

Educational Excellence through Chapter APPS

Fall Board 2019

Educational Excellence Committee Workshop

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Who are we?

Pat Bennett-Forman, Alpha Sigma Kitsap, chair

Keitha Bryson, Beta Beta, legislative liaison

Mindy Hoffman, Psi, Supporting Early Educators/(S.E.E.)

Joanne Vining, Alpha Lambda, service projects

Carla Carnegie, ETA, music representative

Mary Rennie, Theta, technical support

What is our charge?

Per Article VIII, Section C of the State By-laws:

“The committee shall:

(1) support programs of action that promote personal well-being, intellectual growth, and global awareness of women educators, (2) encourage a focus on the arts, (3) develop strategies to encourage leadership; (4) recommend action on professional issues, initiate/endorse/support desirable legislation in the interests of women educators and children’s issues; (5) identify long term and short term projects on topics adopted by the Society and the State; (6) provide training and program ideas to chapters.”



**That's a
mouthful!**

Key Words

- **Legislation**
- **Personal Well-being**
- **Global Awareness**
- **Leadership
Development**
- **The Arts**



**DKG International announced
4 focal points for the biennium:**

1.Schools for Africa

2.Supporting Early Educators

3.Advocacy for Educational Law & Policy

4.Promote UN Activities (CTAUN)



In combination: **APPS**

1. Advocacy

**2. Professional development with focus on
Supporting Early Educators**

3. Personal well-being, including the arts

**4. Service projects, including Schools for Africa,
CTAUN, and literacy**



Advocacy

**taking a stand and making
our voice heard by policy
makers**

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Steps for Effective Advocacy

1. Know who the Policy Makers are and how to contact them

2. Know the issues

3. Have a process for developing and taking a position

4. Get training to effectively advocate

5. Take action

This year . . .

Step 1: Know who the Policy makers are and how to contact them

Who are my elected officials?

Leg.wa.gov
district and legislators
[address]

Legislative District – WA
LD _____
Senator:
Representative:
Representative:

Keitha Bryson
keitha@nwprogressive.org
(206) 491-0804 cell

Congressional District – DC
CD _____
Senator:
Senator:
Representative:

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At the chapter level,

“each one teach one”

Schedule time and help your members fill out this form for them to take home and post somewhere easy to find



Down
the
road

2. Know the issues

3. Have a process for developing and taking a position

4. Get training to effectively advocate

5. Take action



Professional Development: Supporting Early Educators

1. What do chapters currently do?
2. Does what we do **match** what Early Educators say they need?
3. What are some alternative strategies?



Personal Well-Being

What does this mean in your chapter?

1. Health and Fitness

2. Emotional Health

**3. Growth through mental stimulation,
physical stimulation, fellowship & service**

4. Experience the Arts



Service

Why?

- **Because we care**
- **Young members are project oriented**
- **Because it helps inform others about us if we share what we are doing**

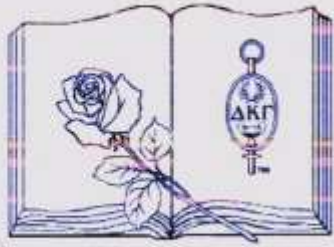
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Service

1. Community Outreach

2. State Literacy Project

3. International Projects



Literacy Unity Projects
Washington State Delta Kappa
Gamma International
2019-2021 Biennium

Contact: Susan Fritts, President of DKG WA State at sfritts@comcast.net

Our goal is to put a book in every child's hands, make reading more accessible, and support our communities with literacy projects

- Document your chapter project via photos, description, process or timeline
- Display your Literacy Project at the April 2020 State Convention, Olympia

Suggestions to give the gift of Reading:

- "Cradle Catchers": Provide every new mother in the hospital with a small bag filled with a book, bookmarks, library card to a local library, and a pamphlet describing effects of early reading to babies incl. DKG information
- "Loads of Laundry-Loads of Books": Provide a bookshelf/basket filled with books for children at your local laundromat. Attach a card indicating your contact chapter and DKG WA Organization plus the benefits of reading
- Shelters or Retirement Homes: Locate nearby shelters and/or retirement homes in your community and provide books for children and adults from your chapter
- "Reading Leaders": contact your local elementary/junior high or middle school to volunteer time to: 1. listen to children read, 2. form a literature circle of 4 to 5 children to discuss a book for 3 to 4 weeks, 3. volunteer to read to children during their story time. If you are teaching, reach out to members in your chapter with ways to encourage reading and help you out! Teaching is all encompassing and you have the gift of experienced educators within your chapters.
- Literacy Project of your choice: This may be an existing project where you can add books or research about reading to your child

Be sure to write an article to your local newspaper to let the public know of your accomplishments and rewards to increase literacy within your community.

Luncheon brainstorming

Ideas to be shared with presidents

Tailored to your area needs

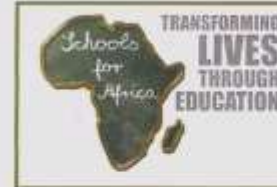
Share with EEC:
pictures for slide show
display boards
ASN articles

Schools for Africa

International Resources

Power Point Newsletters

Show to your chapter the impact of our Society and decide your level of support



SCHOOLS FOR AFRICA NEWSLETTE
Official Project of The Delta Kappa Gamma Society International
Issue 6 • Madagascar
Includes: FOCUS ON MADAGASCAR ...
information on this country and materials for a chapter newsletter article for your use

UNICEF/U.S. FUND FIELDNOTES: First day of school in Madagascar

This month's newsette focuses on a UNICEF/U.S. Fund resource that will interest members throughout the DKG Society: the **FIELDNOTES** postings at <http://fieldnotes.unicefusa.org>. Visit this blog often to discover the most up-to-date information on the work of UNICEF/U.S. Fund and, specifically, its work in countries associated with the Schools for Africa project. Special thanks to the UNICEF/U.S. Fund for granting permission for our use of this material/photo.

Nothing touches the human heart more than reading or viewing first-hand accounts of others meeting and then overcoming adversity. Especially poignant are the stories that involve children and their encounters with natural disasters. The world has been rocked in recent years with everything from earthquakes to hurricanes to tsunamis. In the process many young lives have been forever changed. Such has been the case for thousands of people on the African island nation of Madagascar since Cyclone Ivan struck in 2008. Yet, through the rebuilding process even the youngest victims have shown their resilient nature as evidenced by these excerpts taken from a **FIELDNOTES** posting in August 2010...

"Angita Emerentienne, age 9, lives in Marolondo, Madagascar. She had been studying in a tent since her classroom was destroyed by a cyclone in 2008. This is what Angita had to say (on the first day of school in 2009):



© UNICEF Madagascar/2010/Lynch

"Some things change: I will be in the third grade this year. Some things stay the same: Last year I studied in a tent. This year I will again study in a tent. I used to study in a classroom. That was before the cyclone. I remember the cyclone. I remember that our house was blown down. Nobody died though. We weren't in the house when the cyclone came. We heard it was coming so we went to stay in my grandfather's house...

"When the wind stopped we went out and I saw that houses had been blown down and trees too. Mangoes had fallen off the trees. The first thing I did was run to collect all the mangoes and eat them!...My sister was crying. I wasn't happy with the cyclone for doing this to us, but I didn't cry. I was brave.

"My school was just like my house—a pile of rubble on the ground. There was only one classroom left—the one made of bricks. The teachers decided to divide that classroom with bamboo walls. That way we could squeeze more classes in. It was confusing because all the different grades shared that classroom and we had classes at different hours on different days.

"When UNICEF put up the tent for us, I was glad. We could have regular classes again and we had more space. That tent was good, but after some time it got damaged by the wind. The plastic ripped and when it rained water would come in. They put up another tent like that one. It is still there. My cousin Sylvie will study in that tent this year. I will study again in the canvas one. It is not easy to study in there. It's hot so I can't concentrate very well. Sometimes I fall asleep in class.

"I want to be a teacher when I grow up, so I have a lot to learn. I wish I had a school with lots of nice classrooms; and that they were all strong so that I would never have to miss school again because of a cyclone."

Angita's story is just one of many such stories being lived out daily by children in countries throughout the African continent. DKG members build schools, equip classrooms, train teachers, and supply students with needed materials every time they make a contribution to the SCHOOLS FOR AFRICA project. Visit the DKG page on the UNICEF website to make a contribution today. A link on that page gives all DKG members worldwide an immediate route to donate to this project, no matter in which of the 18 member countries you reside. Go to: <http://www.unicefusa.org/partners/ngo/delta-kappa-gamma-society.html> for more information.

THE CORNER SWAP SHOP

There is strength in numbers! Have a multi-chapter meeting devoted to learning more about the Schools for Africa project. Ask a knowledgeable member in your state organization to share information or design a program using resource on the DKG Web site. Be sure to leave time for each chapter to share what that group has done to promote the project. Use music, food, and art to extend the experience.

United Nations

- **DKG is a UN approved NGO**
- **DKG partners with the UN for Schools for Africa and Committee on Teaching About the United Nations (CTAUN)**
- **Resources:** briefings twice a month
dkgun articles
webtv.UN.org
teachun.org
- **CTAUN annual conferences at the UN**



Reflection:

Educational Excellence through Chapter APPS

Advocacy

Professional Development (especially S.E.E.)

Personal Well-Being

Service

Do your chapter programs include these areas?

How might you encourage members to address them in the future?