in all age showed strong growth in math skills, and most met benchmarks by the end of the school year, there was significant evidence of ‘summer learning loss’ by returning first and second graders.

Supports for Early Learning

- **Improve access to and use of quality child care and preschool:** Provide more opportunities for children 0-5 to participate in group-based quality early learning opportunities, and continue to reach out to informal, family-based child care providers to provide professional development.

Only 31% of this year's children reported participating in formal preschool or Head Start; most had some type of child care (75%) and were in these setting an average of 22 hours per week.

- **Support parent participation in evidence based parenting and home visiting programs.** Support and encourage parents to participate; build relationships of home visitors to the community to build trust and increase engagement rates. Continue to engage parents in evidence-based parenting programs.
- **Encourage daily reading:** Increase the frequency of daily reading by parents and other adults. The frequency of reading to children in kindergarten remained strikingly low (17% in the spring), and although this year's first grade parents reported substantially higher rates of daily reading than last year (40% in the spring), the average rate was still lower than what might be expected given the national average (55%).
- **Support college aspirations:** Work to instill early expectations for post-secondary education and college in kindergartners (only 46% of parents reported that they thought their child would go to college last year).
- **Reduce screen time** and increase engaged, developmental parenting: Start dialogue and messaging about reducing screen time in the early years (0-5).
- **More books in the home:** Continue book distribution and community library use.
- **Support parent confidence:** Do more to support parents' confidence in helping children learn at home, before and during school-age years.

Strengthen Family-School-Teacher Partnerships

- **Welcome parents:** Continue to develop a welcoming climate for families starting in the school that continues throughout the school year.
- **Support parent leaders:** Capitalize on families' connections to the school, perhaps especially at the start of kindergarten and even before, to identify and support parent leaders.
- **Establish more frequent, strengths-based parent-teacher communication:** Set an expectation for teachers to communicate weekly with families in order to match parents' expectations for how often they would like to hear about classroom activities and their child's learning. Ensure communication is strengths-based and focused on supporting children's learning.

Priority Recommendations for YEW Workgroups 2015-16

YEW workgroups should consider the following priority recommendations for moving forward:

1. **Ready Schools:** Increase the frequency and content of shared professional development and classroom coaching for the community preschool provider, child care providers, and K-3 teachers using a specific model such as Growth Mindset or ECPBIS. Start with relationship development and information sharing across grades and establish a regular meeting time for a supported professional learning community. Provide the professional learning community with the opportunity to select a model/approach based on evidence-based practices and guidance from the Children's Institute and other key partners.
2. **Ready Schools:** In order to support school readiness among incoming kindergartners and their families, continue and improve implementation of kindergarten transition programming.

3. **Ready Schools:** Implement professional development for all Yoncalla staff on partnering with families and working with high risk, low income families. Commit to implementing new strategies for regular and ongoing strengths-based communication with families about children’s learning and classroom activities and goals. Provide support for texting, website development, and use of other technologies for regular communication. Provide opportunities for learning from other teachers (e.g., at Earl Boyles) about effective communication and family engagement strategies.
4. **Ready Schools & Ready Families:** Respond to family and school desire to strengthen parent/caregiver and teacher/school relationships through Community Cafés and parent/teacher co-trainings.
5. **Ready Communities:** Commit to one high priority community-wide training series/events and widespread messaging – consider community wide implementation of dialogic reading training, book reading awareness, or other research-informed support for early learning.
6. **Ready Families:** Do strategic and planful one-on-one personal outreach and recruitment to get Yoncalla families with children ages 0-3 into early learning programs such as Early Head Start, Healthy Families, and the Relief Nursery, as well as accessing Family Room events and programming. Use parent volunteers and local champions for outreach. Shared (common) referral/intake forms might be particularly practical for this community.
7. **Governance & Ready Families:** Work with current parent leaders to establish parent leadership team or other formal mechanism for strengthening family engagement in governance/leadership. Commit to inviting and supporting at least 2 parents to participate on leadership team and/or workgroups. Provide resources for parents to engage in stronger leadership roles (e.g., honoraria, transportation, and child care).
8. **Governance:** Use the YEW site liaison to provide more support for leadership and workgroup teams for agenda setting, meeting facilitation, notes distribution, and accountability for progress. Revisit the YEW strategic plan and charges to each workgroup. Ensure clear division of responsibility for each workgroup.
9. **Governance:** Consider expanding invitations to more community partners for workgroups and leadership team; in particular, consider inviting a Head Start program representative and a representative from an evidence-based home visiting program. Develop, implement, and resource an improved strategy for communicating YEW goals, workgroup activity, and leadership decisions across these groups as well as to the broader community.