OREGON PARENTING EDUCATION COLLABORATIVE

THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
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Year 5 Report
2014-2015

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Cumulative Summary

2010-2015

Year 5 Report

2014-2015

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OPEC 5-Year Cumulative Summary

2010-2015

Launched in July 2010, the Oregon Parenting Education Collaborative (OPEC) is a multi-year initiative led by The Oregon Community Foundation (OCF), The Ford Family Foundation, and Oregon State University (OSU). Financial supporters of the initiative include OCF, the Meyer Memorial Trust, The Ford Family Foundation, The Collins Foundation, and OCF Donor Advised Funds.

The initiative's partners believe that parents are their children's first and most important teachers, and that investments in strong parenting are a critical strategy for ensuring that all children are ready to learn. The initiative's vision is a stronger statewide system of programs, information, and support for all parents. Through grants and technical assistance, the initiative supports expanded access to best practice parenting education programs, with a focus on programs reaching parents of children prenatal to age six, and supports efforts to develop and strengthen regional parenting education "Hubs." OPEC is unique in its collaborative, foundation-led model of building a statewide infrastructure for parenting education through community-based organizations. There are no similar prototypes in the nation. The mission, vision, and goals of the Oregon Parenting Education Collaborative are:

Mission

The mission of the Oregon Parenting Education Collaborative is to support delivery of high quality parenting education programs and to support collaborative efforts to strengthen regional parenting education systems through coordination and planning.

Vision

All Oregon parents will have access to high quality, proven parenting education programs that support them in their critical role as their children's first and most important teachers; all Oregon communities will be served by a network of strong parenting programs and a regional parenting education "Hub;" and Oregon will be a national leader in professionalizing and normalizing parenting education.

Goals

- To increase parent knowledge, skills and attitudes in order to support positive parent-child relationships, effective parenting behavior and optimal child development
- To expand access for parents to high quality parenting education programs by increasing organizational capacity to offer parenting education programs
- To increase Hub communities' capacity and ownership for family-focused programming

Organizations receiving OPEC Hub funding were selected by their community partners through a collaborative process to coordinate parenting education activities for their region. The Hub organizations serve as a point of coordination for planning, information, and activities with private and public partners to provide universal parenting education and build a coordinated network of programs for parents of children of all ages. The Hub organization also delivers (directly or through subcontracts) evidence-based parenting education programs for parents of children prenatal to age six.

OPEC has phased in regional parenting Hubs over the course of five years. In July 2010, OPEC began its first round of funding for six regional parenting Hubs (Cohort 1). In July 2011, six additional Hubs (Cohort 2) were funded. In July 2014, the initiative continued to grow by funding three new Hubs and expanding the geographical reach of three existing Hubs. This report provides a summary of the accomplishments of these 15 regional parenting Hubs, which serve 27 Oregon counties and Siskiyou County, California. The multi-year funding consists of full funding for three years with step-down funding beginning in the fourth year.

In addition to Hubs, OPEC has funded two rounds of Small Grant projects. The purpose of the Small Grant program is to support expansion of access to or enhancement of proven programs to increase parent and family member understanding of the learning and development of young children through group classes and/or home visiting. Each round provided three years of funding. The first round was funded in 2010 and included nine sites across the state. The second round was funded in 2013 and includes ten sites in the Portland Metro area that target underserved populations.

The Oregon State University evaluation team synthesized overarching outcomes for the first five years of the initiative. Major outcomes thus far indicate that the OPEC initiative is:

Increasing access to quality programming and improving parent and child skills. Through the Hubs and Small Grant projects, evidence-based parenting education programming has expanded to new geographic regions and has been adopted by many partner agencies. This expansion increased accessibility for both universal and targeted audiences. Parenting education programs are reaching a culturally and socio-economically diverse audience. Parents participating in class series report significant improvement in their parenting skills. Parents also report significant positive changes in their children's behaviors.

Creating regional infrastructures and increasing organizational capacity. OPEC Hubs build and strengthen infrastructures to support parenting education through increased organizational capacity, coordination, and community collaboration. Building a new system not only takes a

dedicated lead organization with strong leaders, but also a significant amount of time, a willingness to learn from experiences and technical assistance, the continuous improvement of procedures and programs, and a commitment to foster relationships.

Increasing community collaboration. Community partners overwhelmingly believe that higher quality, more comprehensive parenting education programs are available to families as a result of the OPEC Initiative. Community partners feel ownership in the initiative and believe that this collaboration improves coordination and community awareness of parenting education and increases positive outcomes for families in their communities.

Hubs and Small Grants: Increasing Access to Parenting Programs

The primary objective of the OPEC initiative is to expand access to high-quality parenting education programs for families of children prenatal through age six. Through the Hubs and Small Grant projects, evidence-based parenting education programming was expanded to new geographic regions, and increased accessibility for both universal and targeted audiences. OPEC sites utilized a variety of strategies to engage parents in educational opportunities that lead to improved parenting outcomes, including:

- *OPEC funded parenting education series* are evidence-based and targeted to parents of children ages 0-6. Most series include 7 to 12 weekly classes using a specific curriculum.
- *Non-OPEC parenting education series* are either offered by grantees using other funding or conducted by partner organizations. These series may focus on older age ranges or use non-evidence-based curricula.
- *Parent workshops* include one-time events covering special topics or guest speaker presentations.
- *Parent support activities* are recurring programs that bring parents together around a common topic or activity in order to create community and support for parents and youth. Parent support activities often include multiple sessions and seek to enhance interactions between parents and children or encourage connections with other parents.
- *Family activities* are one-time social, recreational, or educational events that sites plan, sponsor, and/or facilitate as part of their overall parenting education and outreach goals.
- *Home visitation* provides parenting education information to parents through a one-on-one approach in their own home. Home visitors often follow a set curriculum that can be adapted to the particular needs of the parents. Alternately, some home visitors may support parents in other ways, such as with community resources referral or case management.

Table 1 displays the number of programs and families reached through each type of activity during the five years of the OPEC initiative.

Table 1

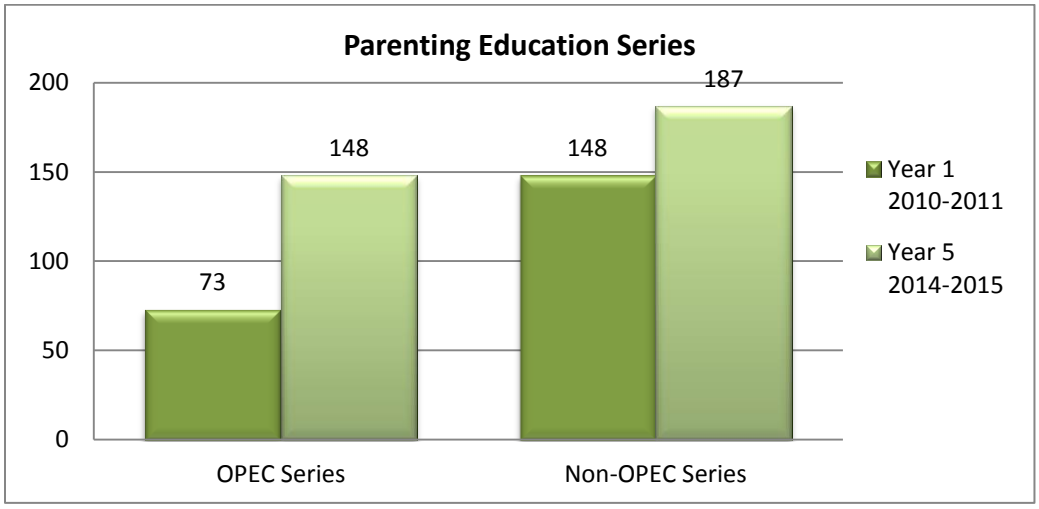
Programming Numbers for Hubs and Small Grant Projects, 2010-2015

Activity	Description	Hubs	Small Grants	Total
OPEC Parenting Education Series	Parenting Series Completed	532	169	**701**
	Parenting Classes	5,344	2,283	**7,627**
	Parents Attended	4,357	1,760	**6,127**
	Children/Youth Attended	3,484	1,471	**4,955**
Non-OPEC Parenting Education Series	Parenting Series Completed	807	64	**871**
	Parenting Classes	7,761	683	**8,444**
	Parents Attended	7,707	666	**8,373**
	Children/Youth Attended	5,864	554	**6,418**
Parent Workshops	Number of Workshops	894	109	**1,003**
	Parents Attended	26,801	1,475	**28,376**
	Children/Youth Attended	11,815	1,160	**12,975**
Parent Support Activities	Number of Sessions	9,969	1,558	**11,527**
	Parents Attended	62,519	2,178	**64,697**
	Children/Youth Attended	70,631	1,898	**72,829**
Family Activities	Number of Activities	868	369	**1,237**
	People Attended	129,763	20,521	**150,284**
Home Visits	Number of Home Visits	60,654	5,828	**66,482**
	Total New Families	4,404	667	**5,071**
	Total New Children/Youth	4,918	1,049	**5,967**

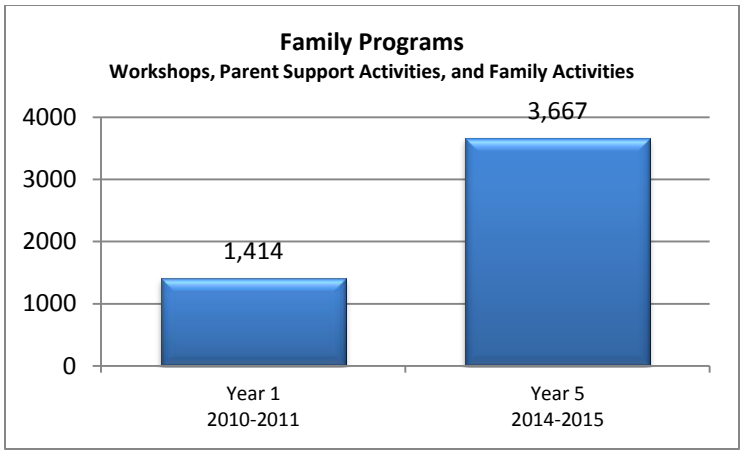
Although there are fluctuations among the individual sites, the overall number of parenting education programs implemented and the number of parents participating has increased since the initiative began in 2010. While much of this increase can be attributed to the addition of new sites (six new Hubs in 2011, transition from 9 to 10 Small Grant Projects in 2013, three new

Hubs in 2014, and three Hubs expanded to new counties in 2014), collectively the sites continued to contribute to the overall growth and stability of an accessible parenting education system.

It is important to note that in 2014, Cohort 1 Hubs were in their second year of step-down funding and Cohort 2 Hubs experienced their first year of step-down funding. This decrease in funding contributed to a reduction in the number of evidence-based, OPEC funded parenting education series they were able to offer. In spite of the decline in series in Year 5 for Cohorts 1 and 2, the number of OPEC funded series has increased by 103% since the first year of the initiative. In addition to OPEC funded series, there has also been a 26% increase in the number of non-OPEC series reported. This includes series targeting parents of older children, non-evidence-based programs, or programs paid for by other funds or implemented by partner organizations. An increase in the availability of parenting education series translated into more parent participation. Parent participation doubled (104%) with more parents accessing OPEC funded series in Year 5 than the first year of the initiative.



In addition to an increase in evidence-based series, there has also been a significant expansion of additional parenting education opportunities compared to the first year of OPEC. This includes a 282% growth in the number of workshops, a 98% increase in Family Activities, and a 179% increase in Parent Support Activities. This tremendous surge in family programming resulted in over double (163% increase) the number of adult and child participants between the first and fifth year of programming.



Demographic data from the Parenting Skills Ladder and Parenting Workshop Evaluation surveys provides a description of the families reached through the OPEC initiative. Parents are the target audience for class series and workshops. However, participants may include other community members including school-age students. Table 2 displays the demographic information for parents completing the surveys between July 2010 and June 2015.

Table 2

	Hubs **N = 12,861**	**Small Grants** **N = 1,952**
Age Range of Participant	11 to 99 years	15 to 71 years
Average Age of Participant	35 years	32 years
Gender	69% Female 24% Male 7% Did Not Specify	71% Female 26% Male 3% Did Not Specify
Race/ethnicity	68% White 17% Hispanic 4% Native American 1% Black/African American 1% Asian 9% Other/Did Not Specify	30% White 46% Hispanic 2% Native American 7% Black/African American 9% Asian 6% Other/Did Not Specify
Parenting Style	62% With a Partner 25% By Self 13% Did Not Specify	68% With a Partner 27% By Self 5% Did Not Specify
Use of Services Designated for Low-Income Households	37% receive WIC 43% use Oregon Health Plan 28% had school-aged children who received free or reduced lunch	54% receive WIC 69% use Oregon Health Plan 38% had school-aged children who received free or reduced lunch

Continued on next page

Table 2 (continued)

	Hubs N = 12,861	Small Grants N = 1,952
Age Range of Children	Under 1 to 18 years	Under 1 to 18 years
Average Age of Children	6 years	6 years
Children Ages 0-6	62%	59%
Average Children per Household	1.74 children	1.99 children

In 2012-2013, the OSU Evaluation team added an additional data collection field to capture the estimated number of participants who were mandated, referred, or involved with Department of Human Services (DHS) child welfare, if known by the OPEC site. Over the three-year period this data has been collected, approximately 25% of parents participating in OPEC funded parenting education series were involved with DHS.

The primary objective for the Small Grants was to increase parenting education programming to specific audiences. Over the course of Small Grant funding, sites have continually met their objective of implementing evidence-based, culturally-specific parenting education programs to targeted audiences in their local communities. Approximately 45% of the OPEC funded parenting education classes offered by Small Grant sites were presented in languages other than English, including Spanish, Somali, and Burmese. Most culturally-specific series are led by bilingual parenting education facilitators representative of the target population.

OPEC funding increased the capacity of organizations receiving Small Grants to offer this type of programming. Over the five years of funding, Small Grant sites trained a total of 161 facilitators to utilize evidence-based parenting education curricula. Small Grant sites also reported leveraging $1,631,727 in new funds and in-kind donations to support their program efforts.

Hubs and Small Grants: Improving Parent and Child Skills

Parenting skills are critical to children's optimal well-being and development. Research has shown that effective parenting education can strengthen and support families and communities in the prevention of child abuse and neglect, promote protective factors and lead to positive outcomes for both parents and children. Increasing positive parenting capacity among parents is the primary objective of the OPEC initiative.

Hubs and Small Grant sites are required to administer the Parenting Skills Ladder (PSL), a retrospective pre-post survey, to participants completing a series of parenting education classes

or home visits funded by the grant. Many OPEC grantees and their partners are also choosing to use the PSL with non-OPEC funded classes.

Using the Parenting Skills Ladder, parents assess their parenting skills before and after participation in a class series. Overall, during the past five years, parents completing the PSL reported significant improvement in parenting skills across all items of the survey. The following tables present aggregate PSL data from 7,959 parents who participated in parenting education series through Hub and Small Grant sites from 2010-2015.

Table 3

Parenting Skills Before and After Participation

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.2	4.9***
Show my child(ren) love and affection frequently	4.7	5.5***
Listen to my child(ren) to understand their feelings	3.7	5.2***
Help my child(ren) feel good about themselves	4.1	5.3***
Set and stick to reasonable limits and rules	3.4	4.9***
Know fun activities to help my child(ren) learn	3.7	5.1***
Find positive ways to guide and discipline my child(ren)	3.4	5.1***
Play with my child(ren) frequently	4.0	5.2***
Protect my child(ren) from unsafe conditions	4.9	5.6***
Talk with other parents to share experiences	3.3	4.9***
Deal with the day-to-day stresses of parenting	3.3	4.9***
Understand my goals and values as a parent	3.8	5.3***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. N = 7,959.

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes. As reported by their parents, there was significant improvement in child skills across all items, see Table 4.

Table 4

Child Skills Before and After Participation

Child Skills	Before Participation	After Participation
Shows concern for others	3.6	4.7***
Willing to follow limits and rules	3.1	4.4***
Gets along with others	3.9	4.9***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. N = 7,959.

From 2010-2014, each of the twelve Cohort 1 and Cohort 2 OPEC Hubs hosted a parent focus group facilitated by OSU faculty and graduate students. In addition, seven Small Grant projects hosted a parent focus group in 2015. A total of 173 parents participated in the focus groups. Analysis of the open-ended questions on the Parenting Skills Ladder and focus group responses supported the quantitative data; which together suggested that the vast majority of participants in the Hub programs benefitted from their participation in a parenting education series. Qualitative data provided by the parents indicate they felt more confident in their parenting abilities. They also believed they had a greater knowledge and understanding of child development and age appropriate behavior. Parents shared that they had improved their communication skills and were using more positive discipline strategies. In addition, parents said they were more patient and calm with their children and had learned effective ways to manage their own stress.

Parents also attributed changes in their children's behavior to the changes in their parenting practices. Parents reported that their children had positively responded to new discipline strategies, had fewer tantrums or outbursts, were able to get along better with others, and were more willing to follow parental guidance. These changes contributed to less stress for parents and families in general.

Overwhelmingly, parents were satisfied with their parenting education experiences. Of the 7,743 participants completing the satisfaction section of the PSL, 97% reported that the information and resources in the class or home visits were somewhat or very helpful. In addition, 98% of the parents responded that they were likely to recommend the classes to others. Of the 6,828 Parent Workshop Evaluation surveys collected, 97% of the respondents described the workshop materials as somewhat or very helpful. Additionally, 97% reported that they would use the information or resources presented at the workshop a lot or some of the time.

Hubs: Increasing Organizational Capacity

In addition to the implementation of parenting education programs for parents of young children, OPEC Hubs are also charged with the responsibility of building an infrastructure for the coordination of programs in their regions for parents of children across the age spectrum. OPEC Hubs used an array of approaches in order to strengthen the capacity of their own organizations and their communities to implement and sustain parenting education efforts. Ample dedicated FTE is essential to fortifying the capacity of Hub organizations for building partnerships, leading coordination efforts, and implementing parenting education programming. As a result of the OPEC grant, all Hubs have positions and FTE devoted to parenting education.

Table 5

Organizational Capacity Numbers 2010-2015

Activity	Description	Hubs
Facilitators Trained In Curricula	OPEC Facilitators Trained	698
	Non-OPEC Facilitators Trained	546
Professional Development	Sessions for Facilitators	740
	Sessions for OPEC Staff	877
Advisory Meetings	Advisory Board Meetings	765
Funds Leveraged	Funds Leveraged	$6,441,510
	In-Kind Leveraged	$4,242,263
	Total Leveraged	$10,683,773

Hubs reported that a total of 1,244 facilitators were trained in parenting education curricula during the past five years using both OPEC funds and partner resources. Hubs further increased their organizational capacity by making professional development opportunities accessible to facilitators and other professional staff, enhancing their communities' ability to offer high-quality programming and meet the needs of families.

In addition to paid staff, organizations relied on members of their advisory council or board of directors to assist in determining priorities, meeting their goals and objectives, and providing a degree of oversight for fiscal and other management operations. The advisory councils are

diverse in their membership and are representative of the communities being served by the Hubs. Advisory council members have been included in the development of both strategic and sustainability plans for the initiative.

During their first year of funding all Hubs were required to develop strategic plans that would help strengthen their organizations over time and sustain programs financially in the future. Through strategic planning, Hubs collected input from over 6,000 parents and 340 community partners to identify strengths and gaps in parenting education in Hub regions. These needs assessments helped to determine goals and directions for further development of programs. Hubs continue to use the strategic plans as "road maps" and make updates as needed.

Strategic plans helped to clarify not only priority areas for programming but also the need for strategies for sustainability. Hubs were required to write sustainability plans during the 2012-2013 program year. Overall, the sustainability plans reflected the Hubs' understanding of the importance of diversified funding streams. As should be expected, there was not one "silver bullet" tactic for sustainability. Rather, most Hubs identified multiple strategies that built on their strengths, collaborative relationships, and the changing landscape of funding for early childhood and family services. Over the past five years, Hubs leveraged over $10.6 million in new funds and in-kind donations.

In an effort to build a system for coordination, websites and other social media tools have been developed and utilized to connect parents and community partners to programming. Hubs view community awareness about their parenting education programs as an important element for sustainability.

Hubs: Increasing Community Collaboration

Effectively meeting the needs of families and creating positive change within communities requires collaboration among a variety of organizations that work with parents and children. Successful collaboration can lead to a shared vision, a common language, and reduced fragmentation of services. OPEC Hubs are striving to forge collaborative partnerships with multiple partners, including schools that involve sharing resources and strengths to build a comprehensive system that can address the unique needs of their community. Collaborative strategies are also important in effectively marketing such programs and promoting messages about positive parenting.

Hubs used many different methods to recruit parents to program offerings. Methods included newsletters, newspaper articles and ads, radio spots, TV announcements, websites, flyers, community bulletin boards, and social media outlets such as Facebook. In addition, Hubs

initiated awareness campaigns with targeted messages on topics such as child abuse prevention, the importance of parenting, and the normalizing of parenting education.

OPEC programming involves a variety of community organizations that work collaboratively in offering parent education opportunities. Hub partners included school systems, Early Learning Hubs, Healthy Families/Healthy Start, Head Start, Department of Human Services (Child Welfare and Self-Sufficiency), juvenile departments, county mental health, drug and alcohol treatment departments, YMCAs, Boys and Girls Clubs, circuit courts, the faith-based community, relief nurseries, private preschools, teen parent programs, local businesses, service organizations, and other non-profits. These partners contribute to the Hub initiative in diverse ways, including marketing, referral of parents, financial support, and provision of other resources such as facility use, food, child care, and transportation.

Working with local schools can be an effective way to reach and engage families. For OPEC reporting purposes, the definition of school included preschools, Head Starts, and K-12 schools. Hubs linked their programs with school districts through the location of programs in school facilities, requests for announcements and descriptions of parenting education programs in school bulletins and newsletters, and the involvement of Hubs in school events and ongoing activities. During the first five years of the OPEC initiative, over 8,905 programs or class sessions have been held in school facilities with an additional 680 programs co-sponsored by schools but held in other facilities in the community.

Hub sites reported extensive programming efforts to increase school readiness among young children and parental involvement. Early literacy and school readiness skills have increasingly become integrated in parenting education series, workshops, or other parent support activities.

From 2010-2015, a total of 360 community partners provided information about the parenting education collaboration in their Hub regions through an online survey or focus group. Overwhelmingly, these partners indicate the OPEC initiative is making a difference in their communities by:

- Promoting networking and exchange of information among members of the collaboration
- Bringing together people and organizations who would not have worked together otherwise
- Taking active steps to include members that are representative of the community
- Increasing access to parenting education for targeted parent populations
- Generating community awareness of the importance of parenting education
- Integrating local services and supports through formal agreements

- Sharing leadership among stakeholders
- Coordinating efforts to avoid duplication of services
- Sharing resources to implement parenting programming
- Expanding parenting education opportunities
- Enhancing the quality of parenting education programs

Partners agreed that the perceptions of parenting education in their community have changed as a result of current program efforts including a reduced stigma and an increased value associated with parenting education. An impressive 98% of the community partners agreed that the parenting education program is benefiting families.

Summary

Results from the first five years indicate that the OPEC initiative has expanded the availability of high quality, parenting education programs and evidence-based series. These programs are reaching a growing number of parents who are representative of both universal and diverse audiences. Parents and community stakeholders indicate that the initiative has had a positive impact on families. OPEC Hubs continue to strengthen regional infrastructures to support parenting education through increased organizational capacity, coordination, and community collaboration.

OREGON PARENTING EDUCATION COLLABORATIVE

2014-2015 Year 5 Executive Summary

OPEC at a Glance

Year 5 Program Highlights

3,183 parents participated in **335** parenting education series

1,077 new families reached with home visits

7,858 parents attended **290** workshops

39,506 adults and youth participated in **273** family activities

45,427 parent and youth contacts made through parent support activities

The Oregon Parenting Education Collaborative (OPEC) is a multi-year initiative led by The Oregon Community Foundation (OCF), The Ford Family Foundation, and Oregon State University (OSU). Financial supporters include the Meyer Memorial Trust, The Collins Foundation, and OCF Donor Advised Funds. The initiative supports expanded access to best practice parenting education programs, with a focus on programs reaching parents of children prenatal to age six, and supports efforts to develop and strengthen regional parenting education "Hubs." OPEC is unique in its collaborative, foundation-approach in building a statewide infrastructure for parenting education through community-based non-profits and public agencies. The initiative was launched in July 2010. In 2014-2015, there were twelve regional parenting Hubs serving 19 Oregon counties and Siskiyou County, California. During this past year the OPEC initiative also funded ten Small Grant projects in the Portland Metro area to provide evidence-based classes and/or home visiting for specific groups of parents. The OSU evaluation team synthesized overarching lessons and impacts for the program year.

Quality Programming. Through the Hubs and Small Grant projects, the OPEC initiative is reaching a significant number of participants through their programming efforts (at left) and having a positive impact on families and communities. Outcomes included:

- expanding evidence-based programming available to new geographic regions
- increasing accessibility for both universal and targeted audiences
- reaching a culturally and socio-economically diverse audience (Approximately 66% of parents indicated using at least one service available to low-income families.)
- improved parenting skills and child outcomes

Regional Infrastructures. Hubs increased their organizational capacity to build an infrastructure for parenting education by:

- committing staff FTE to the coordination and leadership for parenting education
- strengthening their advisory groups
- training facilitators
- developing social media tools to reach parents and community members
- leveraging over $3 million in new funding and in-kind donations

Collaboration and Coordination. The capacity of communities to effectively collaborate and coordinate to offer parenting education programs was enhanced by the OPEC initiative. Overall the OPEC initiative has:

- strengthened partnerships to plan, market, and implement programs
- increased community awareness and positive perceptions of parenting education
- increased the number of referrals for parenting education
- improved collaborations and linkages among partners
- enhanced support of parenting education by key community leaders
- decreased fragmentation of services
- maximized limited community resources

Increasing Positive Parenting Capacity

Parenting skills are critical to children's optimal well-being and development. Research has shown that effective parenting education can strengthen and support families and communities in the prevention of child abuse and neglect, promote protective factors and lead to positive outcomes for both parents and children. Increasing positive parenting capacity among parents is the primary objective of the OPEC initiative. OPEC sites utilize a variety of strategies to engage parents in educational opportunities that lead to improved parenting outcomes including evidence-based parenting education series, workshops, home visits, parent support activities, and family events.

Programming Numbers 2014-2015

Activity	Description	Hubs	Small Grants	Total
OPEC Parenting Education Series*	Parenting Series Completed	107	41	**148**
	Parenting Classes	1,142	596	**1,738**
	Parents Attended	869	513	**1,382**
	Children/Youth Attended	817	360	**1,177**
Non-OPEC Parenting Education Series**	Parenting Series Completed	181	6	**187**
	Parenting Classes	1,971	60	**2,031**
	Parents Attended	1,724	77	**1,801**
	Children/Youth Attended	1,416	85	**1,501**
Parent Workshops	Number of Workshops	275	15	**290**
	Parents Attended	7,704	154	**7,858**
	Children/Youth Attended	4,163	130	**4,293**
Parent Support Activities	Number of Sessions	2,887	217	**3,104**
	Parents Attended	20,870	371	**21,241**
	Children/Youth Attended	23,972	214	**24,186**
Family Activities	Number of Activities	214	59	**273**
	People Attended	33,922	5,584	**39,506**
Home Visits	Number of Home Visits	13,696	404	**14,100**
	Total New Families	997	80	**1,077**
	Total New Children/Youth	1,172	128	**1,300**

*OPEC Parenting Education Series refers to those series that are paid for partially or entirely from OPEC grant funds.
**Non-OPEC Parenting Education Series refers to other series that are not paid for by OPEC grant funds.

Parent Satisfaction

Parenting Education Series

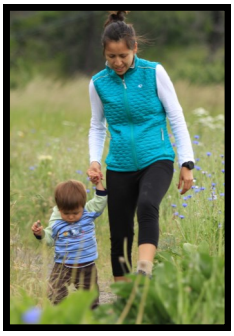
97% said the series was helpful

97% would recommend the series to others

Parent Workshops

98% found the workshops helpful

98% said they would use the information



Demographics

of families completing parenting series and workshop evaluations

Number of Parents: 3,202
Number of Children: 5,632

Gender

26% Men
65% Women
9% Did not specify

Race/Ethnicity

63% White/Caucasian
19% Hispanic
2% Black/Afr. American
2% Asian
4% Native American
10% Other/Unspecified

Age of Class Participant

Age Range: **13 to 83**
Average Age: **35**

Parenting Style

62% with Partner
24% by Themselves
14% did not specify

Children

Average Age: **6**
Age Range: **0 to 18**
Age 0-6 Years: **62%**
Children per Family: **2**

Low-Income Resources Utilized by Participants

35% receive WIC
41% utilize the Oregon Health Plan
24% receive free or reduced lunches

Improved Parent and Child Skills

Hubs and Small Grant sites are required to administer the Parenting Skills Ladder (PSL), a retrospective pre-post survey, to participants completing a series of parenting education classes or home visits funded by the grant. Many Hub grantees and their partners are also choosing to use the PSL with non-OPEC funded classes. Using the PSL, parents assess their parenting skills before and after participation in a class series. During the past year, parents completing the PSL reported **significant improvement in parenting skills across all items of the survey**. The following table presents aggregate PSL data from 1,741 parents who participated in parenting education through Hub and Small Grant sites.

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.1	4.8***
Show my child(ren) love and affection frequently	4.5	5.4***
Listen to my child(ren) to understand their feelings	3.6	5.1***
Help my child(ren) feel good about themselves	3.9	5.2***
Set and stick to reasonable limits and rules	3.3	4.7***
Know fun activities to help my child(ren) learn	3.5	5.0***
Find positive ways to guide and discipline my child(ren)	3.3	5.0***
Play with my child(ren) frequently	3.9	5.0***
Protect my child(ren) from unsafe conditions	4.7	5.5***
Talk with other parents to share experiences	3.0	4.7***
Deal with the day-to-day stresses of parenting	3.2	4.8***
Understand my goals and values as a parent	3.6	5.1***

Note. Rated on a scale of 1-6. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 1,741$.

On the PSL, parents also rated changes in their child's behavior before and after participating in the parent education classes. As reported by their parents, there was **significant improvement in child skills across all items**.

Child Skills	Before Participation	After Participation
Shows concern for others	3.2	4.2***
Willing to follow limits and rules	2.7	3.9***
Gets along with others	3.4	4.4***

Note. Rated on a scale of 1-6. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 1,741$.

Quotes from program participants

"I'm more consistent, which makes them more secure."

"I learned so many things that I didn't know before and that has given me more confidence."

"It made me realize what I have to change within myself in order to be a good parent."

"I feel more confident as a mother."

"I play with my son in way that will help him learn. I feel I am a better parent now.."

"Our family is stronger, happier, and thriving, not struggling."

"I'm better at setting limits and diffusing challenging situations."

"I've calmed down and become a more gentle parent."

"The classes helped me take a step out of my life to think about how to improve my parenting skills and my life."

Overall Challenges

Keeping social media updated and current

Offering quality child care

Finding adequate funding to maintain and expand programs

Facilitator turnover at host and/or partner organizations

Lack of follow through by partner agencies for program implementation

Joint OPEC and EL Hubs had challenges in balancing the requirements, governance, and workloads for both initiatives

Difficulties for multi-county Hubs to meet with their advisory groups, build partnerships, and implement programming in all of the counties

Hubs: Increasing Organizational Capacity

Staffing. During the past year, OPEC Hubs used an array of approaches in order to strengthen the capacity of their organizations and communities to implement and sustain parenting education efforts. Ample dedicated FTE is essential to the capacity of organizations for building partnerships, leading coordination efforts, and implementing parenting education programming. Through the OPEC grant, Hubs had an average of .99 FTE devoted to these efforts. Hubs reported that a total of **235 facilitators were trained** in parenting education curricula during the past year using both OPEC funds and partner resources. Hubs further increased their organizational capacity by making **169 sessions of professional development** opportunities accessible to facilitators, enhancing their ability to offer high quality programming.

Governance. In addition to paid staff, organizations relied on members of their advisory council or board of directors to assist in determining priorities, meeting their goals and objectives, and providing oversight for fiscal and other management operations. Hubs held a combined total of **177 advisory group meetings** during the past year. Websites and other social media tools were utilized to connect parents and community partners to programming.

Sustainability. Recognizing the importance of planning for sustainability, all Hubs received specific technical assistance in this area and were required to develop sustainability plans during the previous program year. During 2014-2015, the Hubs reported their sustainability efforts and that their advisory councils were still actively engaged in sustainability planning and that sub-committees with a focus on strategic funding were still meeting. Most Hubs are using multiple sustainability strategies that have built on their strengths, collaborative relationships, and the changing landscape of funding for early childhood and family services. During the past year, Hubs **leveraged over $3 million in new funding and in-kind donations**.

Insights from OPEC Community Partners

In June and July 2015, a total of 29 community partners participated in focus groups and surveys in three Hub regions (Central Oregon, Douglas County, and Siskiyou County. Participants represented a wide range of agencies and organizations. Data from the focus groups and survey indicated that community partners felt that the OPEC initiative:

- Promoted networking and exchange of information among collaboration members
- Brought together organizations who would not have worked together otherwise
- Took active steps to include organizations that are representative of the community
- Generated community awareness of the importance of parenting education
- Shared resources and coordinated efforts to avoid duplication of services
- Expanded parenting education opportunities and increased access for targeted parent populations
- Enhanced the quality of parenting education programs

Partners agreed that the perceptions of parenting education in their community have changed as a result of current program efforts, including a reduced stigma and an increased value associated with parenting education.

100%

agreed that the program is benefiting families

Hubs: Increasing Community Collaboration

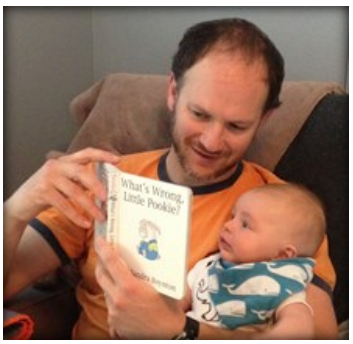
Collaboration is an essential element in effectively meeting the needs of families and creating positive change within communities. Successful collaboration leads to a shared vision, a common language, and a reduction in the fragmentation of services. A key strategy in the coordination of parenting education programs is to strengthen the capacity of communities to support such programs. This strategy involves building relationships with multiple community partners, effectively marketing positive parenting within the community, improving coordination of community efforts in offering and promoting parenting education, and offering parenting education programs in collaboration with other entities.

Parent Recruitment. Hubs used a variety of methods to **recruit parents** to program offerings. Methods included newspaper articles and advertisements, TV announcements, newsletters, radio spots, flyers, and social media outlets such as Facebook. Hubs reported a combined total of **17.5 million potential contacts** with these strategies this year. In addition, Hubs initiated **awareness campaigns** with targeted messages on topics such as child abuse prevention, the importance of parenting, early literacy, and the normalizing of parenting education. These campaigns utilized similar marketing methods and reached over **1.3 million potential contacts**.

Collaboration. OPEC programming involves a variety of community organizations that work collaboratively in offering parent education opportunities. Hub partners included Early Learning Hubs, Department of Human Services, Healthy Families, Head Start, Migrant Head Start, Juvenile Department, Educational Service Districts, school systems, health care providers, community action agencies, court and corrections systems, foster parent programs, tribal communities, preschools, child care providers, the faith-based community, relief nurseries, higher education institutions, libraries, service organizations, and other private non-profits. These partners contribute to the Hub initiative in a variety of ways including marketing, referral of parents, financial support, and provision of other resources such as facility use, food, child care, and transportation.

Partnerships with Schools. Working with local schools, preschools, and Head Starts can be an effective way to reach and engage families. Hubs linked their programs with school districts through offering programs in school facilities, announcements and descriptions of parenting education programs in school bulletins and newsletters, and being involved in school events and ongoing activities. As a primary partner, over **2,530 programs or class sessions were held in school facilities** or co-sponsored by schools but held in other facilities.

Promoting School Readiness. All Hub sites reported programming efforts **to increase school readiness among young children**. Hubs encouraged parent efforts to increase their children's literacy and other school readiness skills by integrating these topics in parenting education series, workshops, or other parent support activities. In addition, Hubs offered or participated in workshops, parent-child interaction groups, or family activities focused on school readiness or transition to kindergarten. Hubs also partnered with elementary schools and early childhood providers to offer kindergarten transition activities.



Lessons Learned by OPEC Hubs

- **Listen and learn from community partners and parents**
- **Build and nurture a solid Infrastructure**
- **Seek opportunities to blend, braid, and bundle resources for sustainability**
- **Be patient**
- **Invest in community partnerships**
- **Be resilient in times of change**
- **Increase the visibility of your program to decrease the stigma associated with participation**
- **Evaluate programming efforts to ensure quality and growth**
- **Provide quality child care**

Oregon Parenting Education Collaborative

INTRODUCTION

2014-2015

Launched in July 2010, the Oregon Parenting Education Collaborative (OPEC) is a multi-year initiative led by The Oregon Community Foundation (OCF), The Ford Family Foundation, and Oregon State University (OSU). Financial supporters of the initiative include OCF, the Meyer Memorial Trust, The Ford Family Foundation, The Collins Foundation, and OCF Donor Advised Funds.

The initiative's partners believe that parents are their children's first and most important teachers, and that investments in strong parenting are a critical strategy for ensuring that all children are ready to learn. The initiative's vision is a stronger statewide system of programs, information, and support for all parents. Through grants and technical assistance, the initiative supports expanded access to best practice parenting education programs, with a focus on programs reaching parents of children prenatal to age six, and supports efforts to develop and strengthen regional parenting education "Hubs." OPEC is unique in its collaborative, foundation-led model of building a statewide infrastructure for parenting education through community-based organizations. There are no similar prototypes in the nation. The mission, vision, and goals of the Oregon Parenting Education Collaborative are:

Mission

The mission of the Oregon Parenting Education Collaborative is to support delivery of high quality parenting education programs and to support collaborative efforts to strengthen regional parenting education systems through coordination and planning.

Vision

All Oregon parents will have access to high quality, proven parenting education programs that support them in their critical role as their children's first and most important teachers; all Oregon communities will be served by a network of strong parenting programs and a regional parenting education "Hub;" and Oregon will be a national leader in professionalizing and normalizing parenting education.

Goals

- To increase parent knowledge, skills and attitudes in order to support positive parent-child relationships, effective parenting behavior and optimal child development

- To expand access for parents to high quality parenting education programs by increasing organizational capacity to offer parenting education programs
- To increase Hub communities' capacity and ownership for family-focused programming

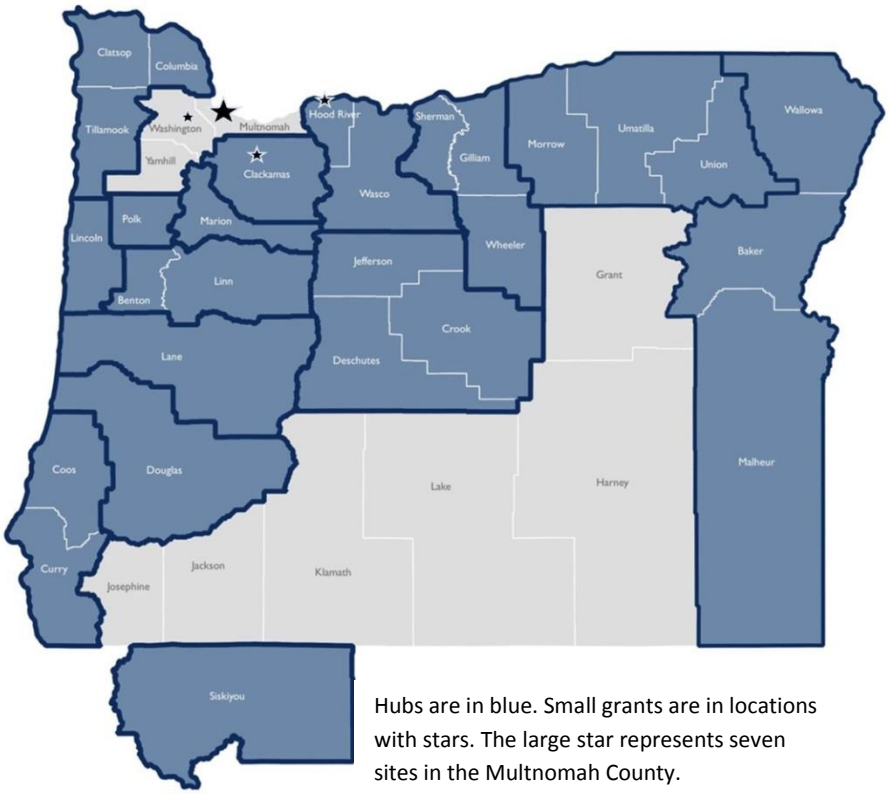
Oregon Parenting Education Collaborative Sites

OPEC has phased in regional parenting Hubs over the course of five years. In July 2010, OPEC began its first round of funding for six regional parenting Hubs (Cohort 1). In July 2011, six additional Hubs (Cohort 2) were funded. In July 2014, the initiative continued to grow by funding three new Hubs and expanding the geographical reach of three existing Hubs. This report provides a summary of the accomplishments of these 15 regional parenting Hubs which serve 27 Oregon counties and Siskiyou County, California. The multi-year funding consists of full funding for three years with step-down funding beginning in the fourth year.

Organizations receiving OPEC Hub funding were selected by their community partners through a collaborative process to coordinate parenting education activities for their region. The Hub organizations work with private and public partners in their region to provide universal parenting education and build a coordinated network of parenting education programs for parents of children of all ages, with an emphasis on programs for parents of children prenatal to age six. Hub organizations are expected to promote a spirit of collaboration among all regional stakeholders while serving as a point of coordination for planning, information, and activities related to parenting education programs for parents of children of all ages. The Hub organization also delivers (directly or through subcontracts) evidence-based parenting education programs for parents of children prenatal to age six.

In addition to Hubs, OPEC has funded two rounds of Small Grant projects. The purpose of the Small Grant program is to support expansion of access to or enhancement of proven programs to increase parent and family member understanding of the learning and development of young children through group classes and/or home visiting. Each round provided three years of funding. The first round was funded in 2010 and included nine sites across the state. The second round was funded in 2013 and includes ten sites in the Portland Metro area that target underserved populations.

Oregon Parenting Education Collaborative, 2014-2015



Hubs are in blue. Small grants are in locations with stars. The large star represents seven sites in the Multnomah County.

Report Structure

This report contains in-depth program results for Year 5 of the initiative, 2014-2015. Sections include:

- Parenting Education Hubs
- Hub Site Reports
- Small Grant Projects
- Small Grant Site Reports

Appendices include:

- Evaluation and Technical Assistance Overview
- Parent Voices
- Community Partner Perspectives
- Cohort 3/Expansion Hub Overview
- Cumulative Numbers for OPEC Hubs
- Cumulative Numbers for Small Grant Projects
- Parents with Children Age 0-6 Years Old

Oregon Parenting Education Collaborative

PARENTING EDUCATION HUBS

2014-2015

OPEC Hubs work with community partners to deliver parenting education services while building stronger and more coordinated parenting education systems in their regions. The OPEC grant gives the funded organizations an opportunity to reach new audiences as they expand their programming for parents of children prenatal to age six to new geographic areas, including neighboring counties or underserved communities within their own county. Hubs also develop a regional strategic plan for parenting education for parents of children of all ages, identifying needs and gaps, as well as short- and longer-term strategies to address them. Figure 1 displays the Hub regions in 2014-2015. Table 1 displays the Hub name, funded organization, and counties served.

Oregon Parenting Education Collaborative Hubs, 2014-2015

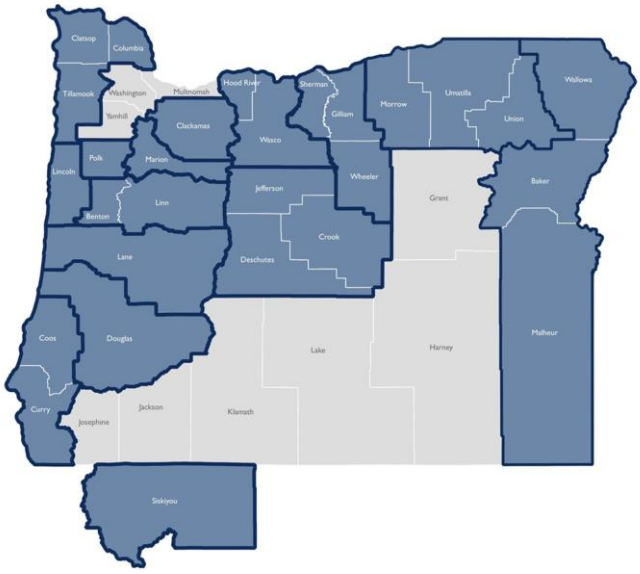


Figure 1

Table 1

Hub Grantees

Hub	Hub Name	Fiscal Organization	Counties Served
Cohort 1			
Central Oregon	*Parenting Education Hub of Central Oregon*	Central Oregon Family Resource Center	Deschutes, Crook, Jefferson
Columbia Gorge	*Columbia Gorge Parenting Education Program*	Next Door, Inc.	Hood River, Wasco
Coos/Curry	*Pathways to Positive Parenting*	Southwestern Oregon Community College	Coos, Curry
Douglas County	*Douglas County Parenting Education Brokerage*	Douglas Education Service District	Douglas
Linn/Benton	*Parenting Success Network*	Linn-Benton Community College	Linn, Benton
Wallowa/Baker /*Malheur**	*Northeast Oregon Parent Education Hub*	Building Healthy Families	Wallowa, Baker, *Malheur*

Cohort 2			
Clatsop/Columbia /*Tillamook**	*Northwest Parenting Education and Support*	Clatsop Juvenile Department	Clatsop, Columbia, *Tillamook*
Lane County	*LaneKids*	United Way of Lane County	Lane
Lincoln County	*Coastal Families Together*	Lincoln Commission on Children & Families	Lincoln
Polk County	*Mid-Valley Parenting of Polk County*	Polk County Human Services Administration Department	Polk
Siskiyou County	*Siskiyou Parenting Hub Project*	Siskiyou Community Services Council	Siskiyou, California
Umatilla/Morrow /*Union**	*Union-Umatilla-Morrow Parent Education Collaborative*	Umatilla-Morrow County Head Start, Inc.	Umatilla, Morrow, *Union*
Cohort 3			
Clackamas County	*Clackamas Parenting Together*	Clackamas County Children, Youth & Families Division	Clackamas
Marion County	*Marion Early Learning, Inc.*	Early Learning Hub, Inc.	Marion
Sherman/Gilliam /Wheeler	*North Central Parenting Hub*	North Central ESD	Sherman, Gilliam, Wheeler

*Hub expanded its region in 2014-2015, newly added counties in italics

Hub grant funds are intended to support both expanded program delivery and the costs of coordinating, strengthening, and planning in the Hub's region. Grant funds can be used for the delivery of evidence-based parenting education programs reaching parents of children prenatal rant funds to pay for coordination and administration costs of efforts reaching families with children of all ages, including activities to establish and/or expand the Hub organization; convene partners to discuss and develop the region's parenting education framework, plan, and priorities; and develop or improve parent access to information about available programs. Hubs may also use grant funds for public awareness activities and materials.

Hubs reported their efforts to cultivate and improve programs in order to meet the needs of parents and children in their communities. The following is a synopsis of the outcomes and progress made by the Hubs during 2014-2015:

- **Expanded the menu of parenting education programs offered by their organizations**
  - 107 OPEC funded and 181 non-OPEC funded parenting education series
  - 3,113 individual classes (14% in Spanish) reaching 2,593 parents and 2,233 youth
  - 275 family workshops including 7,704 parents and 4,163 youth
  - 2,887 parent support sessions serving 20,870 parents and 23,972 youth
  - 214 family activities with 33,922 adults and youth attending
  - 13,969 home visits with 997 new families and 1,172 new children/youth

- **Reached parents and children representative of universal and targeted audiences**
    - 67% were White/Caucasian, 15% were Hispanic/Latino, 5% were Native American, 1% were Black/African American, 1% were Asian/Pacific Islander, 2% were other/mixed ethnicity, and 9% did not specify ethnicity/race
    - 85% of participating parents reported having a child 0–6 years of age
    - 65% were women, 25% were men, 10% did not specify gender
    - 61% were parenting with a partner, 24% were parenting by themselves, 15% did not specify parenting style
    - 61% of the parents participating in series and workshops indicated that they use at least one community service available to low-income families (WIC, Oregon Health Plan, Free/Reduced Lunch)
    - 18% of parents participating in OPEC funded parenting education series were involved with Department of Human Services Child Welfare

- **Reported significant improvement for parents participating in parenting education series and provided parents with a positive learning experience**
    - Overall, parents reported on the Parenting Skills Ladder that their children's skills, as well as their own parenting skills, improved as a result of the series
    - 97% of participants reported that the information and resources in the series were somewhat or very helpful
    - 96% of the parents responded that they were likely to recommend the series to others
    - 98% of the respondents described the workshops as helpful
    - 98% of the respondents reported that they would use the information presented at the workshops

- **Strengthened the capacity of their organizations and communities to implement and sustain parenting education efforts**
    - Committed FTE designated for the implementation and support of the OPEC initiative
    - Trained 235 new facilitators in parenting education curricula
    - Offered 361 sessions of professional development for facilitators and staff
    - Held 177 advisory group meetings
    - Identified sources for new funding and in-kind donations, leveraging $3,080,960

- **Strengthened relationships and increased collaboration with community partners**
    - Strengthened relationships with community partners to coordinate and implement parenting education programs in their communities

- Recruited through newspaper, radio, television, flyers, and social media outlets, reaching a combined total of 17.5 million potential contacts
- Reached an estimated 1.3 million potential contacts through awareness campaigns with targeted messages on parenting topics
- Partnered with schools to offer 2,464 programs in school facilities, and 66 additional programs co-sponsored by schools but held in other facilities in the community

COMPREHENSIVE 2014-2015 OUTCOMES

OPEC Hubs provide leadership in building organizational infrastructure and community collaboration in order to provide parenting education programming to universal and targeted audiences. The following sections describe detailed outcomes in these three areas:

- Positive Parenting Capacity
- Organizational Capacity
- Community Collaboration

POSITIVE PARENTING CAPACITY

Increasing positive parenting capacity among parents is the primary objective of the OPEC initiative. Key indicators for success in increasing positive parenting capacity include the following:

- Increase in parent knowledge of appropriate parenting practices
- Increase in parenting skills
- Improved child behavior
- Decrease in parent stress
- Increase in parent knowledge of age-appropriate behavior
- Increase in parental networks and informal support systems with other parents in the community
- Increase in parent-school involvement
- Improved family-school relationships
- Increase in family literacy activities

OPEC Hubs utilized a variety of strategies to engage parents in educational opportunities that can lead to these improved parenting outcomes.

Parenting Education Activities

OPEC Hubs served families through a variety of programming opportunities in 2014-2015. Programming results include information about the types of programs in which parents participated, their experiences with the programs, and the changes they made as a result of their participation. Parenting education programming described in this section includes parenting education class series, family programs (workshops, support activities, and family activities), and home visitation.

Parenting Education Series

Parenting education series are multi-week programs using a specific curriculum. Most series include 7 to 12 weekly classes. Series conducted using OPEC funds are evidence-based and targeted to parents of children ages 0-6. As part of their parenting education menu, most Hub sites also offer non-OPEC series that are funded through other resources or conducted by partner organizations. Non-OPEC series may use evidence or non-evidence-based curricula or focus on older age ranges. Both OPEC and non-OPEC funded series are reported in Table 2.

Table 2

Parent Education Series Offered by Hubs and Partners in 2014-2015

Activity	Description	Total
OPEC Parenting Education Series	Parenting Series Completed	**107**
	Parenting Classes	**1,142**
	Parents Attended	**869**
	Parents Attended 70% or More	**741**
	Children/Youth Attended	**817**
	Contact Opportunities (parents & youth)	**17,406**
Non-OPEC Parenting Education Series	Parenting Series Completed	**181**
	Parenting Classes	**1,971**
	Parents Attended	**1,724**
	Parents Attended 70% or More	**1,564**
	Children/Youth Attended	**1,416**
	Contact Opportunities (parents & youth)	**35,191**
Combined Total (OPEC and Non-OPEC)	Parenting Series Completed	**288**
	Parenting Classes	**3,113**
	Parents Attended	**2,593**
	Parents Attended 70% or More	**2,305**
	Children/Youth Attended	**2,233**
	Contact Opportunities (parents & youth)	**52,597**

Total Series

During 2014-2015, Hub sites completed a total of 107 OPEC funded parenting education series, totaling 1,142 individual classes. Of the 1,142 classes, 932 (82%) were in English and 210 (18%) were in Spanish. As part of their initiative, Hub sites also reported a total of 181 non-OPEC parenting education series, totaling 1,971 classes. Of the 1,971 classes, 1,740 were in English (88%) and 231 (12%) were in Spanish. Table 3 includes the number of OPEC and non-OPEC series conducted at each site in 2014-2015.

Table 3

OPEC and Non-OPEC Parenting Education Series by Site

	OPEC Series	Non-OPEC Series	Total
Central Oregon	5	16	**21**
Clackamas County	5	2	**7**
Clatsop/Columbia/Tillamook	8	3	**11**
Columbia Gorge	4	3	**7**
Coos/Curry	11	17	**28**
Douglas County	9	2	**11**
Lane County	8	32	**40**
Lincoln County	8	12	**20**
Linn/Benton	10	75	**85**
Marion County	6	6	**12**
Polk County	6	7	**13**
Sherman/Gilliam/Wheeler	0	0	**0**
Siskiyou County	9	5	**14**
Umatilla/Morrow/Union	11	1	**12**
Wallowa/Baker/Malheur	7	0	**7**
Total All Hubs	**107**	**181**	**288**

Figure 2 displays the number of OPEC and non-OPEC series conducted by Hub sites during each year of the initiative. Figure 2 displays the number of classes conducted by Hubs for OPEC and Non-OPEC series. When viewing the number of series and classes over time, it is important to note that six Cohort 2 Hubs were added in Year 2, and three Cohort 3 Hubs were added in Year 5. In addition, three Hubs expanded to new counties in Year 5. Additionally, in Year 5, Cohort 1 Hubs were in their second year of step-down funding and Cohort 2 Hubs in the first year of step-down funding. This could account for the fluctuation in series and classes.

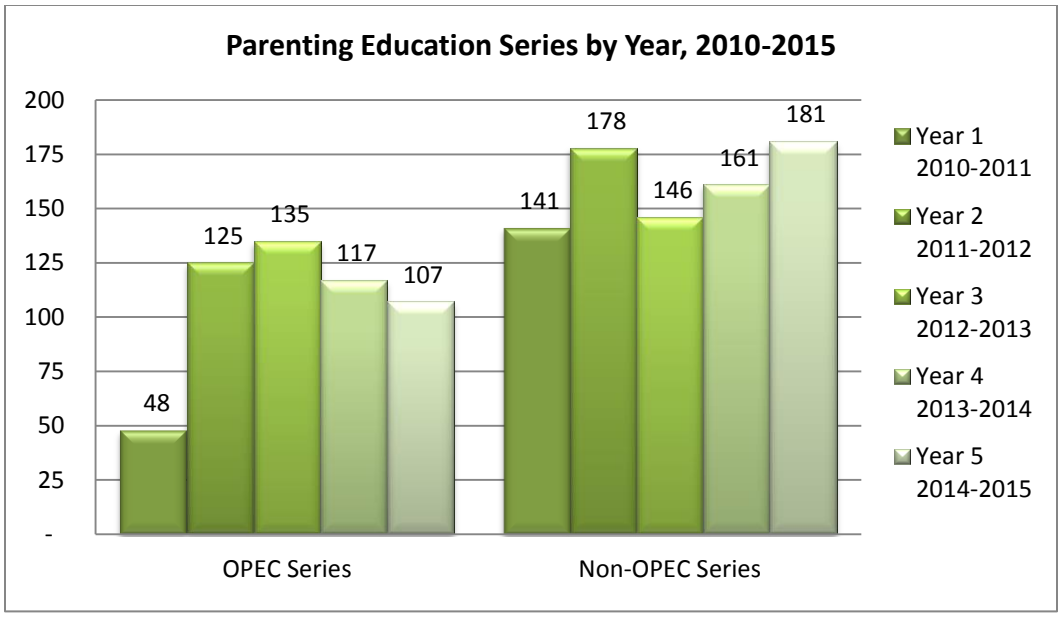


Figure 2

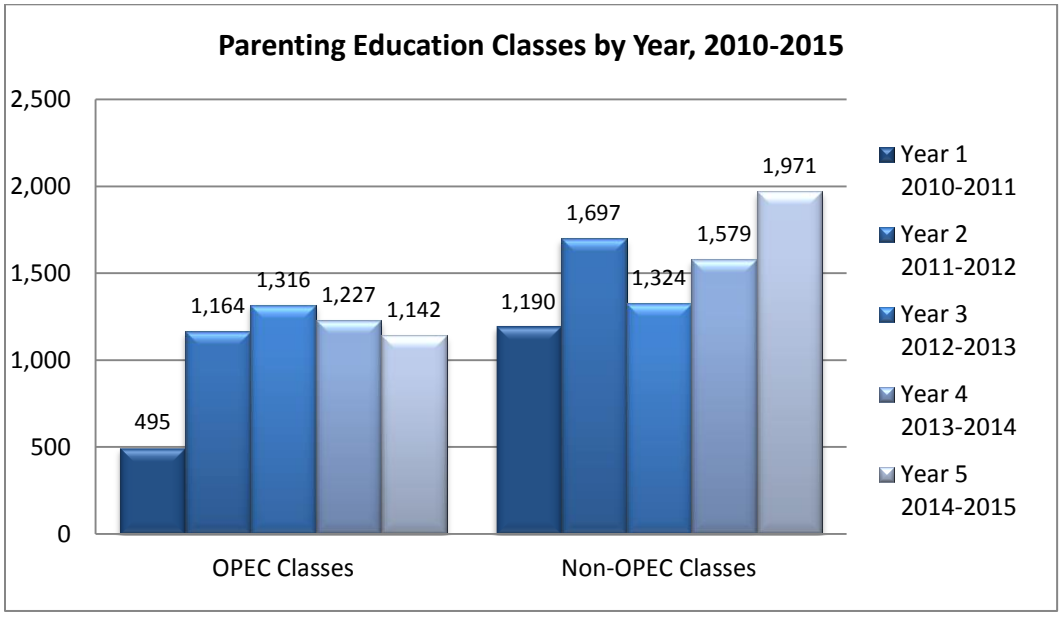


Figure 3

Curricula Used

Hubs used a variety of parenting education curricula during the year. This included evidence-based curricula such as *Make Parenting A Pleasure, Nurturing Parenting, The Incredible Years, Parenting Now!,* and *Parenting: The First Three Years*. Other curricula used for OPEC series included *Abriendo Puertas* (12), *Active Parenting* (1), *Attentive Parenting/Ready Together (3), Parenting A Second Time Around* (2), and *Practical Solutions for Families (1)*. Non-OPEC series included both evidence-based and non-evidence-based curricula. Examples of other curricula

used for non-OPEC series included *Abriendo Puertas*, *Strengthening Families Active Parenting*, *Parenting Wisely*, *Live and Learn, Effective Parenting*, *Circle of Security*, *Parenting Today, Juntos, Creative Development, Getting Ready to Read, Parenting Today, Parents and Toddlers Together, Gearing up for Kindergarten,* and *Healthy Habits.* Table 4 includes the number of series offered in each curriculum for OPEC and non-OPEC series.

Table 4

Curricula used for OPEC and Non-OPEC Parenting Education Series

	OPEC Series	Non-OPEC Series	Total
Make Parenting A Pleasure	35	18	**53**
Nurturing Parenting	28	37	**65**
Parenting Now!	11	2	**13**
Parenting: The First Three Years	1	21	**22**
The Incredible Years	12	6	**18**
Abriendo Puertas	12	1	**13**
Other	8	96	**104**

Series Participation

Rather than tracking individual parents and children across time, the online reporting system recorded class attendance in aggregate, reflecting an *average* number of participants. An average of 869 parents attended OPEC parenting education series, with 741 (85%) parents completing 70% or more of the classes. An average of 1,724 parents attended non-OPEC parenting education series, with 1,564 (91%) parents attending 70% or more of the classes. There were 817 children and youth who came with their parents for OPEC series and 1,416 for non-OPEC series. Table 5 displays the number of parents and youth attending 2014-2015 OPEC funded series by site.

Table 5

Parents and Children/Youth Attending OPEC Funded Series by Site

	Parents	Children/Youth	Total
Central Oregon	52	41	93
Clackamas County	51	96	147
Clatsop/Columbia/Tillamook	57	36	93
Columbia Gorge	47	26	73
Coos/Curry	62	45	107
Douglas County	66	30	96
Lane County	70	64	134

Continued on next page

Table 5 (continued)

Parents and Children/Youth Attending OPEC Funded Series by Site

	Parents	Children/Youth	Total
Lincoln County	88	84	172
Linn/Benton	70	72	142
Marion County	53	85	138
Polk County	49	29	78
Sherman/Gilliam/Wheeler	0	0	0
Siskiyou County	70	55	125
Umatilla/Morrow/Union	85	80	165
Wallowa/Baker/Malheur	49	74	123
Total All Hubs	**869**	**817**	**1,686**

Hubs had a total of 17,406 contact opportunities through OPEC funded series and 35,191 contact opportunities through non-OPEC parenting education series during 2014-2015. Contact opportunities are the total number of contacts (with both parents and youth) from all classes for all parenting education series. For example, the number of classes in each series was multiplied by the *average* number of parents and children/youth who attended, and all of the series were added together. A combined total of 52,597 contacts were made through OPEC and non-OPEC series in 2014-2015.

Family Programs

OPEC Hubs offer a variety of family programs as part of their parenting education menu. This includes parent workshops, parent support activities, and family activities/events. These informal events help parents and children become more comfortable with the organization and program staff and encourage family members to meet other parents and children in their community. The connections made at these one-time or short-duration events can also be important in recruiting new families for other parenting program activities, including the multi-session, evidence-based series that are known to have the most impact on parent behavior. Although OPEC funds may not financially support all these programs, the OPEC grant provides the underlying infrastructure and coordination that make these possible.

In 2014-2015, Hubs held a total of 3,376 family programs. Table 6 displays the number of workshops, parent support activities, and family activities held by Hubs as well as the number of parents and children/youth reached through these activities.

Table 6

Family Programs in 2014-2015

Activity	Description	Total
Parent Workshops	Number of Workshops	**275**
	Parents Attended	**7,704**
	Children/Youth Attended	**4,163**
Parent Support Activities	Number of Sessions	**2,887**
	Parents Attended	**20,870**
	Children/Youth Attended	**23,972**
Family Activities	Number of Activities	**214**
	People Attended	**33,922**

Parent Workshops

Parent workshops include one-time events covering special topics or guest speaker presentations. During 2014-2015, a total of 275 workshops were reported by Hub sites. Forty-seven percent of these workshops used OPEC funds. The number of workshops ranged from 1 to 61 across sites. A total of 7,704 parents and 4,163 children attended workshops during the year. Workshops were on a variety of topics, with examples including: *Kindergarten Readiness, Darkness to Light, Every Child Ready to Read, Internet Safety, Toddler Talk, Pathways to Responsible Fatherhood, Brain Development, Infant CPR, Positive Discipline, Stress Management, Parent Café, WIC Parent Workshops, Helping Children Cope through Divorce, Raising Emotionally Healthy Children, No Drama Discipline,* and *Early Literacy.*

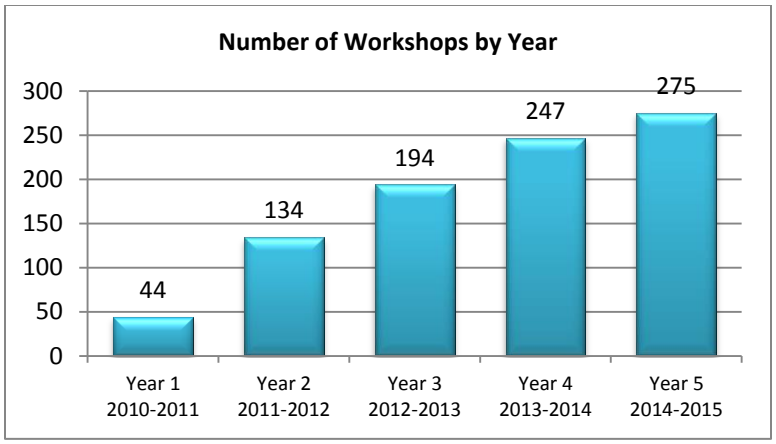


Figure 4

Parent Support Activities

Parent support activities are recurring programs that bring parents together around a common topic or activity in order to create community and support for parents and youth. Parent support activities often include multiple sessions and seek to enhance interactions between parents and children or encourage connections with other parents.

During the 2014-2015 year, Hub sites reported 2,887 parent support sessions. Sixteen percent of the parent support activities used OPEC funds. Examples of these sessions included *parent/child interaction groups, parent support groups (including specific groups focusing on adoption, autism, breastfeeding, and young parents), library story times, parent luncheons, parent cafés, cooking and nutrition classes, health screenings, financial literacy trainings,* and *music activities*. Approximately 20,870 parents and 23,972 youth participated in these parent support activities, for a total of 44,842 participants.

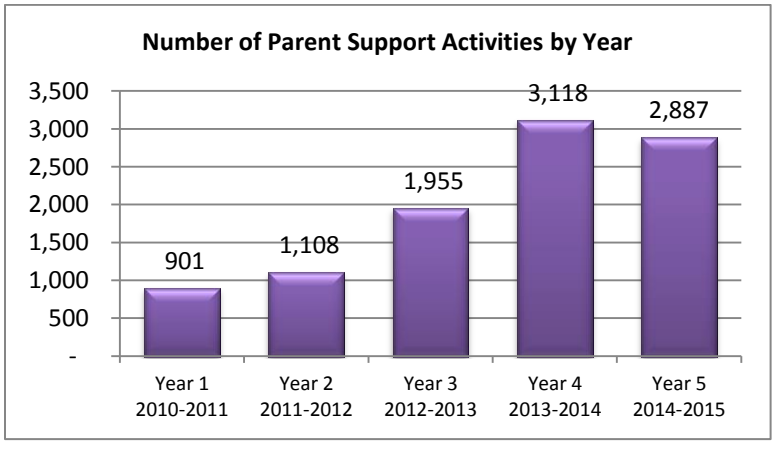


Figure 5

Family Activities

Family activities are one-time social, recreational, or educational events that sites plan, sponsor, and/or facilitate as part of their overall parenting education and outreach goals. During the 2014-2015 year, Hub sites sponsored a total of 214 family activities, with the number of activities ranging from 3 to 81 per site. Thirty-four percent of the family activities used OPEC funds. Approximately 33,922 adults and youth participated in these family activities. Examples of family activities included: *family night outs, arts and crafts*, *early learning fairs, family field trips, parent dinners, family BBQ/picnics, music activities, literacy events, community baby showers, community dinners, health/resource fairs, holiday celebrations,* and *cultural activities.*

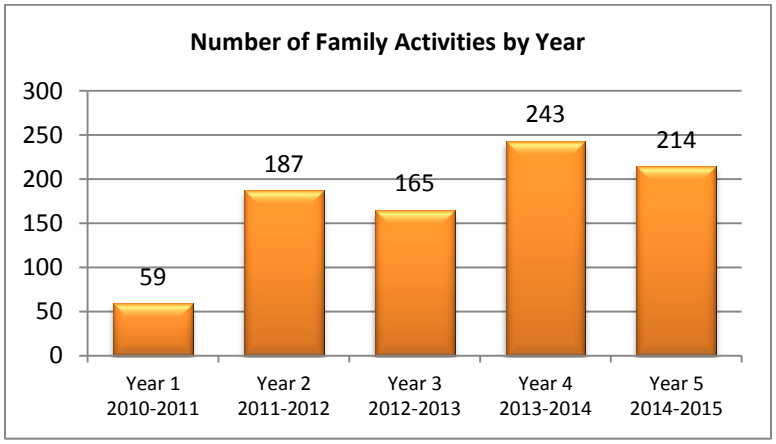


Figure 6

Home Visitation

Home visitation provides parenting education information and coaching to parents in their own home. Home visits use a one-on-one parenting approach and typically target higher-risk parents. Home visitors often follow a set curriculum that can be adapted to the particular needs of the parents. Some home visitors may also support parents in other aspects, such as with accessing community resources.

The use or expansion of home visitation is included as an objective of the OPEC grant for two Hubs – Wallowa/Baker and Umatilla/Morrow. As part of their overall Hub initiative, seven other Hubs reported on home visits in order to capture the scope of parenting education in their region. These home visits were either delivered by the Hub organization using other funding sources or by partner service providers in the region. Table 7 displays the number of home visits and total families and youth reached through home visitation in Hub regions.

Table 7

2014-2015 OPEC and Other Home Visits

OPEC Home Visits			
	Total Home Visits	**Total Families**	**Total Youth**
Wallowa/Baker/Malheur	747	42	90
Umatilla/Morrow/Union	550	27	38
Total OPEC	**1,297**	**69**	**128**
Other Home Visits			
	Total Home Visits	**Total Families**	**Total Youth**
Central Oregon	7,240	679	694
Clatsop/Columbia/Tillamook	837	73	111
Columbia Gorge	1,074	29	36
Lane County	2,745	68	68
Linn/Benton	365	54	92
Polk County	42	7	10
Sherman/Gilliam/Wheeler	96	18	33
Total Non-OPEC	**12,399**	**928**	**1,044**

Overall, Hub sites reported a total of 13,696 home visits, with 997 new families and 1,172 new youth. Curricula used during home visits included: *Nurturing Parenting, Parents as Teachers, Make Parenting a Pleasure, The Incredible Years, Growing Great Kids, San Angelo, Healthy Families, Partners for Healthy Baby, Just in Time Parenting, Partners for a Healthy Baby, Strengthening Families, Babies First, Creative Curriculum, Nurse Family Partnership,* and *Second Steps.* Twenty-seven percent of the families were receiving the home visits through Healthy Families Oregon. Sites using OPEC funding for home visiting conducted 1,297 of the home visits. The remaining home visits were reported as part of collaborative efforts with OPEC partners or other funding sources.

Demographics of Parents

Parenting education programs offered through Hub organizations primarily target a universal audience. Demographic data from the Parenting Skills Ladder (PSL) and Parenting Workshop Evaluation (PWE) describe the families reached by the OPEC Hubs. Of the 2,812 participants who completed one of the surveys between July 2014 to June 2015:

- 65% were women, 25% were men, 10% did not specify gender
- 67% were White/Caucasian, 15% were Hispanic/Latino, 5% were Native American, 1% were Black/African American, 1% were Asian/Pacific Islander, 2% were other/mixed ethnicity, and 9% did not specify ethnicity/race
- 61% were parenting with a partner, 24% were parenting by themselves, 15% did not specify parenting style
- The age range for class participants was between 13 and 83[1]. The average parent was 35 years (33 years of age for women and 34 years of age for men)
- Parents reported a total of 4,833 children 0-18 years of age, with an average of two children per household
- 85% of participating parents reported having a child 0–6 years of age[2]

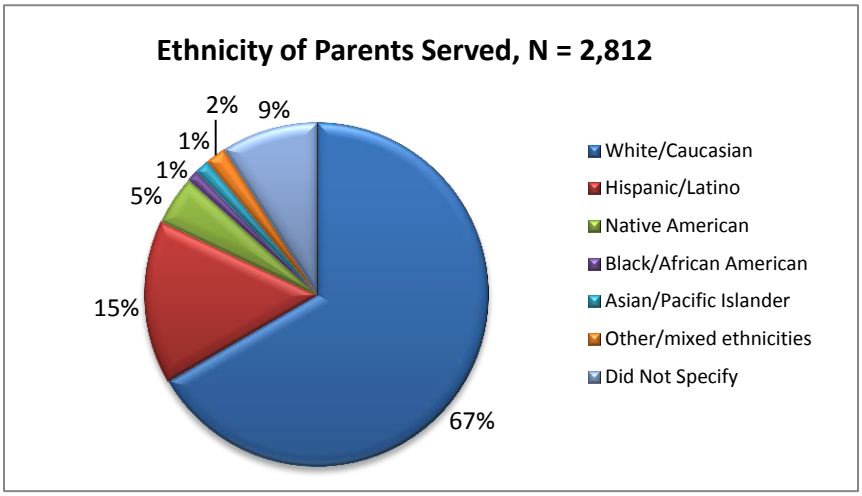


Figure 7

Parents reported living in 23 counties in Oregon as well as Siskiyou County, California. Table 8 displays the number and percent of parents completing the surveys that resided in each county.

[1] Parents are the target audience for class series and workshops. However, participants may include other community members including school-age students.
[2] See Appendix 6 for list of percentage of parents reporting children age 0-6 by site.

Table 8

Number and Percent of Parents Living in each County, N = 2,785

County	Number	Percent
Baker County	31	1%
Benton County	57	2%
Clackamas County	67	2%
Clatsop County	118	4%
Columbia County	38	1%
Coos County	450	16%
Curry County	43	2%
Deschutes County	146	5%
Douglas County	148	5%
Hood River County	29	1%
Jefferson County	28	1%
Lane County	344	12%
Lincoln County	94	3%
Linn County	47	2%
Malheur County	3	0%
Marion County	67	2%
Morrow County	67	2%
Polk County	88	3%
Siskiyou County	643	23%
Tillamook County	30	1%
Umatilla County	156	6%
Union County	47	2%
Wallowa County	8	0%
Wasco County	36	1%

Community resources that are available to low-income families can be used as a proxy for determining whether families served by OPEC Hubs are at or near the poverty level. This includes Women, Infants, and Children (WIC), the Oregon Health Plan, and free or reduced-price school meals[3]. Families who reported receiving at least one of these services were assumed to be a low-income household.

Of the 2,647 participants who completed the community resource portion of a Parenting Skills Ladder or Workshop Evaluation in 2014-2015, 1,602 (61%) indicated that they use one or more

[3] Women, Infants, and Children (WIC) is available to low income pregnant, breastfeeding, and postpartum women and children under age five who are at nutritional risk and who are at or below 185 percent of the federal poverty level. The Oregon Health Plan is available to families earning less than 138 percent of the federal poverty level. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals at school. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals.

community services available to low-income families. Looking separately at each community resource designated for low-income households, 34% of families reported receiving WIC benefits, 39% of families utilized the Oregon Health Plan, and 23% of parents reported that their school-age child received free or reduced lunches. Approximately 8% (206) of the total participants reported receiving all three services. Table 9 lists the percentage of families at each site who reported that they receive at least one low-income service.

Table 9

Percentage (Number) of Families Served who Receive at Least One Low-Income Service by Site, *N* = 2,647

	Percentage (N)
Central Oregon	73% (124)
Clackamas County	74% (49)
Clatsop/Columbia/Tillamook	59% (95)
Columbia Gorge	64% (41)
Coos/Curry	78% (307)
Douglas County	63% (104)
Lane County	42% (142)
Lincoln County	70% (64)
Linn/Benton	66% (65)
Marion County	85% (57)
Polk County	72% (62)
Siskiyou County	47% (295)
Umatilla/Morrow/Union	63% (168)
Wallowa/Baker/Malheur	68% (28)
Total All Hubs	**61% (1,602)**

A number of families participating in parenting education programs used other community resources. For example:

- 36% had children enrolled in public schools
- 39% utilized public libraries
- 30% used community recreational facilities
- 15% utilized child care

OPEC sites are asked to report the estimated number of participants who were mandated, referred, or involved with Department of Human Services (DHS) Child Welfare, if known. In 2014-2015, approximately 18% of parents participating in OPEC funded parenting education series were involved with DHS.

Parent Satisfaction

Data on parent satisfaction were collected on both the Parenting Skills Ladder (PSL) and the Parent Workshop Evaluation (PWE). This included attendance rates, whether participants considered the information helpful and useful, and whether they would recommend classes or workshops to others.

Parenting Education Series

Of the 1,331 Parenting Skills Ladders completed, 97% of participants reported that the information and resources in the class or home visits were somewhat or very helpful. In addition, 96% of the parents responded that they were likely to recommend the classes to others.

With a series of classes usually lasting from 7-12 weeks, participation is a long-term commitment on the part of parents. The overall attendance rate of those completing the survey was impressive, with 93% (*n* = 1,157) self-reporting that they attended all or almost all of the sessions.

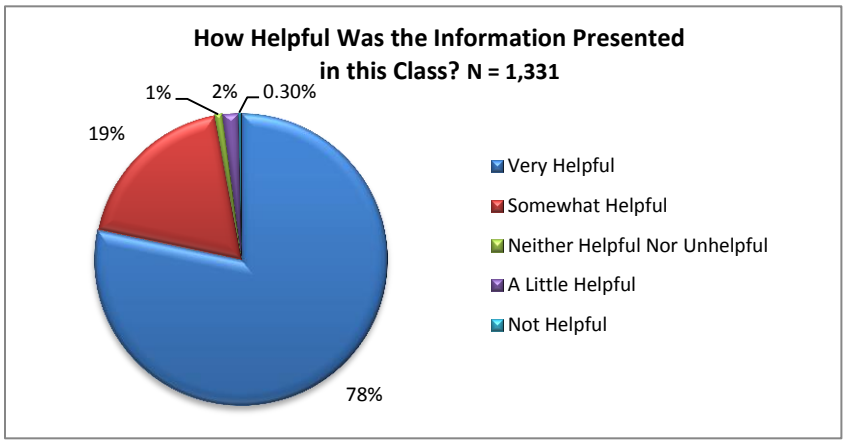


Figure 8

Analysis of the open-ended questions on the Parenting Skills Ladder supported the quantitative data, which suggested that the vast majority of participants in Hub programs were satisfied with the parenting classes they attended. Parent satisfaction comments generally focused on the increased social support they were receiving from other parent participants and the new parenting techniques they were learning.

Many parents noted how they enjoyed meeting other parents and receiving feedback and suggestions for parenting. There were several parents who also appreciated having the opportunity to share their thoughts and experiences, as well as being able to bounce ideas off each other, and knowing that they are not alone. Parenting topics that were of particular interest included brain development, developmental stages, how to handle stress, taking care of yourself, and positive ways to discipline.

Parents also indicated that their participation in the series increased the amount of bonding they had with their children. Additionally, parents felt like they had a better understanding of their children as a result of their exposure to the series. Class content and developing a good relationship with the facilitator were also mentioned by parents as positive aspects of their experience with the series.

As was evident in their ratings of the usefulness and helpfulness of the workshops, parents who attended parenting series were overwhelmingly satisfied with their experiences. Some parents did make specific suggestions for improvement of future series. This included a desire to have longer sessions and more classes offered for individual series. Parents also shared an interest in finding ways to recruit other parents to participate in future parenting classes. Some parents also indicated the need for a better location in terms of space and layout for the series.

There were also a number of parents who shared that assistance with transportation to the parenting classes would be beneficial. Additionally, parents suggested that the classes find more ways to encourage engagement and interaction among participants. Finally, a significant number of parents also specifically suggested providing more take-home activities and resources for use beyond the series environment.

Parenting Workshops

Of the 1,427 Parent Workshop Evaluation (PWE) surveys collected by Hubs, 98% of the respondents described the workshop materials as somewhat or very helpful. Additionally, 98% reported that they would use the information or resources presented at the workshop a lot or some of the time.

Parents who participated in Hub site workshops offered examples of what they liked and gained from these program opportunities. In general, parents liked that the workshops gave them an opportunity to interact with other parents and have the opportunity to share personal experiences with others. Being able to hear stories and get advice from

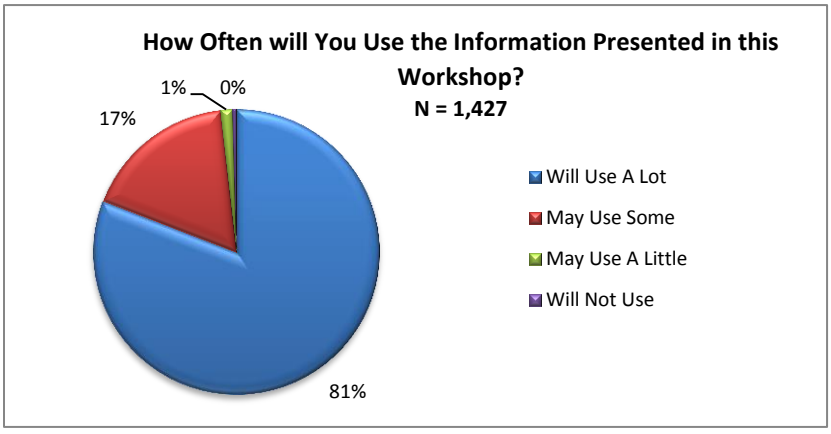


Figure 9

other parents during the workshops was noted as being very helpful by parents as well. Parents also appreciated how the workshops provided relevant and applicable new information and skills they could use at home with their children.

Other aspects of the workshops that parents enjoyed included the facilitators themselves, who parents felt delivered the content in a fun and engaging way. The provision of child care while attending the workshop was another aspect that parents appreciated during their experience. Finally, parents liked that they were provided with handouts and other resources that could be used outside of the workshop setting.

As was evident in their ratings of the usefulness and helpfulness of the workshops, parents who attended Hub parenting workshops were overwhelmingly satisfied with their experiences and the information they received. Some parents did make specific suggestions for improvement of future workshops. This included a desire to have longer sessions and more classes offered for various workshops. Other parents also indicated the need for a better location in terms of space and layout for the workshops.

Parents also indicated that they would like to see future workshops offered with smaller class sizes as an improvement. Additionally, parents suggested that workshops find more ways to encourage engagement and interaction among participants. Finally, a significant number of parents also specifically suggested providing more take-home activities and resources for use beyond the workshop environment.

Parent and Child Outcomes

The Parenting Skills Ladder (PSL) also asked parents to report on changes in parenting and child behaviors. A total of 1,379 Parenting Skills Ladders were completed by parents participating in Hub programming. Over 1% (18) of the surveys were completed in a home visiting setting.

Parent Outcomes

The retrospective *t*-test design revealed significant improvement in parenting skills across all items. The skills that indicated the most improvement for parents after participation in a parenting class were *knowing normal behavior for child(ren)'s age level* and *talking with other parents to share experiences.* Other parenting skills that showed major improvements after participating in a class were: *finding positive ways to guide and discipline my child(ren)*, *dealing with the day-to-day stresses of parenting,* and *understanding my goals and values as a parent.* Although the improvements for the items *showing my child(ren) love and affection frequently* and *protecting my child(ren) from unsafe conditions* were significant, they showed less

improvement. This is not surprising since parents rated these items highly "Before Participation" leaving less margin for improvement "After Participation."

Table 10

Parenting Skills Before and After Participation

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.1	4.8***
Show my child(ren) love and affection frequently	4.6	5.4***
Listen to my child(ren) to understand their feelings	3.7	5.1***
Help my child(ren) feel good about themselves	4.0	5.2***
Set and stick to reasonable limits and rules	3.3	4.7***
Know fun activities to help my child(ren) learn	3.5	4.9***
Find positive ways to guide and discipline my child(ren)	3.3	4.9***
Play with my child(ren) frequently	3.9	5.0***
Protect my child(ren) from unsafe conditions	4.7	5.5***
Talk with other parents to share experiences	3.1	4.8***
Deal with the day-to-day stresses of parenting	3.2	4.8***
Understand my goals and values as a parent	3.6	5.1***

Note. Rated on scale from 1 to 6. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 1,385$.

Overall, parents noted several positive parenting changes that could be attributed to their experience with the series they attended. More specifically, several parents pointed to improved discipline techniques and better communication with their child as significant parenting changes that resulted from their participation in the series. Other parents shared that they were more nurturing and had increased their level of empathy and compassion they had toward their child. Some parents even expressed that they had been able to improve their management of stress and use of self-care. Even further, many parents felt that they had increased their knowledge surrounding childhood development and had obtained valuable parenting skills and tools from participating in the parenting series.

Child Outcomes

On the Parenting Skills Ladder, parents also rated their child's behavior before and after participating in the parent education classes. The retrospective *t*-test design revealed significant improvement in child skills across all items. The most improved child skill after participating in the class was children being *willing to follow limits and rules.*

Table 11

Child Skills Before and After Participation

Child Skills	Before Participation	After Participation
Shows concern for others	3.1	4.0***
Willing to follow limits and rules	2.6	3.8***
Gets along with others	3.3	4.3***

Note. Rated on scale from 1 to 6. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 1,385$.

In the open-ended responses, parents also reported on how their participation in parenting classes had been impactful for their own children. Some examples of program effect included improved behavior and listening skills, better able to follow the rules, and increased patience among children. Other parents reported that their child was more affectionate and loving and had an overall increased level of happiness as a result of the parenting series.

Parents also noted that communication with their child had improved and they had gained better discipline techniques as a result of the series. Additionally, participants noted that their children felt more validated and loved by their parents. Finally, parents also suggested that an additional benefit of the parenting classes was that their child was able to make new friends.

Positive Parenting Capacity Summary

As mentioned, the main objective of the OPEC initiative is increasing positive parenting capacity. OPEC sites utilized a variety of strategies to engage parents in educational opportunities leading to improved parenting outcomes. These strategies included offering evidence-based parenting education series, workshops, home visits, parent support activities, and family events.

Parenting activities reported by the fifteen Hubs offered rich curricula options and a variety of avenues for parents to gain information and develop positive parenting skills. This included:

- 107 OPEC funded and 181 non-OPEC funded parenting education series
- 3,113 individual classes (14% in Spanish) reaching 2,593 parents and 2,233 youth
- 275 family workshops including 7,704 parents and 4,163 youth
- 2,887 parent support sessions serving 20,870 parents and 23,972 youth
- 214 family activities with 33,922 adults and youth attending
- 13,969 home visits with 997 new families and 1,172 new children/youth

Parents participating in the workshops and class series reported that they were satisfied with their experiences and would recommend the class/workshop to others. Overall, parents participating in class series indicated significant improvement in their parenting skills. Parents from the class series also reported that their children showed more concern for others, were more willing to follow limits and rules, and got along better with others.

ORGANIZATIONAL CAPACITY

Organizational capacity is viewed as the foundation for building and sustaining parenting education programs and is important for the longer-term success of the OPEC programs. The following components have been identified as key to a strong OPEC Hub:

- Clear vision and mission
- Long-term goals with timelines and clearly defined outcomes
- Adequate staffing patterns and retention rates
- Well-trained staff who have positive relationships with clientele
- Diverse and sufficient funding
- Engaged advisory groups who are representative of the community
- Sustainability planning

Organizational Capacity Activities

OPEC Hub sites used an array of approaches to strengthen their capacity for implementing and sustaining parenting education efforts. These methods included:

- Staffing patterns to meet the needs of the initiative
- Training facilitators in parenting education curricula
- Providing professional development opportunities for facilitators and staff
- Engaging advisory groups
- Leveraging additional resources

Staffing

Many aspects of staffing are important to the infrastructure needed to support the mission of the OPEC initiative. One important element is an adequate number of staff with sufficient full-time equivalency (FTE) dedicated to the initiative. Calculating the exact amount of FTE committed to OPEC is challenging for several reasons. Although the majority of the host organizations' administrators are highly involved in the efforts of the initiative, many do not

charge FTE to the OPEC grant or charge only a minimal amount. In addition, some of the fiscal organizations contribute additional in-kind staff support to the initiative. For example, the Linn/Benton Hub estimates that approximately 1.64 total FTE goes toward the administration, coordination, and support of OPEC but only about .74 FTE is paid for from OPEC grant funds. The majority of the remaining .90 FTE is in-kind personnel support from Linn-Benton Community College, which is the fiscal agent for the OPEC grant. Other OPEC Hubs, especially those that are also Early Learning (EL) Hubs, have blended various funding streams to create 1.0 FTE positions with responsibilities divided among projects.

Adding to the complexity of calculating FTE, Hubs list personnel FTE differently on their budget reports (the primary source of information about staff FTE). For example, some Hubs list the FTE for parenting education facilitators with their personnel costs while others include it under their programming costs. Combining all FTE for staff reported under personnel expenditures, Hubs ranged from having approximately .50 to 2.0 FTE paid for from the OPEC grant with an average of .99 FTE per site.

Positive relationships with community partners is essential to the OPEC initiative. Building relationships takes time; therefore, having high staff retention rates is a factor in overall effectiveness. At the end of the previous program year, Building Healthy Families (Wallowa/Baker/Malheur Hub) had an interim Executive Director. However the organization hired Maria Weer, the Parenting Education Coordinator, in the permanent position at the beginning of the 2014-2015 program year. Several other OPEC Hubs had major leadership changes during the past year with the retirement of the Umatilla-Morrow County Head Start, Inc. Executive Director (Umatilla/Morrow/Union Hub); the elimination of the Program Manager position at The Next Door, Inc. (Columbia Gorge Hub); departure of the Executive Director at the Siskiyou Community Services Council (Siskiyou Hub); and resignation of the Douglas County Hub Parenting Education Coordinator. All four of these positions were filled during the year with professionals not previously involved with the OPEC initiative. It should be noted that The Next Door, Inc. redesigned their position to create a Director of Programs to oversee all of their work with families.

In addition to these organizational leadership changes, there were also changes for some Hubs with their coordinator positions. Six OPEC Hubs (Douglas, Lane, Marion, Polk, Umatilla/Morrow/Union, and Wallowa/Baker/Malheur) reported turnover in their coordination positions. Turnover occurs for a variety of reasons, including transitions to other jobs and seeking advanced degrees.

Hubs also utilized a variety of part-time or temporary staff to meet the objectives of their programs. These positions included child care providers, parenting education facilitators, and data entry or clerical staff. Hubs also contracted with consultants to offer targeted services such as website development. Turnover among the child care staff was mentioned most often in Hub quarterly reports. Volunteer positions such as the use of college student interns was also a source of staffing for some Hubs.

Training Facilitators in Parenting Education Curricula

Training facilitators in parenting education curricula was an important component for increasing the organization's capacity to offer parenting education in their community. During 2014-2015, Hubs used OPEC funds to train additional facilitators for their organization and coordinated with partner organizations to have others in their community trained in parenting education curricula. Table 12 displays the number of facilitators trained using OPEC funds and the number of facilitators trained from partner organizations not paid by OPEC funds.

Table 12

Facilitators Trained in 2014-2015

Activity	Description	Total
Facilitators Trained In Parenting Education Curricula	OPEC Facilitators Trained	**123**
	Non-OPEC Facilitators Trained	**112**
	Total Facilitators Trained	**235**

During 2014-2015, Hubs trained a total of 235 facilitators, with 52% trained using OPEC funds. The number of facilitators trained varied across sites with the total number of facilitators trained ranging from 1 to 39. Table 13 displays the number of facilitators trained by each Hub site during 2014-2015.

Table 13

Facilitators Trained by Hub Site in 2014-2015

	OPEC Facilitators	Non-OPEC Facilitators	Total
Central Oregon	0	25	**25**
Clackamas County	1	0	**1**
Clatsop/Columbia/Tillamook	8	17	**25**
Columbia Gorge	0	10	**10**
Coos/Curry	13	19	**32**
Douglas County	0	5	**5**
Lane County	1	7	**8**
Lincoln County	6	0	**6**
Linn/Benton	6	0	**6**
Marion County	33	6	**39**
Polk County	14	9	**23**
Sherman/Gilliam/Wheeler	9	14	**23**
Siskiyou County	11	0	**11**
Umatilla/Morrow/Union	12	0	**12**
Wallowa/Baker/Malheur	9	0	**9**

In addition to training their own Hub staff, Hubs used OPEC funds to train facilitators from other organizations, including Head Start, Relief Nurseries, Domestic Violence Services, Education Service Districts, and community non-profits as well as school-based mental health providers and medical clinic staff. Facilitators trained with non-OPEC funds were also from partner organizations including: Head Start, Relief Nurseries, libraries, preschools, juvenile departments, and school districts.

Several factors likely contributed to the variation in the number of facilitators trained through the individual OPEC Hubs. Factors may have included some Hubs adopting new curricula, the turnover rate of previously trained facilitators, and access to additional funding for facilitation training.

In 2014-2015, facilitators were typically trained in similar parenting education curricula, whether they were trained under OPEC or other funds. The curriculum in which facilitators were most frequently trained was *Nurturing Parenting*, followed by *Abriendo Puertas/Opening Doors, Make Parenting a Pleasure, Second Step, The Incredible Years,* and *Parenting Now!*. Curricula reported as "Other" for OPEC funded facilitators included *Parenting a Second Time Around*. Curricula reported as "Other" for non-OPEC funded facilitators included *Active Parenting Now, Strengthening Families, Mind in the Making, Staying Connected to Your Youth*

and *Growing Great Kids.* Table 14 lists the curricula facilitators were trained in during 2014-2015 as well as the number of facilitators who were trained in Spanish versus English.

Table 14

Curriculum Training in 2014-2015

	OPEC Funded	Non-OPEC	Total
Abriendo Puertas	49	0	49
Make Parenting a Pleasure	19	16	35
Nurturing Parenting	49	31	80
The Incredible Years	2	0	2
Parenting Now!	1	0	1
Second Step	0	29	29
Other	3	36	39
Trained in English	101	112	213
Trained in Spanish	22	0	22
Total Facilitators Trained	**123**	**112**	**235**

Professional Development Opportunities

In addition to curriculum training, Hub sites also reported professional development opportunities for OPEC staff and facilitators. During 2014-2015, Hubs increased their capacity by making 169 sessions of professional development training opportunities accessible to facilitators and 192 sessions available to OPEC staff members. Table 15 displays the number of sessions and the number of facilitators and staff members who attended those sessions.

Table 15

Professional Development for Facilitators and Staff in 2014-2015

Activity	Description	Total
Training for Facilitators	Number of Sessions	**169**
	Number of Facilitators Attended	**872**
Training for Staff	Number of Sessions	**192**
	Number of Staff Attended	**382**

Professional development training and support for facilitators includes training specifically designed to support them in program implementation as well as special topics. Professional development for facilitators included both skill-building as well as expansion of content knowledge in certain areas. Examples of training topics offered for facilitators included the child abuse reporting, kindergarten readiness, Collaborative Problem Solving, conscious discipline, brain development, quality child care, childhood trauma, family engagement, diversity, motivational interviewing, and the OPEC Parenting Educators Conference. Table 16 lists the number of sessions and facilitators trained by Hub site.

Table 16

Facilitator Support Training by Hub Site in 2014-2015

	Number of Sessions*	Facilitators Attended
Central Oregon	6	30
Clackamas County	0	0
Clatsop/Columbia/Tillamook	9	25
Columbia Gorge	8	14
Coos/Curry	14	45
Douglas County	9	7
Lane County	16	43
Lincoln County	4	17
Linn/Benton	10	103
Marion County	5	175
Polk County	2	12
Sherman/Gilliam/Wheeler	12	79
Siskiyou County	14	228
Umatilla/Morrow/Union	8	44
Wallowa/Baker/Malheur	52	50
Total All Hubs	**169**	**872**

*Facilitators may have attended multiple sessions during a conference; therefore, the number of sessions may be higher than the number of staff attended.

Hub sites also offered professional development training for non-facilitator OPEC staff, as well as for others in the community. Examples of training that other OPEC staff attended this year included child abuse and neglect reporting, home visitation training, impact of trauma on children, Darkness to Light, Collaborative Problem Solving, collective impact, substance abuse prevention, trauma informed care, school readiness, parent and child engagement, Ages and Stages Questionnaire, the OPEC Parenting Educators Conference, Darkness to Light, CPR/First Aid, and the Nurtured Heart Approach. In 2014-2015, there were also trainings that Hub staff offered for other early childhood professionals and partners in their region. For example, the Clackamas Hub participated in an *Every Child Ready to Read* training with representatives from

23 agencies and libraries in their region. Table 17 lists the number of sessions and staff trained by Hub site.

Table 17

Staff Training by Hub Site in 2014-2015

	Number of Sessions*	Staff Attended
Central Oregon	7	10
Clackamas County	1	28
Clatsop/Columbia/Tillamook	19	42
Columbia Gorge	17	13
Coos/Curry	17	83
Douglas County	12	7
Lane County	32	35
Lincoln County	3	8
Linn/Benton	6	36
Marion County	15	27
Polk County	3	2
Sherman/Gilliam/Wheeler	9	19
Siskiyou County	13	18
Umatilla/Morrow/Union	2	2
Wallowa/Baker/Malheur	36	52
Total All Hubs	**192**	**382**

*Facilitators may have attended multiple sessions during a conference, therefore, the number of sessions may be higher than the number of staff attended.

Advisory Groups

All Hub sites have identified a group that acts as the advisory board for the initiative. In some cases, boards were formed specifically for this purpose or, in other cases, an existing board in their community took on this role, such as the early childhood council. Hub organizations rely on members of their advisory councils or boards of directors to assist in determining priorities, meeting their goals and objectives, and providing a degree of oversight for fiscal and other management operations.

Table 18

Advisory Board Meetings and Attendance in 2014-2015

Activity	Description	Total
Advisory Meetings	Advisory Board Meetings	**177**

Continued on next page

Table 18 (continued)

Activity	Description	Total
Advisory Meetings	Attendance at Advisory Board Meetings	**683**
	Number of Other Advisory Board Meetings Attended by OPEC Staff	**1,098**

Hubs sites held 177 advisory board meetings in 2014-2015. Advisory boards provided guidance on a variety of topics related to the program initiatives, overall organization, and sustainability planning. Items addressed at advisory meetings reported by sites included the following: strategic planning, community needs assessment, sustainability, community partnerships, funding, barriers and challenges, best practices for serving families, Early Learning Hub relationships, staffing challenges, marketing approaches, Hub progress and structure, evaluation, class and workshop scheduling, facilitator training, leadership transitions, and lessons learned.

Organizational staff also participated in other advisory groups or councils within their community. Other advisory boards attended by OPEC staff included: Early Learning Hub meetings, Early Childhood Mental Health Work Group, Home Visiting Work Group, Early Literacy Planning Group, Kindergarten Partnership/Readiness Meetings, Relief Nursery Board meeting, Healthy Families County Advisory Meeting, Prevention Coalition Meetings, Healthy Communities Steering Committee, Council for Integrated Child and Family Services, County Youth Mental Health Coalition, Breastfeeding Coalition, Service Integration Teams, DHS Advisory meeting, Community Health Improvement Project, and Early Learning Alliance.

Sustainability and Resources Leveraged

Recognizing the importance of planning for sustainability, Cohort 1 and 2 Hubs received specific technical assistance in this area through the OPEC initiative and were required to develop sustainability plans during the 2012-2013 program year. Quarterly, these Hubs reported on their sustainability efforts via the online reporting system and staff interviews. Several of the veteran Hubs indicated that their advisory groups were still actively engaged in sustainability planning and that sub-committees with a focus on strategic funding were still meeting. Since the three Cohort 3 Hubs were in their first year of funding they did not emphasize sustainability in their reporting.

Hub staff reported a variety of factors that hindered their sustainability efforts. Since Cohort 1 and 2 Hubs experienced stepdown funding in 2014-2015, operating with a decreased funding

base was an obvious concern. One Hub shared how the stepdown funding had affected their Hub, *"A decrease in base funding has decreased dedicated staff time to implement parenting education systems and focus of future planning."*

Other significant factors influencing their ability to plan ahead were those associated with transformations in statewide systems. As one OPEC Hub explained, *"Funding continues to be a challenge as public sources align with specific strategies that may include but are not exclusive to parenting education and private sources are stretched thin to accommodate increased demand."* Although some new funding has been garnered for communities through the state's Early Learning redesign and establishment of regional Early Learning (EL) Hubs, the process has impacted the OPEC Hubs' efforts in sustainability planning. The OPEC Hubs realize that collaboration and partnerships are essential to the sustainability of their local parenting education initiative. However, the state funding previously available for parenting education through the defunct Commission on Children and Families has been redirected in the EL Hubs. One OPEC Hub shared:

> *Although "stable and attached families" and "kindergarten readiness" were specifically identified in the Early Learning Division work, "parenting education" was not called out as a priority. This situation has led to some debate as to where parenting education may or may not fit into future funding through our Early Learning Hub system.*

In spite of these challenges, the OPEC Hubs moved forward in their quest for sustainability. Resources leveraged are an indicator of increased capacity and efforts toward sustainable funding. Hubs report on two types of leveraged resources: *funds* and *in-kind support*. *Funds* may be in the form of new grants, contracts, or cash donations to the organizations. *In-kind support* refers to goods and services that are contributed rather than money.

Table 19

Funds Leveraged in 2014-2015

Activity	Description	Total
Funds Leveraged	Funds Leveraged	$2,204,181
	In-Kind Leveraged	$876,779
	Total Leveraged	**$3,080,960**

During 2014-2015, Hubs leveraged a total of $3,080,960 in new funding and in-kind donations, with 72% from funds/donations and 28% from in-kind donations. Leveraging cash funds and in-kind support is imperative for sustaining the initiative. Collectively the OPEC Hubs have continued to report increases in the amount of funds leveraged since their first year of OPEC funding.

Grants and Contracts – The majority of Hubs reported their efforts in applying for and receiving new funding through grants and contracts. Several Hubs indicated they received contracts for programming that dovetailed with their parenting education efforts via funding associated with statewide initiatives such as early literacy, kindergarten innovation, and P3 (prenatal to third grade) alignment from the Oregon Early Learning Division and private funders. Other examples of grant sources included the Children's Trust Fund of Oregon (CTFO), United Way, and Jubitz Family Foundation. Hubs also reported receiving contracts for providing services to specific audiences. Contract sources included the Department of Human Services, tribes, county jails, community corrections, school districts, foster/kinship project, and alcohol and drug treatment programs.

Blending, Braiding, and Bundling – In general, lead organizations for the OPEC Hubs are diverse in their funding streams and provide services in addition to those financially supported by OPEC. As noted earlier, the OPEC Hubs are extremely collaborative in their programming efforts. Their diversity in funding and strong partnerships gives them some flexibility in coordinating resources for initiatives that may have common or complimentary goals. For example, the Wallowa/Baker/Malheur Hub has multiple contracts to provide services for families with young children in the region. In the words of the Coos/Curry Hub:

> *The most successful access of our sustainability strategy has been to share funding for parenting education with partnering agencies and public schools. There was a time when these community entities were less likely to consider this kind of sharing of resources, but our current economic climate and the directives from the Early Learning Division (ELD) and the Regional Achievement Collaborative (RAC) guided by the Oregon Department of Education, have set the stage for a new openness for working together.*

For some staff positions that work across these programs, the cost of their FTE can be divided among the different funding mechanisms. The OPEC Hub in Lane County is working across systems to leverage financial support. United Way of Lane County is the fiscal organization for both the OPEC and Early Learning Hub. The Lane OPEC Hub also works closely with its Coordinated Care Organization (CCO). This alliance has allowed them to strategically blend

funding for staffing and programming that is in alignment with shared objectives across multiple systems. The Lane County Hub shared:

> *LaneKids continues to build sustainability with our community's focus on weaving together initiatives and funding streams. For example, the Early Learning Alliance (EL Hub) coordination funds provide funding for staff time and outreach materials in support of LaneKids. We were able to add both the Early Learning Alliance and LaneKids logo/website URL to a recent batch of StORytime Oregon materials we produced with ELA funds. The Trillium Community Health Plan investment is another example of community partnership and shared funding streams that add to LaneKids' sustainability.*

Other joint OPEC/Early Learning Hubs, such as Marion and Clackamas, also report shared staffing costs across the initiatives.

Sponsorships, Donations, and Fundraising – Most Hubs reported receiving some financial support through efforts at the local level. The Coos/Curry, Linn/Benton, and Siskiyou County Hubs received funds to sponsor events such as professional development trainings and parent seminars with nationally known presenters. Hubs also engaged in targeted fundraising. The Central Oregon Hub raised approximately $140,000 through its annual giving campaign and an art auction. The Linn/Benton and Douglas County Hubs collected cash donations through "Pay It Forward" campaigns. In these campaigns, parents were invited to make donations at the end of class series that would be used to host future series. A couple of Hubs also mentioned using programs such as Fred Meyer Rewards and Escrip to provide resources for their programs. Although these strategies did not raise a substantial amount of money, they illustrate the resourcefulness of the Hub staff in garnering support in a variety of way. Other sources of cash donations to OPEC Hubs included civic organizations and private individuals.

Brokerage – The "brokerage" concept (financial support for a Hub from local agencies in return for parenting education services for their clientele and the community) was first introduced by the Douglas County Hub prior to the launch of the OPEC initiative. Although contributions to the brokerage have declined over the years due to the economy and the uncertainty of state funding for different initiatives, this strategy continues to provide some stability and seed money for sustainability. For 2014-2015, the Douglas Hub reported approximately $7,500 in brokerage funding. The brokerage approach was also adopted by the Central Oregon Hub. At the end of the fiscal year, this Hub reported receiving $4,500 in brokerage support from local agencies.

Class Fees – A couple of Hubs reported charging minimal registration fees for their classes. The fee varies from Hub to Hub and scholarships are available for parents who cannot afford the charge. None of the Hubs shared the amount of funds collected through class fees.

In-Kind Support – In-kind donations help to significantly offset expenses that the Hubs would otherwise have to cover in order to implement their programs. These cost savings help to stretch available resources. Organizations serving as the fiscal agent for the OPEC grant often contribute a significant amount of in-kind support. This provision included office space, utilities, office supplies, and staff support. Hubs also reported increased in-kind support of staffing for OPEC. Both the Linn/Benton and Coos/Curry Hubs indicated that their fiscal agents (both community colleges) were contributing resources to increase the FTE of staff associated with OPEC.

Filling different roles with volunteers is another example of in-kind support that leverages the capacity of the Hubs[4]. Some Hubs utilized volunteers for child care, social media updating, office assistance, and meal preparation. Volunteers may have been parents, community members, college interns, or high school students.

In-kind donations also reflect the collaborative relationships that help to bolster the initiative. Community partners are key contributors of in-kind support. Community partners often pay for their staff to be facilitators or child care providers for the parenting education programs. The Umatilla/Morrow/Union Hub indicates that a substantial number of its programs are implemented in-kind by facilitators employed by partner agencies. Other types of in-kind donations reported by Hubs included facility usage, donated curricula, food, administrative costs, guest speakers, class supplies, incentives, transportation, staff time, technical support, mailing supplies, promotional materials, and advertising and media awareness. An example of media awareness includes television public service announcements for the Douglas County OPEC Hub. Table 20 displays the total funds and in-kind donations leveraged by Hub site.

[4] To estimate the value of volunteer time, sites used the dollar value for volunteer time from The Independent Sector – a national organization that collects data about volunteers (http://independentsector.org/volunteer_time). The volunteer time value is derived from an average production wage plus benefits for the most recent year available at the time. In Oregon, volunteer time was valued at $21.99 for 2014.

Table 20

Total Resources Leverages by Hub Site in 2014-2015

	Funds Leveraged	In-Kind Leveraged	Total
Central Oregon	$250,800	$343,011	**$593,811**
Clackamas County	$193,000	0	**4193,000**
Clatsop/Columbia/Tillamook	$42,185	$500	**$42,685**
Columbia Gorge	$38,625	$21,181	**$59,806**
Coos/Curry	$66,771	$29,438	**$96,209**
Douglas County	$26,824	$46,655	**473,479**
Lane County	$59,696	$26,372	**$86,068**
Lincoln County	$122,342	0	**$122,342**
Linn/Benton	$28,498	$16,118	**$44,616**
Marion County	$540,000	$43,732	**$583,732**
Polk County	$5,500	$35,368	**$40,868**
Sherman/Gilliam/Wheeler	0	0	**0**
Siskiyou County	$67,931	$209,399	**$277,330**
Umatilla/Morrow/Union	0	$21,505	**$21,505**
Wallowa/Baker/Malheur	$762,009	$83,500	**$845,509**
Total All Hubs	**$2,204,181**	**$876,779**	**$3,080,960**

Overall, the OPEC Hubs recognize the importance of diversified funding streams to their sustainability. Most Hubs utilize multiple strategies, which build on their strengths, collaborative relationships, and the changing landscape of funding for early childhood and family services.

Organizational Infrastructure Summary

OPEC Hubs used an array of approaches to strengthen the capacity of their organizations and communities to implement and sustain parenting education efforts in 2014-2015. To accomplish this, Hubs:

- Committed FTE designated for the implementation and support of the OPEC initiative
- Trained 235 new facilitators in parenting education curricula
- Offered 361 sessions of professional development for facilitators and staff
- Held 177 advisory group meetings
- Identified sources for new funding and in-kind donations, leveraging $3,080,960

COMMUNITY COLLABORATION

OPEC Hubs have embraced the concept of strengthening the capacity of their communities to expand and coordinate parenting education. Evidence of success in strengthening capacity includes the following:

- Increased community awareness of the importance of parenting education
- Improved community perceptions of parent education
- Increased number of referrals for parenting education from community agencies
- Improved collaborations and linkages between communities, schools, and agencies
- Enhanced support by key community leaders
- Decreased fragmentation of services

Community Capacity Activities

In 2014-2015, OPEC Hubs strengthened and expanded partnerships, effectively marketed positive parenting within the community, improved coordination of community efforts in offering and promoting parenting education, and offered parenting education programs in collaboration with schools and community partners.

Partnerships

Although the Hubs entered the OPEC initiative with solid histories of collaboration, they reported strengthening existing partnerships and developing new ones over the 2014-2015 grant year. Hubs reported collaborating with a multitude of diverse partners, including Early Learning Hubs, Educational Service Districts (ESD), school systems, Healthy Families, Head Start, Migrant Head Start, Department of Human Services, community action agencies, health care providers, juvenile departments, court and corrections systems, foster parent programs, tribal communities, preschools, child care providers, the faith-based community, relief nurseries, higher education institutions, libraries, service organizations, and other community non-profits.

Several Hubs reported an increase in referrals to parenting education programs by partner agencies. Community partners also contributed resources to provide child care, food, and transportation for participants. In some cases, partners co-funded parenting education classes and activities or provided facilitators from among their trained staff. Organizations allowed OPEC Hubs to use their facilities for program implementation. In addition, partners were critical in working with the Hubs to recruit parents to programs and raise community awareness of parenting education.

For the second year, several OPEC Hubs reported greater collaboration with health care providers. The Wallowa/Baker/Malheur Hub had previously partnered with the Winding Waters Clinic to distribute books, Well Baby Bags, and other early learning activities. This partnership led to "warm hand-offs" between the clinic and the home visiting program. During the past year, this partnership continued to grow with staff from the clinic being trained to implement *Make Parenting A Pleasure*. In addition, this Hub received funding from their regional Coordinated Care Organization (CCO) to implement "Fit Fridays." This program provides swim lessons for children while their parents attend a parenting education program. The Linn/Benton and Lane County Hubs have also received funding from their CCO for either promotion or coordination of parenting education programming.

In order to further understand Hubs' collaborative relationships and strategies within their communities, the OSU team sought the perspective of community partners in three Hub regions – Central Oregon, Douglas County, and Siskiyou County. In June 2015, a total of 29 community partners participated in the focus group and survey in these three communities. Participants represented a wide range of agencies and organizations. Data from the focus groups and survey indicated that community partners felt that the OPEC initiative:

- Promoted networking and exchange of information among members of the collaboration
- Brought together people and organizations who would not have worked together otherwise
- Took active steps to include organizations and agencies that are representative of the community
- Generated community awareness of the importance of parenting education
- Shared resources to implement parenting programming (i.e., funding, facilities, other in-kind contributions) and coordinated efforts to avoid duplication of services
- Expanded parenting education opportunities and increased access to parenting education for targeted parent populations
- Enhanced the quality of parenting education programs

Participants indicated that the collaborative initiative benefited the communities, families, and the partner organizations. Almost 83% of participants felt the stigma of parenting education was reduced in their community as a result of the OPEC programming efforts. In addition to benefiting the community, partners felt that the collaboration among programs directly supported the core missions of their own agencies and organizations. For more information about the community partner focus groups, see Appendix 3.

Collaboration with Local Schools

Collaboration with local schools is an important strategy in successfully reaching and engaging families. For OPEC reporting purposes, the definition of school included preschools, Head Starts, and elementary schools. Hubs described several strategies for increasing the links between their programs and school districts. This included the location of programs in school facilities, the announcement and description of parenting education programs in school bulletins and newsletters, and the involvement of Hubs in school events and ongoing activities (i.e., locating a table of resources at an evening school function).

Promotion of Program Activities in Schools

Schools made significant efforts to promote parenting education opportunities through distribution of newsletters, flyers, posters, calendars, etc. During 2014-2015, schools distributed an estimated 85,028 flyers and reached approximately 36,664 families through their newsletters. Hubs were also able to contact 395 parents through presentations at parent organization meetings.

Table 21

Promotion of Program Activities in Schools for 2014-2015

Promotion Type	Total Reached
Flyers distributed to students/parents	85,028
Announcements in school newsletter	36,664
Presentations at PTA/Parent organizations	395
Other*	1,053

*Other included automated calls from school to parents, school reader boards, tables at kindergarten readiness events and open houses.

Program Activities Connected with Schools

All Hubs reported partnering with schools to sponsor and host programs in their facilities. In addition to parenting education series and workshops held in schools, other program activities connected with schools could include open houses, summer food programs, kindergarten orientations, family fun nights, story reading hour, and developmental and health screenings.

In 2014-2015, approximately 2,464 programs or class sessions were held in school facilities. This included individual classes in a parenting education series, workshops, family activities, and family support sessions. In addition, 66 programs or class sessions were co-sponsored by schools, but not held in school facilities.

Table 22

Program Activities Connected with Schools for 2014-2015*

Programs/ class sessions that were…	Total
Held in school facilities	**2,464**
Co-sponsored by schools, but not held in school facilities	**66**
Total programs/class sessions in collaboration with schools	**2,530**

*Programs listed above were also reported in the previous Parenting Education Activities section. This is the total number of those programs that were held in collaboration with local schools. Not all programs listed were funded by OPEC.

Increasing Children's School Readiness

OPEC Hub sites reported extensive programming efforts to increase school readiness among young children. Hubs encouraged parent efforts to increase their children's literacy and other school readiness skills in an interactive and fun manner. Funding for these endeavors came from multiple sources, including the OPEC grant, Early Literacy and Kindergarten Innovation grants from the state, and P-3 alignment funds from a variety of sources. As with other programming, collaborative funding and sharing of resources were instrumental for implementation.

The vast majority of OPEC Hubs cited integrating school readiness activities, early literacy resources, and supplemental handouts into their parenting education series. Many Hubs indicated that their facilitators were trained to incorporate the connection between positive parenting and school readiness into their sessions. The Coos/Curry Hub added 30 minutes to each of their *Make Parenting A Pleasure* sessions in order to include school readiness content. Three Hubs offered parenting education series that specifically targeted school readiness skills. Both Central Oregon and Lincoln County offered *Nurturing ABCs* based on the *Nurturing Parenting* curriculum. The Linn/Benton Hub offered *Attentive Parenting* from *The Incredible Years* parenting programs.

All of the OPEC Hubs offered or participated in workshops, parent-child interaction groups, or family activities focused on school readiness or transition to kindergarten. Hubs partnered with elementary schools, Head Starts, and child care providers to offer kindergarten transition activities. Hubs presented workshops focusing on activities to promote literacy, numeracy, and social/emotional skills. Workshop titles included *Social Emotional Development, Promoting Positive Relationships, Read for the Record, Every Child Ready to Read, Cultivating Early Math Skills, and Ready! For Kindergarten*. Other examples of activities aimed at raising awareness about school readiness included *Read Across Siskiyou*; *Storytime: Play, Talk, Sing, Read;*

Learning Picnics; Science, Technology, Engineering, and Mathematics (STEM) activities; arts and crafts events; and story times.

Many of the Hubs reported distributing school readiness or literacy kits, books, and other resources to parents in a variety of settings. The *Kindergarten Preparedness Kit* prepared by the Coos/Curry Hub included items such as scissors, index cards, pencils, erasers, crayons, a ruler, sentence strips, a Kindergarten Parent Handbook, and a printed information packet. The kits were demonstrated and presented to every family attending kindergarten registration events at partnering schools. The Lane County Hub also distributed School Readiness Kits to families with a child entering kindergarten in targeted areas of their county. The Marion County Hub, in partnership with their Coordinated Care Organization (CCO), mailed 3,000 copies of *Getting School Ready* to all Oregon Health Plan families in their area who had a child that would be age five by September of 2014. The publication was provided in the family's native language (this information is a part of the health records maintained in the CCO database).

Two of the Hubs continued to integrate their parenting education efforts with existing school readiness and success programs that their organizations were already responsible for implementing. The fiscal agent for the Umatilla/Morrow/Union Hub is the region's Head Start agency, which was already offering parent workshops on school readiness and transition to kindergarten. Partnering with the Wallowa County School District, the Wallowa/Baker/Malheur Hub runs an alternative education program for high-school students as well as an after-school tutoring and mentoring program for elementary school students in Wallowa County.

Increasing Parents' School Involvement

As noted above, OPEC Hubs reported strong ties with school districts in promoting parent involvement. To support parent engagement in children's educational settings, OPEC Hubs intentionally taught parenting education series and workshops in school and early childhood facilities. According to the Siskiyou Hub their continued collaborations with their local schools in hosting programming are part of their effort to *"encourage parents to be more involved in their child's academic development."*

Most Hubs reported that their evidence-based parenting education series typically involved information that helped parents understand the importance of their involvement in their children's education and provided information about how to do so. According to the Columbia Gorge Hub, *"The Incredible Years curriculum stresses the importance of parents' involvement in their child's school, classroom, and communication with their child's teacher. It also suggests how a parent can appreciate and support the teachers at school."*

Several Hubs also use *Abriendo Puertas*, a curriculum designed for Spanish-speaking parents, or its English counterpart *Opening Doors*, which promotes advocacy and parental involvement in children's education. Some Hubs have become immersed in helping schools in their area promote parental involvement. For example the Coos/Curry OPEC Hub led the way in holding five, monthly *"Parent and Community Volunteer Cafés"* at Blossom Gulch and Madison Elementary schools. The purpose of these events was to train parents to be successfully involved in the schools.

Program Recruitment and Promotion

Hubs used multiple strategies to publicize their parenting education opportunities in order to recruit parents and promote their programs in 2014-2015. Hubs reported over 17.5 million potential contacts with these strategies this year. The most frequently used methods were newspaper ads and articles, TV announcements, and social media strategies. Table 23 details the number for each type of media and the potential number of contacts reached through efforts to recruit participants within Hub communities.

Table 23

Program Recruitment and Promotion in 2014-2015

Type of Media	Total	People Reached
Hub/Organization newsletter	118	401,851
Newspaper articles	157	1,400,254
Newspaper announcements/ads	1,089	7,509,098
Radio spots	41	599,320
TV announcements	244	5,556,361
Website	490	483,602
Church bulletins	86	6,666
Other organizations' newsletters (non-school)	55	26,965
Calendars distributed	148	28,200
Flyers distributed (non-school)	597	45,736
Community bulletin board postings	936	71,416
Presentations to civic organizations/agencies	144	3,109
Social Media (Facebook, blogs, etc.)	4,721	1,330,270
Other*	60	42,002
Total	**8,886**	**17,504,850**

*Other included Twitter, bookmarks, email campaign, community billboard, parenting tool kits and bags, magnets, and participation in community parade and events.

Community Awareness

In addition to their efforts to recruit parents to specific program opportunities, Hubs used similar methods to conduct awareness campaigns. Awareness campaigns are efforts to reach the community through a targeted message on particular topics, such as child abuse prevention, the importance of parenting, early childhood wellness, and normalizing parenting education. Seven Hubs reached an estimated 1.3 million potential contacts through these campaigns in 2014-2015. The most frequently used methods of message delivery included organization website, social media, newspaper articles, and TV announcements. Some messages promoted by Hubs in 2014-2015 included: Parenting Education Awareness, Parenting Success Network, the importance of parenting education, Vroom, Parent Education Week Proclamation, child abuse prevention, Oral Health and Nutrition, Literacy, Bullying Prevention, Safe New Years, and Week of the Young Child. Table 24 shows the number for each type of media and the potential number of contacts reached through specific marketing methods.

Table 24

Community Awareness in 2014-2015

Type of Media	Total	People Reached
Hub/Organization newsletter	22	15,404
Newspaper articles	20	111,650
Newspaper announcements/ads	18	75,800
Radio spots	0	0
TV announcements	2,001	105,096
Website	571	527,304
Church bulletins	1	850
Other organizations' newsletters (non-school)	5	360
Calendars distributed	5	1,965
Flyers distributed (non-school)	77	15,192
Community bulletin board postings	53	3,280
Presentations to civic organizations/agencies	78	2,044
Social Media (Facebook, blogs, etc.)	444	467,664
Other*	14	36,875
Total	**3,309**	**1,363,484**

*Other included bookmarks, advertisements at local movie theaters, and table displays at events.

Community Collaboration Summary

Successful collaboration leads to a common vision, shared ownership, and a reduction in the fragmentation of services in communities. Collaborative partners are instrumental in building a

comprehensive system that can meet the unique needs of families in their communities through sharing their expertise and resources. To achieve this level of collaboration, Hubs devoted time to marketing positive parenting, improving coordination of community efforts in offering and promoting parenting education, and offering parenting education programs in collaboration with schools and community partners. Their efforts included:

- Parent recruitment through newspaper, radio, television, electronic, and social media outlets reaching a combined total of 17.5 million potential contacts
- Awareness campaigns with targeted messages on parenting topics reaching an estimated 1.3 million potential contacts
- Collaboration with a variety of sectors, including educational, health care providers, faith-based, social service, correctional departments, child care providers, businesses, and child service agencies
- 2,464 programs held in school facilities and 66 additional programs co-sponsored by schools but held in other facilities in the community

OVERALL 2014-2015 SUMMARY

Challenges

OPEC Hubs have demonstrated strengths in the three domains identified for the OPEC initiative: parenting education programming, organizational capacity, and collaborative partnerships. During the past year, Hubs have continued to provide leadership in expanding, coordinating, and improving the quality of programming in their regions. Each Hub experienced a unique set of obstacles and reported these quarterly on the online system. Challenges were also identified through phone conferences and other conversations with the OSU team.

Overall Hub Challenges

The following are the overarching trends in the challenges encountered by the OPEC Hubs in 2014-2015.

Capacity (Funding, Staff, and Time) – With both Cohort 1 and 2 Hubs receiving stepdown funding in 2014-2015 their capacity for the initiative was constrained. A decrease in funding translated into less FTE dedicated to the initiative, as well as less resources that could be allocated to program planning and implementation. Many Hubs indicated a need for additional staff time for coordinating and implementing programs. As one Hub said, "*Limited staffing has made it more challenging to offer the level of collaborative activities in some communities."*

Hubs also indicated that their staffing capacity was stretched thin between leadership, administrative, and programming expectations. One Hub reported that 70% of their staff revealed that they feared *"burn-out from a continually heavy workload"* and further explained the predicament:

> *While we have been able to increase the number of opportunities and partnerships in our 3-county region, we are still working to support FTE dedicated to the time needed to strategically plan, seek outside funding opportunities and provide administrative support. Our current staff are still primarily providing direct parent education services and are struggling to find the balance between working directly with families and participating in important indirect services opportunities such as Cradle to Career Partnerships and other community-based leadership teams.*

Most Hubs said that finding adequate funding for sustaining and expanding their parenting education programs was a challenge. One Hub summarized, "*Funding continues to be a challenge as public sources align with specific strategies that may include but are not exclusive to parenting education and private sources are stretched thin to accommodate increased demand."*

The Hubs indicated that the lack of funding comes at a time when their services are becoming more sought after in the community. One Hub explained:

> *[We are] becoming a recognized entity and are recruited to assist in building capacity in the community for parent education, school readiness, and mental health promotion. This is awesome and a clear indicator that we are doing something right, our challenge is to use our time wisely as hours are limited and we continue to look for sustainability.*

Staff Turnover – Several Hubs reported turnovers among multiple staff positions that support the work of the OPEC Hub. These turnovers included administrators, coordinators, facilitators, and child care providers. Transitions in staffing require additional time spent for orientation and that new relationships must be fostered. According to one Hub, "*We have had turnover within the broader backbone organization and we are working to build relationships with new staff in our community resource, marketing, and health departments."*

Hubs with turnover in coordinator positions indicated that the transitions had many implications including programming implementation. According to one Hub, "*There have been some challenges with coordination of some of the series due to coordinator turnover and plans falling through with facilitators or child care providers."* Another shared their experience:

> *Not having a consistent Hub coordinator for about four months has been a significant challenge. [Other] staff were able to provide support to the Hub on an in-kind basis when needed. However, there appeared to be a decline in attendance in some of the parenting education classes that took place this quarter, most likely due to the decrease in marketing without the Hub coordinator's support.*

The loss of trained facilitators and child care providers was also problematic for many Hubs. Both of these roles are typically only part-time. Many Hubs said that facilitators who were able to find full-time work with benefits generally did not continue with their contract work. One Hub summarized their experience:

> *[Due to the end of an aligned grant], three of our most experienced parenting educators no longer have full-time jobs with us. Two have accepted other full-time employment. The challenge has always been that it is hard to keep good facilitators without being able to offer full-time employment. Without access to full-time positions, which involve parenting education as part of the programming, we rely on part time parenting educators who do this work after hours while their primary support is a full time job elsewhere. Although we have worked with many wonderful facilitators in this capacity, the turnover and constant need to recruit and retrain is great. The part time parenting educators often find that when they get a new full-time job, or new job responsibilities, their willingness to do extra work in the evenings changes.*

Many Hubs also experience this same scenario for child care providers. One Hub shared:

> *[Previously we had enough funding for] two permanent childcare positions and programming provided enough work to help us retain a quality team of additional childcare providers who received enough weekly hours to make the job worth their while even though they were only hired as "temporary" workers.*

OPEC Hubs invest a great deal of time and training in facilitators and child care providers because they realize that these positions greatly affect families' experience with their program. One Hub indicated their aspiration for this situation, "*Our hope is to be able to stabilize parenting education funding and the structure of employment positions enough to keep the well-trained and devoted staff we have been able to employ in the past."*

Partner Agency Follow-Through – OPEC Hubs also noted that in some cases partner agencies did not fully deliver on their commitments. This included promoting program offerings as well as program implementation. One Hub provided this example in their frustration with the lack of involvement in getting the word out about programs:

It has been challenging to get community partners, including schools, to share more of the work to promote the parenting classes to families. They refer families and hand out flyers to students/families, but they often do not include the OPEC parenting classes in their newsletters, websites, Facebook page, or assist in community postings, and other media outlets.

In several cases, the OPEC Hub provided the resources for implementation to partner organizations that did not execute the program at all or to the anticipated level of fidelity. One Hub described their challenge:

Several funded lead organizations have struggled with the beginning of their series due to other partner agencies failing to meet previous commitments to support the series through providing child care, food, or a facilitator. Going forward, we will require ALL partners (the lead entity and those providing in-kind) to sign our MOU. We have also had some turnover in the primary contacts for the series and have worked with new program supervisors to ensure the series takes place as planned.

Even when Memorandum of Understandings (MOUs) are in place there is not a guarantee that the programs will be delivered as expected as illustrated by another Hub:

A community partner, who signed an MOU, was not able to fulfill their obligations completely. This partner did not provide in-kind documentation, complete in-home parenting or one of two group-based parenting education program for clients. Families who started the program may not have been the same families who ended the program, which also does not work for fidelity of the program.

Turnover in staff positions at partnering organizations also impacted several OPEC Hubs' implementation of programs. According to one Hub:

It is being realized among partners that certain community members have been key in the planning and success of previous series. Now that some of those key community champions have retired or moved on to new endeavors, the relationships are having to be rebuilt and responsibilities redefined between collaborating organizations.

Another Hub shared:

This year has been one of the most tumultuous for us in terms of community partner staffing transitions. We had two partners that were unable to complete their parenting education series – one series was cancelled all together and one series was

postponed to next year. Both of these cancellations were due to unexpected changes in the organizations' staffing.

Recruitment and Retention – Some Hubs indicated that recruiting enough parents to hold a series of classes was a challenge. Several series were reported as being cancelled or under enrolled. Although the Hubs had gauged enough interest for a series, promoted the program through various outlets, and worked with partners, they indicated that several barriers (including transportation in rural areas) still existed for parents' commitment to a long-term parenting education opportunity. One Hub described their challenge:

We see success in short-term, one to two session, workshops, but still have trouble engaging parents to participate in an 8 to 15 week program. If we can get them to sign up, keeping them in the class with so many outside challenges is tough (sick, school obligations, sports, time, multiple commitments, and just plain tired).

Early Learning Redesign – Although the OPEC Hubs have been optimistic about the Early Learning (EL) redesign for the state, the process has continued to hinder the growth in collaboration between the OPEC Hubs and their partners. The foremost barrier was the amount of time spent by local agencies working on the development of regional Early Learning Hubs. Trying to reassemble partners for additional meetings focused on the OPEC Hub initiative was sometimes difficult due to time constraints of all involved. Although the Early Learning Hub planning meetings gave frequent opportunities for interaction between the multiple organizations serving families with young children, the focus was broad. As one OPEC Hub shared, *"The focus and the energy spent on the Early Learning Hub development seems to have left less time for community representatives to develop the OPEC Hub."* Another added, "*The sudden arrival of multiple early childhood initiatives has created a sense of being overwhelmed for many of our local partners."*

There also seems to be confusion among partners about the alignment of the OPEC and Early Learning Hub initiatives, their commonalities, and their differences. One Hub said, "*We have put together a graphic that should help the community understand the inter-relationships, but it is still taking some time to be understood."* Another OPEC Hub described their experience in the region:

It has become evident that it is both a gift and a challenge [for our region] to have become an official "Early Learning Hub." The challenge will be to align the goals of our parenting work with that of the EL Hub process as well as the Regional Achievement Collaborative (RAC) work. Our staff is certainly smack in the middle of all of these committees and we have a solid, credible voice at the table. The task for the days ahead will be to educate and cooperate to create functional structures to

work together for the sake of children and families. An additional challenge that although "Stable and Attached Families" and "Kindergarten Readiness" were specifically identified in the Early Learning Division work, "Parenting Education" was not called out as a priority. This situation has led to some debate as to where parenting education may or may not fit into future funding through our Early Learning Hub system.

The statewide transition to the creation of an Early Learning Division has also caused financial hardships at the local level. One Hub described the situation they and other agencies faced:

Unfortunately, our community has felt the impacts in our ability to receive timely funds from several of our state contracts. As non-profits, many of our service organizations have state reimbursements as a piece of sustainability planning. Due to limited cash flow, it is essential that these dollars return in a timely fashion. While [our organization] has been able to move forward with service delivery, all partners have expressed hope that challenges will soon be alleviated and providers will soon receive reimbursement for services at a faster pace.

Unique Hub Challenges

There were some challenges unique to particular sets of OPEC Hubs, including Hubs using mini-grants for program implementation, joint OPEC and Early Learning (EL) Hubs, and multi-county Hubs.

Hubs using ***mini-grants*** as their mechanism for programming reported some challenges in ***managing their internal processes*** such as a lack of communication from the recipients, failing to meet implementation expectations, and failure to submit data. One Hub described their challenges in this area:

The mini-grant process that was started earlier this year continues. There has been a struggle receiving information from the partnering organizations. There has also been some confusion with partnering organizations on what needs to be reported. The coordinator is working on refining this process with partners.

Joint OPEC and EL Hubs indicated that there were challenges in ***balancing the requirements, governance, and workloads for both initiatives***. As one joint Hub shared, "*Making sure that all of the planned programming is being effectively implemented is a major challenge when we have significant expansion occurring in every program."* Another explained how being a joint Hub had affected their staffing:

> *Bringing on new staff has provided us with the challenge of redistributing work responsibilities surrounding the Parenting Education Hub, Early Learning Hub, and additional initiatives. We are still working to create more concrete job descriptions for each person and figure out which pieces of the work will be taken on by each staff member.*

Although the joint Hubs are optimistic about the eventual benefits of hosting both initiatives, there is much work to be done. One Hub summarized their needs this way, *"We would like to establish a clearer definition of how to align the OPEC Hub strategies with the Early Learning Hub strategies to ensure the maximization of our system collaborative opportunities."*

Finally, ***multi-county OPEC Hubs*** indicated that the ***logistics*** involved for meeting with their advisory groups, building partnerships, and implementing programming in all of the counties can sometimes prove difficult. As one of the Hubs explained:

> *The Hub Coordinator is challenged by the multitude of ways and time it takes to improve the parenting education programming in two counties. It is very time consuming to set up and oversee several parenting class series a year, facilitate at least three series a year, along with participating in additional projects.*

Another Hub shared, "*We are finding that implementing a tri-county parenting education hub takes more time than expected. There are challenges around finding enough time to perform the regional coordination as well as providing enough hours for local coordination within each county."*

Lessons Learned

As Hubs reflected on the past year, they noted specific lessons learned about their experiences with the initiative. Their insights included perspectives on community partnerships, supportive infrastructures, and moving forward with the OPEC initiative. The following are the main themes for lessons learned during 2014-2015.

Listen and Learn

OPEC Hubs said they had learned the importance of seeking the input of multiple partners and parents in their program planning. One Hub noted,

> *Your audience knows what they want: you just have to learn to listen. In meeting with community partners, many people had ideas on ways to improve our service to parents, but they weren't the only ones: families have also given valuable input this year.*

Another offered, *"Be on the ground as much as possible; this is where you learn what is working and what needs to be modified."* Listening to community partners and families is a key strategy to developing trust and providing relevant programs.

Build and Nurture a Solid Infrastructure

Successful implementation of programming is dependent upon a strong infrastructure. Hubs mentioned several components as core to this foundation, including adequate FTE and trained staff, on-going support for staff, clear internal and external processes, streamlined agendas for advisory councils, and provision of quality enhancements for programs such as meals and child care. Several sites gave examples of shoring up these components during the past year.

Support of staffing was the most frequent example of strengthening internal capacity. One Hub described efforts to be prepared for staffing changes, *"Cross-training and increasing staff collaboration across all education efforts has also positively impacted our work and allowed us to effectively weather key staffing transitions."* Another Hub talked about the need of ongoing support, *"Many newly trained facilitators need additional supports in order to lead a parenting series."*

One multi-county Hub described a strategy they were embracing to enhance their infrastructure capacity for supervising staff:

> *Another lesson learned was the value of shared leaderships as we expanded into [a third] county. Instead of trying to provide direct supervision and leadership from a long distance, we partnered with local agencies to provide supervision and mentoring to our newly hired parent education coordinator.*

Because partnerships are integral to the OPEC Hubs, they determined that it is essential to not only have clear and consistent internal processes, but to also provide support to their partners to ensure they have strong internal processes of their own. One Hub shared:

> *We found that it quickly became confusing for partners to respond to different reporting requests (OPEC, early literacy, Early Learning Hub, etc.) and to track/differentiate between the many small, very similar grants they received. We are building much more up-front technical assistance into our funding processes going forward.*

Invest in Community Partnerships

OPEC Hubs stressed that partners are crucial to the support, success, and sustainability of parenting education in their communities. As one Hub summarized, *"If we want to build a system where we are the leaders in parenting education across the region we must collaborate*

with partners, align our missions, and support each other in achieving common goals." After years of building partnerships, the Hubs report that their community relationships are taking root. Another Hub described their view of the importance of collaboration in this way:

> *[Our] Hub believes getting partners engaged is essential to the sustainability of the parenting Hub. The greatest lesson learned is to continue to find opportunities to engage and involve as many individuals and partners in this journey of saturating our county with parenting education and resources. It is motivating to know that we have more involved partners and individuals this year than last. We know that when we think of ways to support our partner's priorities it creates mutual benefit and the highest level of enthusiasm, productivity, and resources for strong parenting education systems.*

Continuing to nurture relationships is imperative to long-term partnerships. Hubs said that in order to keep partners engaged it was important to make meetings worth their while and show them that they valued their time. As one Hub summarized, *"Honoring members of our OPEC Hub Advisory Committee is as important as honoring the parents and families we serve."* Frequent communication with partners was also mentioned as a strategy for strengthening relationships. One Hub shared, *"Personal invitation, benefit to participants, and positive working relationships helps to motivate and strengthen the participation of the Advisory Board."*

Seek Opportunities to Blend, Braid, and Bundle for Sustainability

The program year saw the launch of several statewide or large scale systems, including Early Learning (EL) Hubs and Coordinated Care Organizations (CCOs). These along with other initiatives offered opportunities not only for funding but also for alignment and integration of common goals. Many of the OPEC Hubs view these opportunities as potential strategies for sustainability. As one site described:

> *When we started this year, we had just come into contract with our Early Learning Hub and were eager to braid and leverage efforts where possible. We think we have been successful in laying the foundation for this and are looking forward to strategically and thoughtfully identifying future opportunities to continue doing so.*

Other Hubs echoed these sentiments. One Hub said, *"As we continue to carve out our relationship with the EL Hub, we receive significant in-kind contributions, as well as guidance and support. The EL Hub is helping us find new opportunities, cement partnerships, and continue in our work."* Another Hub commented on the advantages of their involvement with another initiative, *"Blending both the OPEC and P-3 efforts is beneficial to the community. This allows for additional outreach, marketing, and connecting with families and the community at large."*

Clearly OPEC Hubs are optimistic and see the advantages in partnering with other statewide systems.

Be Patient

Building systems with strong foundations often take longer than anticipated but with patience the end result is worth the wait. An Expansion Hub explained:

> *Although we were eager to begin coordinating parent education in [a new county], we were much more strategic in how we began to roll out programming. Rather than jumping in and providing opportunities immediately, we spent much more time and effort building partnerships and infrastructure that promotes long-term success and sustainability.*

A veteran Hub shared their long-term perspective:

> *The big lesson learned was to finally see the results of 'If you build it, they will come.' We have been doing parenting education, early literacy, and Kindergarten preparedness for 16 years with the hope that communities and partners would see the value of our workshops and events, and they would either support our programming (with funds, staff, or other resources) or would duplicate the kinds of efforts that we have been demonstrating. It has been a long time coming, but we finally were able to see the fruits of these hopes! During spring quarter, eight grammar schools in [our region] chose to hold Kindergarten preparedness events of some kind, all patterned after what our OPEC Hub has been piloting over the last several years. In addition, several schools and partner agencies have requested parenting workshops. It is a switch to find someone asking us before we can ask them.*

Overall Progress

During 2014-2015, OPEC Hubs continued to make significant strides in creating a coordinated system for parenting education in their local communities. Hubs continued their work toward goals set for parenting education programming, organizational capacity, and community collaboration. The following is a synopsis of Hubs' accomplishments in each of these areas during this year of the initiative.

Positive Parenting Capacity

Through OPEC funding, Hubs continued to offer a broad menu of quality parenting education programs in their geographic regions. To fully understand the extent to which the OPEC Hubs have built a foundation for parenting education in their regions, it is important to look at the

trends among the first two cohorts. When looking at trends across cohorts, it is important to understand the differences in funding among cohorts. OPEC Hub funding consists of full funding for three years with step-down funding beginning in the fourth year, however, if a Hub expands their region, the funding cycle starts over again.

In addition, starting in 2014-2015, a tiered funding model was used to determine grant amount for new or expanded Hubs. Base grant amounts range from $90,000 to $110,000 depending on the number of counties served, geographic size, population density, and number of households with children under age six in their region. Prior to 2014-2015, all Cohort 1 and 2 Hubs received $90,000 for three years, with step-down to $70,000 in the fourth year and $50,000 in the fifth year.

In 2014-2015, Cohort 1 Hubs were in their second year of step-down funding ($50,000) and Cohort 2 Hubs were in their first year of step-down funding ($70,000). However, one Cohort 1 Hub and two Cohort 2 Hubs expanded into another county. In addition to starting a new grant cycle, these Expansion Hubs received an additional $10,000 for the first year of expansion, therefore, their grant amounts ranged from $100,000 to $120,00 in 2014-2015. The three newly-funded Hubs had grant amounts ranging from $90,000-100,000 in 2014-2015.

When looking at trends among Cohorts, data for the three Expansion Hubs remain with their original cohort since they have more in common with those cohorts than the newly-funded Hubs. Although these three Expansion Hubs received full funding, they had a larger region for which to provide services and build relationships. Therefore the full magnitude of their expansion efforts may not be evident until their second or third year of renewed full funding.

Cohort 1 includes five Hubs in the second year of step-down funding (a decrease of $40,000 from Year 1), and one Hub in their first year of full expansion funding. Therefore it is not surprising that Cohort 1 Hubs offered 39% fewer OPEC funded series than in their last fully-funded year (2012-2013). However, the number of series offered by Cohort 1 Hubs were almost the same in Year 1 (48) and Year 5 (46). Although this is a slight decrease in the number of series, the number of class sessions increased slightly between Year 1 and Year 5, which could indicate the use of series of longer duration. In addition, Cohort 1 Hubs have increased the number of workshops, family activities, and parent support activities by 72% since Year 1.

Cohort 2 includes four Hubs in the first year of step-down funding (a decrease of $20,000) and two Hubs in the first year of expansion funding. Similar to Cohort 1 Hubs, the first year of stepdown funding for four of the Cohort 2 Hubs impacted the number of OPEC funded series they offered during 2014-2015 (50 series) compared to the previous year (60 series). The

number of series offered during their fourth year was the same as offered during their first year of full funding. Similar to Cohort 1, the overall number of series decreased, but the number of class sessions increased between Year 1 and Year 4. Cohort 2 Hubs also increased the number of workshops, family activities, and parent support activities by 41% despite their decreased funding. This stability in programming for Cohorts 1 and 2 is evidence of their successful efforts toward sustainability.

The three new Cohort 3 Hubs were slow to implement programming during their first year. One of the Hubs was unable to implement any series during the first year. The other two Hubs offered a combined 11 OPEC funded series. In total, the Cohort 3 Hubs implemented 9 workshops, 17 family activities, and 331 parent support activities.

Combined, the three cohorts of Hubs have increased the number of OPEC funded series implemented by approximately 123% and the number of workshops, family activities, and parent support activities by 236% since 2010. This expansion in parenting education opportunities has increased accessibility for both universal and targeted audiences. The number of parents reached in OPEC series has increased by 89% and the number reached in workshops, family activities, and parent support activities increased by 181%.

As evident above, Hubs used multiple strategies for engaging families that demonstrated both depth and breadth in programming. In addition to the evidence-based parenting education series, workshops, family activities, and parent support activities, Hubs also utilized home visiting as an approach to reaching families. Since 2010, there has been a 113% increase in the number of home visits reported by OPEC Hubs. In addition, Hubs made substantial efforts in programming related to children's readiness for school, parental involvement in education, and family literacy activities. Many of these programs were co-sponsored or connected with their local schools. Overall since 2010, OPEC Hubs have increased the number of programs implemented in collaboration with schools by 125%. For an overview of cumulative programming numbers, see Appendix 5.

Overwhelmingly, parents participating in the workshops and classes were satisfied with their experiences. Approximately 98% of the parents participating in class series and workshops said they found the information to be helpful. For the workshops, 98% of the parents reported that they would use the information presented. For the class series, 96% said they would recommend the series to other parents.

In addition to liking their experience with the program, parents participating in class series or home visitation reported significant improvement in their parenting skills. After their

participation, parents also reported that their children showed more concern for others, were more willing to follow limits and rules, and got along better with others. Parents participating in the focus groups reinforced the results from the Parenting Skills Ladder, saying that their participation in the parenting series was beneficial for their family. They reported positive changes in their parenting behavior and their children's behavior as a result of the parenting series that they attended. Parents also indicated that they have put into practice what they learned in the parenting series.

Organizational Infrastructure

Hubs had staff positions and full-time equivalency (FTE) dedicated to collaboration, coordination, and program planning for parenting education. Combining all FTE for staff reported under OPEC personnel expenditures, the amount of FTE ranged from approximately .50 to 2.0 FTE with an average of .99 FTE per site. About a third of the Hubs experienced some turnover in their leadership or coordination but were able to fill those positions. The most turnover in staffing was among facilitators trained to implement evidence-based parenting education curricula and child care providers. This is attributed to the typically part-time nature of these positions.

Across the Hubs, 235 facilitators were trained using both OPEC and non-OPEC funds in 2014-2015. Hubs continued to find ways to improve the quality of their existing facilitator training and support systems. As a result, a total of 169 sessions of professional opportunities were offered for facilitators. These sessions were attended by 872 facilitators and other organizational staff.

In 2014-2015, the Hubs held 177 advisory group meetings. Advisory groups provided guidance on a variety of topics related to the program initiatives, overall organization, and sustainability planning. Advisory groups work with Hub staff to provide guidance for the initiative and are integral in planning for sustainability. Hubs are using multiple strategies to work toward sustainability. Blending, braiding, and bundling funding from a diversity of local, state, and national resources will continue to be key for the sustainability of the OPEC Hubs. New and Expansion Hubs also involved their advisory groups in their strategic planning for the initiative.

Hubs were successful in leveraging a total of $3,080,960 in new funding and in-kind donations during the 2014-2015 program year, and they have leveraged over $10.6 million over the five years since OPEC was launched. New funding came in the forms of grants, contracts, or cash donations to the Hubs. A few examples of in-kind donations include provision of FTE by the fiscal organization for OPEC staffing, use of facilitators from partner agencies, facility usage, child care, food, and marketing.

Community Collaboration

Although most of the Hubs entered the OPEC initiative with solid histories of collaboration, they reported strengthening existing partnerships and developing new ones. Hubs reported collaborating with a multitude of diverse partners. This year, Hubs noted that they strengthened partnerships with health care providers and Early Learning Hubs. Partners contributed to the OPEC initiative in a number of ways. Hubs reported that partner agencies increasingly made referrals to parenting education programs and were critical in efforts to recruit parents and raise community awareness of parenting education.

Partners also contributed resources to provide child care, food, and transportation for participants. In some cases, partners co-funded parenting education classes and activities or provided facilitators from among their trained staff. Organizations allowed Hubs to use their facilities for program implementation. Schools partnered with Hubs by hosting over 2,400 parenting activities in their buildings, co-sponsoring family events, and promoting parenting programs through their correspondence and connections with families.

Community awareness of parenting education programs was increased through stronger outreach efforts, including more use of TV announcements, newspaper ads, websites, and social media. For program recruitment and community awareness, Hubs reported over 18 million potential contact opportunities through various media strategies.

Oregon Parenting Education Collaborative

HUB SITE REPORTS

This section contains Individual Site Reports for each Hub for the July 1, 2014 – June 30, 2015 OPEC funding year. The Oregon State University (OSU) evaluation team compiled the Individual Site Reports using data reported by each site on the OPEC online reporting system. The site reports are composed of the following main parts:

- Programming Overview and Capacity Overview tables contain data on program implementation efforts during the year. Charts illustrating programming outcomes by quarter are included.
- The narrative sections of the reports, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff and entered on the OPEC online reporting system. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.
- Strengths and Challenges were determined by the OSU team for each Hub based on data from the programming and narrative sections of the OPEC online reporting system as well as interviews with Hub staff.
- Information on parent satisfaction and demographics of families served through parenting series and workshops was obtained from the Parenting Skills Ladder or Parent Workshop Evaluation and is summarized for each Hub.
- Results from the Parenting Skills Ladder, a parenting assessment completed by class series participants, and quotes from participants are included for each Hub.

Hub	Hub Name	Page
Central Oregon	**Parenting Education Hub of Central Oregon**	**85**
Clackamas County	**Clackamas Parenting Together**	**91**
Clatsop/Columbia/Tillamook	**Northwest Parenting Education and Support**	**97**
Columbia Gorge	**Columbia Gorge Parenting Education Program**	**103**
Coos/Curry	**Pathways to Positive Parenting**	**109**
Douglas County	**Douglas County Parenting Education Brokerage**	**118**
Lane County	**LaneKids**	**125**
Lincoln County	**Coastal Families Together**	**132**
Linn/Benton	**Parenting Success Network**	**138**
Marion County	**Marion Early Learning, Inc.**	**145**
Polk County	**Mid-Valley Parenting of Polk County**	**150**
Sherman/Gilliam/Wheeler	**North Central Parenting Hub**	**157**
Siskiyou County	**Siskiyou Parenting Hub Project**	**160**
Umatilla/Morrow/Union	**Union-Umatilla-Morrow Parent Education Collaborative**	**165**
Wallowa/Baker/Malheur	**Northeast Oregon Parent Education Hub**	**171**

Parenting Education Hub of Central Oregon

Serving Deschutes, Crook, and Jefferson Counties

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With the OPEC Hub grant, our organization expanded their parenting education programming beyond Deschutes County to include Jefferson and Crook counties. Our vision is for bright, healthy futures for our children through parenting education. Our mission is to work together to build a network of proven parenting programs, information, and support for Central Oregon families.

OREGON PARENTING EDUCATION COLLABORATIVE

THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

Programming Overview

Activity	Description	2014-2015 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	5	37
	Parenting Classes	46	365
	Parents Attended	52	368
	Parents Attended 70% or More	41	333
	Children/Youth Attended	41	264
	Contact Opportunities (parents & youth)	856	6,309
Non-OPEC Parenting Education Series	Parenting Series Completed	16	76
	Parenting Classes	145	643
	Parents Attended	157	703
	Parents Attended 70% or More	126	636
	Children/Youth Attended	77	390
	Contact Opportunities (parents & youth)	2,323	9,600
Parent Workshops	Number of Workshops	45	159
	Parents Attended	2,564	14,029
	Children/Youth Attended	691	3,302
Parent Support Activities	Number of Sessions	1,255	4,501
	Parents Attended	14,900	48,640
	Children/Youth Attended	15,408	52,068
Home Visits	Number of Home Visits	7,240	35,105
	Total New Families	679	2,987
	Total New Children/Youth	694	3,083
Family Activities	Number of Activities	27	126
	People Attended	3,305	24,491

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

Strengths

History of successful implementation of parenting education programs

Strong, trusting community collaborations

Strong Advisory Council

Infrastructure of Family Resource Center

Breadth and depth of parenting education programs

Utilization of evidence-based curriculum with trained facilitators

Cross training of facilitators in multiple curricula across agencies

Varied menu of activities for engaging families in programs

Diversified funding

Progress Toward Goals

ORGANIZATIONAL CAPACITY

Strategy: Develop plan for Hub alignment with Early Learning (EL) Hub.
Several meetings between staff of EL and OPEC Hubs to coordinate efficiencies in contracts and delivery of early childhood parenting education resulted in the Family Resource Center continuing services for Deschutes County, and assuming contractual obligations for parenting education in Jefferson County. The Early Learning Hub has recommended funding at the same level for current programming, which will include parenting education funds for all three counties. Family Resource Center/Central Oregon Parenting Education Hub will assume all early childhood parenting education in Crook County beginning in September 2015.

Aligning with the Early Learning Hub has created a continuous conversation that has resulted in additional funding. EL funds will pay for a *Nurturing ABC's* class in La Pine and provided a regional *Nurturing Parenting* Trainer of Trainings Workshop resulting in 15 trained facilitators.

Strategy: Increase pool of trained facilitators
A total of 25 facilitators were trained in a best practice curriculum. Eight were new facilitators, including one bilingual.

Strategy: Identify Key Champions to advocate & support Hub program components.
Staff have made multiple community presentations to a wide range of audiences including an Oregon State University class and a community children's planning group. These presentations build connections and partnerships, and some of these connections are promising in the rural areas of Jefferson and Deschutes Counties, notably in Warm Springs at the early childhood center.

COMMUNITY CAPACITY

Goal: Increase community awareness and coordinated efforts.
Family Resource Center (FRC) is increasing the number of community events and working to develop additional parent education advocates. FRC is in the process of developing 30-second television public service announcements, reprinting the Parenting Guide, and changing website systems to enable frequent updates and increased content.

Strategy: Develop and produce Regional Programming Guide
We have updated and printed 10,000 copies of the Regional Programming Guide and distribution continues throughout the region. 200 copies of the regional Parenting Resource Guide will be given out monthly to new parents through the hospital birthing unit. An additional 200 copies to be distributed in packets targeting parents of young children and developed by the PK-3 early learning teams.

(Continued on page 3)

Progress Toward Goals (continued)

Strategy: Develop marketing plan for region and individual communities.
Work continues on the marketing plan to include public service announcements, brochures, rack cards, and event materials.

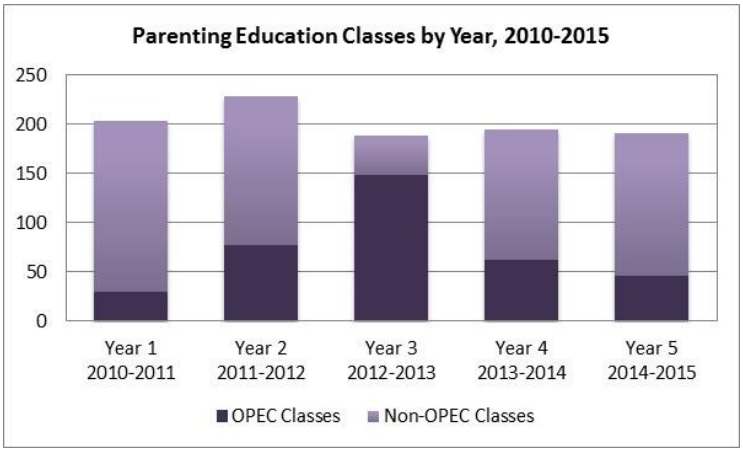
Our OSU advance placement intern is developing a framework of businesses and family friendly checkpoints. The framework will focus outreach efforts for meaningful outcomes. The resource guide will be used as a tool for initial contacts.

FRC has created professional outreach materials such as a brochure, a standup banner, hanging banners, and other materials. We are also the recipients of a free billboard, which will be displayed in September.

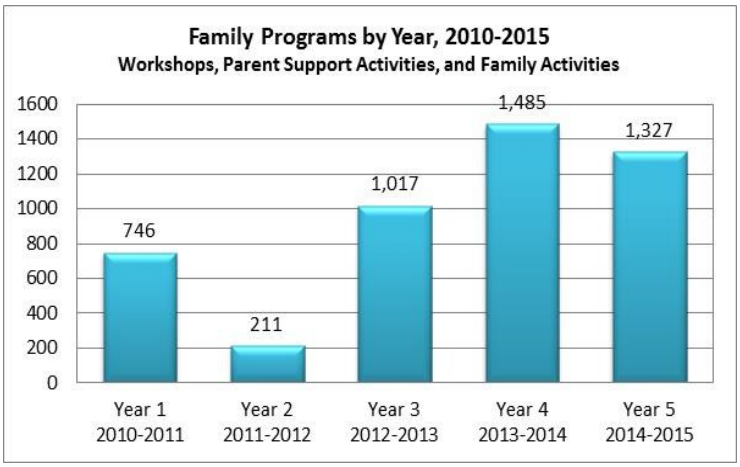
Monthly FRC advertisements and articles will be featured in the new "Bend Nest" parenting magazine.

(Continued on page 4)

Parenting Classes



Family Programs



Challenges

Insufficient amount of staff and time to meet demands

Cost effective, successful marketing strategies

Providing programming within the constraints of some partners guidelines

Limited funding especially from the public sector

Parent Satisfaction

Parent Education Series

97% of parents reported that the class was somewhat or very helpful

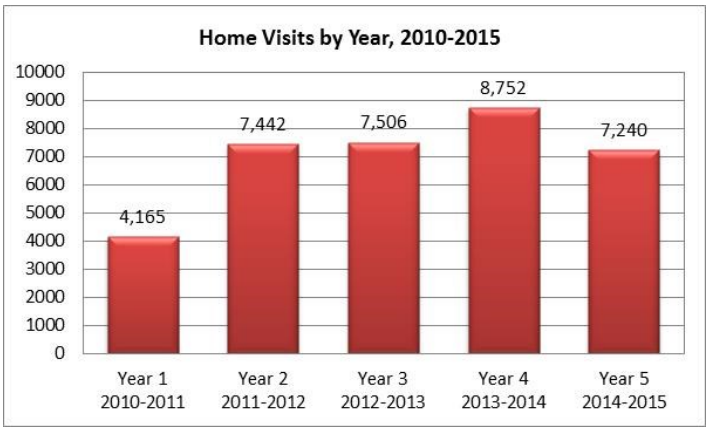
95% of parents reported that they would recommend the class to others

Parent Workshops

98% of parents reported that the workshop was somewhat or very helpful

97% of parents reported that they would use the information from the workshop

Home Visits



Progress Toward Goals (continued)

PARENTING EDUCATION

Goal: Increase Positive Parenting Capacity.
Strategy: Expand access to parent education programs and workshops that target identified audiences/topics/locations.
Workshops targeting Department of Human Services (DHS) families provided summer access to parenting education to at-risk DHS referred parents as well as universal and foster parents during a time when traditional class series are typically not well attended.

Progress: We offered our first class series at Warm Springs. We are excited to have the opportunity to bring parenting education to this very isolated and impoverished area. The instructor is a Native American who lives and works on the reservation and has been trained in the *Nurturing Parenting* curriculum.

Keeping with evidenced-based curricula, FRC added *Active Parenting Now* to the variety of classes offered, and offered this 6-week series in Redmond for the first time.

Strategy: Family Fun Events where access has been limited.
Family Resource Center was invited to participate in two Early Learning Fairs sponsored by the Kindergarten Readiness and Innovation Grant teams and hosted by two elementary schools – one in Bend and one in La Pine. Both events targeted at-risk families with preschool-aged children and focused on available resources and fun early learning activities.

Lessons Learned

- Begin with the end in mind & course correct as necessary.
- Look for a variety of funding sources and don't be afraid to be creative.
- Build resiliency every day – dream big, but celebrate small changes.

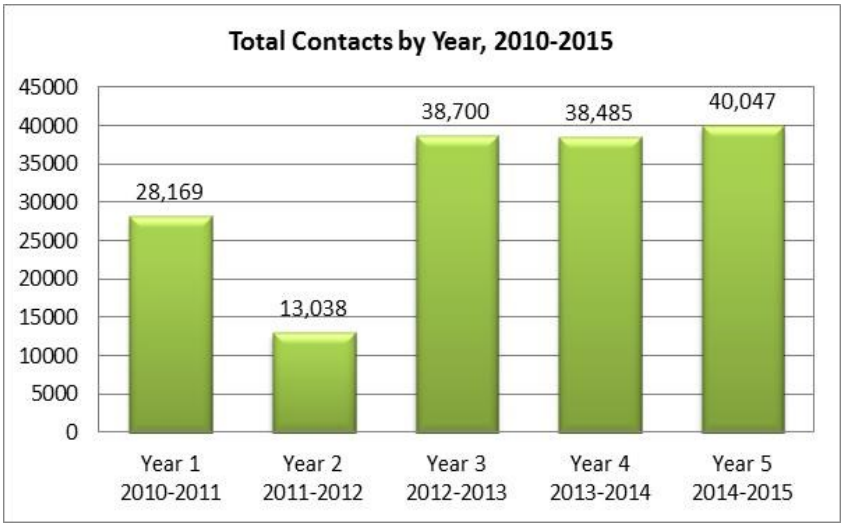
Capacity Overview

Activity	Description	2014-2015 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	0	44
	Non-OPEC Facilitators Trained	25	98
Funds Leveraged	Funds Leveraged	$250,800	$1,221,181
	In-Kind Leveraged	$343,011	$488,701
	Total Leveraged	$593,811	$1,709,882
Advisory Meetings	Advisory Board Meetings	32	138
Programs With Schools	Programs in Collaboration with Schools	187	1074

Plans for 2015-2016

- Create a variety of parenting education options to fit each community's needs.
- Develop and increase partnerships with faith-based communities, education, health care, and businesses.
- Use social media to communicate with parents, partners, and funders.
- Update and reprint regional resource guide.
- Roll out regional Vroom pilot.
- Develop new website with increased capacity.

Total Contacts



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

Demographics

of Families Completing Evaluations for Parenting Series and Workshops

Number of Parents: 174
Number of Children: 329

Gender
41% Men
54% Women
5% Did not specify

Race/Ethnicity
71% White/Caucasian
2% Black/Afr. American
12% Hispanic/Latino
0% Asian/Pac. Islander
2% Native American
13% Other/Unspecified

Age
Age Range: **20-67**
Average Age: **34**

Parenting Style
58% With Partner
34% By Themselves
8% Did not specify

Children
Average Age: **7**
Age Range: **0-18**
Age 0-6 Years: **56%**
Children per Family: **2**

County
84% Deschutes County
16% Jefferson County

Improved Parent and Child Skills

The retrospective *t*-test design revealed **significant improvement in parenting skills across all items**.

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.2	5.1***
Show my child(ren) love and affection frequently	4.4	5.6***
Listen to my child(ren) to understand their feelings	3.4	5.1***
Help my child(ren) feel good about themselves	3.8	5.2***
Set and stick to reasonable limits and rules	3.3	4.9***
Know fun activities to help my child(ren) learn	3.5	5.1***
Find positive ways to guide and discipline my child(ren)	3.4	5.1***
Play with my child(ren) frequently	3.0	4.2***
Protect my child(ren) from unsafe conditions	4.7	5.6***
Talk with other parents to share experiences	2.4	3.9***
Deal with the day-to-day stresses of parenting	3.1	4.9***
Understand my goals and values as a parent	3.5	5.0***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 111$.

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes and other activities. The retrospective *t*-test design revealed **significant improvement in child skills across all items**.

Child Skills	Before Participation	After Participation
Shows concern for others	3.5	4.4***
Willing to follow limits and rules	3.1	4.4***
Gets along with others	3.7	4.5***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 111$.

The Parenting Education HUB
Serving Crook, Deschutes & Jefferson counties.

Quotes from program participants

"My child behaves better and we have less drama."

"I feel that I am more calm and patient with my son and receptive to his needs."

"I have developed a much more positive approach, I don't feel helpless when a problem occurs."

"It has helped me be a better parent to my child."

"I am not screaming as much and I play with them more."

"It made me realize what I have to change within myself in order to be a good parent."

CLACKAMAS PARENTING TOGETHER

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Children, Youth & Families Division
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Oregon City, OR 97045

The mission of the Clackamas Parent Education Collective is to increase positive family and community wellness by building a sustainable parent education collaborative that provides high quality, accessible parent education opportunities to our diverse region.

OREGON PARENTING EDUCATION COLLABORATIVE

THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

Programming Overview

Activity	Description	2014-2015 Total
OPEC Parenting Education Series	Parenting Series Completed	5
	Parenting Classes	50
	Parents Attended	51
	Parents Attended 70% or More	44
	Children/Youth Attended	96
	Contact Opportunities (parents & youth)	1,470
Non-OPEC Parenting Education Series	Parenting Series Completed	2
	Parenting Classes	23
	Parents Attended	19
	Parents Attended 70% or More	15
	Children/Youth Attended	32
	Contact Opportunities (parents & youth)	599
Parent Workshops	Number of Workshops	2
	Parents Attended	44
	Children/Youth Attended	50
Parent Support Activities	Number of Sessions	166
	Parents Attended	1,166
	Children/Youth Attended	3,021
Family Activities	Number of Activities	0
	People Attended	0

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

Strengths

Early alignment and concurrent involvement with Clackamas Early Learning Hub

Commitment among partners for evidence-based parenting education programs

Agreements with local non-profits to deliver programs through mini-grants

Use of "incentive grants" to support existing programs for child care, transportation, and food

Parenting education series offered in English and Spanish in a large geographic area

Large number of Parent and Community Organization surveys utilized in strategic planning process

Progress Toward Goals

ORGANIZATIONAL CAPACITY

Due to the integration of Early Learning Hub efforts with the OPEC Hub work, there was a very large number of early childhood providers who participated in getting community partners and parents involved in responding to the two major surveys. Partners participating in this process included, but were not limited to: Clackamas County libraries (10), Northwest Family Services, Healthy Families, Oregon Child Development Coalition, Clackamas ESD, Child Care Resource and Referral, Early Intervention, Department of Human Services, Head Start, Metropolitan Family Services, Todos Juntos, and Sandy Grade School. As a result of this outreach, we were able to receive over 500 parent surveys. Results were integrated in the development of the family support work identified in the Clackamas Early Learning Hub. The results were also used more extensively in the development of the OPEC Strategic Plan.

The surveys were also discussed in the Parent Education Hub portion of the Clackamas County Early Childhood Committee (CCECC) and a request was sent out to the CCECC email list that includes over 250 contacts including representation from all five Early Learning sectors: business, health, human services, early learning, and K-12. We also had a good representative group complete the initial Community and Collaborative Relationships assessment. We intend to do additional outreach with this organizational assessment to obtain feedback from representatives from the rural communities.

Through our OPEC renewal grant process, we used our OPEC Advisory Group/CCECC to further clarify how the OPEC Hub work aligns with the Early Learning Hub. A great deal of parent education infrastructure supports have been created resulting in a number of parent education focused programs opportunities being initiated during this year.

The development of a Clackamas Parent Education Collective Strategic Plan has brought our partners closer together. Through the process early learning partners have developed a greater sense of what parent education programs/services and supports currently exist and the importance of linking them in a cohesive, coordinated way to make them more accessible to our families and their children. There would be rebranding of the Family Education Support Network (FESN) website and Hub name to be more inclusive of parents and community.

(Continued on page 3)

Progress Toward Goals (continued)

COMMUNITY CAPACITY

We see that community capacity progress is directly linked to our organizational capacity building at this time. With the critical alignment of the OPEC Hub with the Early Learning Council, there has been a major collaborative effort to support and align the OPEC efforts with such activities as:

- the development of the Early Childhood Social Emotional Framework (Pyramid Model)-Training of Trainers
- implementation of Pyramid Model with specific roll out training to staff such as Early Intervention-Early Childhood Special Education, Oregon Head Start Pre-Kindergarten Program, Child Care Resource and Referral, etc.
- the Early Learning Council-Early Literacy Grant development and roll out
- the Early Learning council-Family Support Grant development
- the initial OPEC Strategic Plan.

We continue to align our OPEC Hub efforts with our Early Learning Hub work and have been very successful in capitalizing on the strong partnerships that have been developed.

PARENTING EDUCATION

Revised grant to provide six $5,000 evidence-based parent education mini grants rather than three $10,000 grants. We were able to award five (ten-week) evidenced-based mini grants this year as well as leverage other parent education supports, including two non-OPEC funded series.

Challenges

Delayed hiring of coordinator for OPEC initiative

Aligning OPEC Hub and EL Hub goals and strategies to maximize collaboration

Providing parenting education opportunities in the most rural parts of county

Implementing a website, class and activities calendar, and coordinated marketing efforts

Additional culturally specific and linguistically appropriate materials for diverse populations

Sufficient resources to support and increase parenting education programming

Funding limitations hindering coordination and direct service capacity

Balancing, aligning and managing multi layers of OPEC/EL Hub governance groups and committees

Parent Satisfaction

Parent Education Series

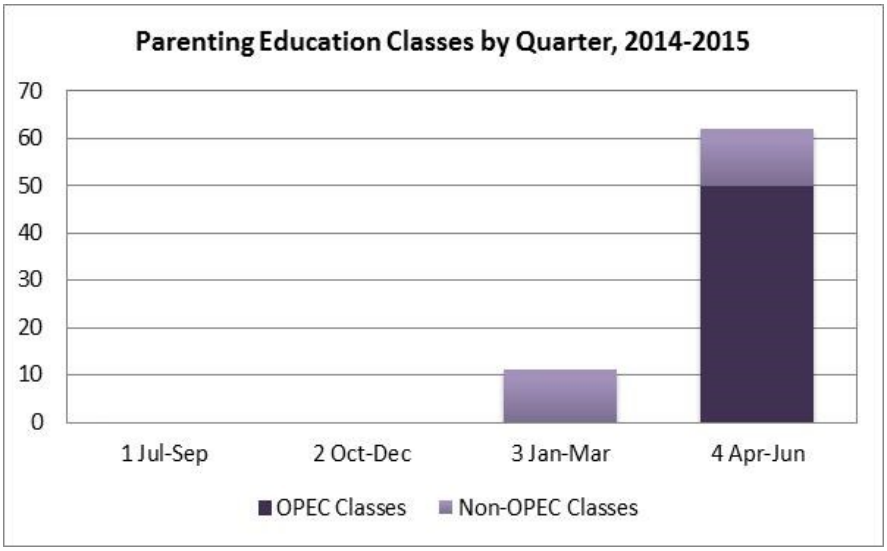
100% of parents reported that the class was somewhat or very helpful

98% of parents reported that they would recommend the class to others

Capacity Overview

Activity	Description	2014-2015 Total
Facilitators Trained In Curricula	OPEC Facilitators Trained	1
	Non-OPEC Facilitators Trained	0
Funds Leveraged	Funds Leveraged	$193,000
	In-Kind Leveraged	$0
	Total Leveraged	$193,000
Advisory Meetings	Advisory Board Meetings	16
Programs With Schools	Programs in Collaboration with Schools	40

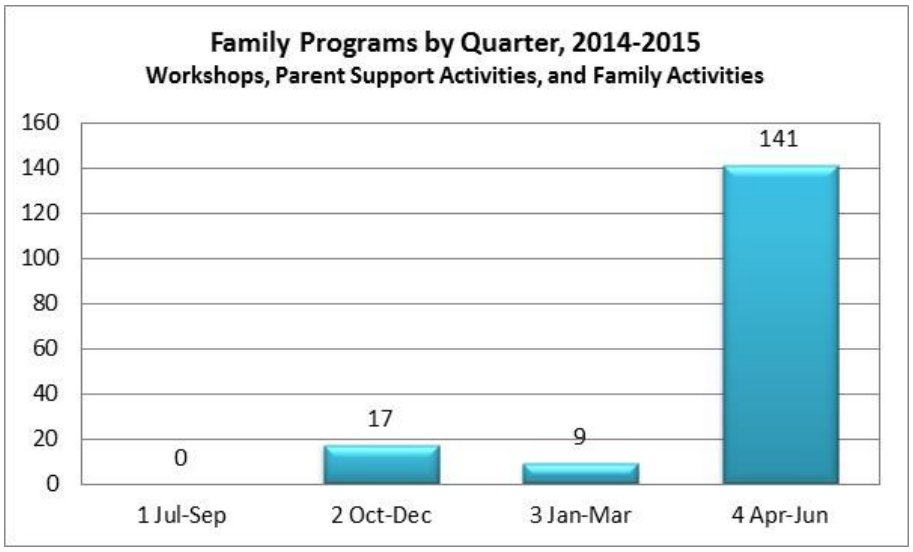
Parenting Classes by Quarter



Lessons Learned

One significant lesson learned was that holding classes during the spring quarter is difficult due to competing spring activities, including end of the school year activities and the increase in outdoor family activities as a result of good weather.

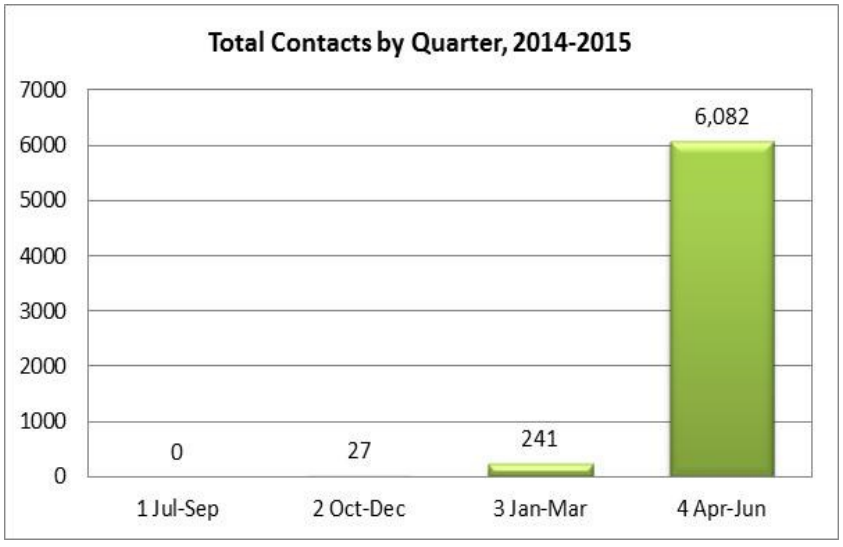
Family Programs by Quarter



Plans for 2015-2016

We plan to implement the 2015-2016 work plan that includes developing a resource clearinghouse for parent educators, updating and aligning the Parent Education Collective/Early Learning Hub website and public awareness, and securing additional leveraged funds to enhance the OPEC parent education funding.

Total Contacts by Quarter



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

Demographics

of Families Completing Evaluations for Parenting Series

Number of Parents: 67
Number of Children: 127

Gender
27% Men
69% Women
4% Did not specify

Race/Ethnicity
49% White/Caucasian
0% Black/Afr. American
46% Hispanic/Latino
3% Asian/Pac. Islander
0% Native American
2% Other/Unspecified

Age
Age Range: **16-65**
Average Age: **34**

Parenting Style
75% With Partner
18% By Themselves
7% Did not specify

Children
Average Age: **6**
Age Range: **0-18**
Age 0-6 Years: **51%**
Children per Family:**2**

County
100% Clackamas County

Improved Parent and Child Skills

The retrospective *t*-test design revealed **significant improvement in parenting skills across all items**.

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.1	4.9***
Show my child(ren) love and affection frequently	4.3	5.5***
Listen to my child(ren) to understand their feelings	3.7	5.1***
Help my child(ren) feel good about themselves	4.0	5.3***
Set and stick to reasonable limits and rules	3.4	5.1***
Know fun activities to help my child(ren) learn	3.6	5.3***
Find positive ways to guide and discipline my child(ren)	3.5	5.1***
Play with my child(ren) frequently	4.1	5.3***
Protect my child(ren) from unsafe conditions	4.6	5.7***
Talk with other parents to share experiences	2.9	5.0***
Deal with the day-to-day stresses of parenting	3.1	5.1***
Understand my goals and values as a parent	3.7	5.4***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 67$.

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes and other activities. The retrospective *t*-test design revealed **significant improvement in child skills across all items**.

Child Skills	Before Participation	After Participation
Shows concern for others	3.5	4.8***
Willing to follow limits and rules	3.1	4.6***
Gets along with others	3.8	4.9***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 67$.

Quotes from program participants

"[My children] see me as a more engaged and patient."

"I am calmer. I listen to my son's feelings now. Before I would treat him like a little adult, like he should understand what I am telling him."

"I have a better understanding of what to do [as a parent] rather than just winging it."

"I have become less reactive and more engaged."

"I feel like I am able to take a step back when I am feeling overwhelmed and anxious."

"I feel more confident as a mother."

NORTHWEST PARENTING

SERVING CLATSOP, COLUMBIA AND TILLAMOOK COUNTIES

Northwest Parenting
There's always room to grow!

Clatsop County
503-325-8673 x4

Columbia County
503-556-3736

www.nworparenting.org

Vision: Caring communities, prepared parents, thriving children!

Mission: Northwest Parenting Education and Support Hub connects families and engages communities by promoting quality parenting education.

Host Agency
Clatsop Juvenile Department
800 Exchange, Suite 200
Astoria, OR 97103

OREGON PARENTING EDUCATION COLLABORATIVE

THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

Programming Overview

Activity	Description	2014-2015 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	8	41
	Parenting Classes	99	464
	Parents Attended	57	392
	Parents Attended 70% or More	52	340
	Children/Youth Attended	36	275
	Contact Opportunities (parents & youth)	1,085	7,499
Non-OPEC Parenting Education Series	Parenting Series Completed	3	36
	Parenting Classes	18	281
	Parents Attended	16	514
	Parents Attended 70% or More	12	456
	Children/Youth Attended	20	97
	Contact Opportunities (parents & youth)	221	4,313
Parent Workshops	Number of Workshops	37	86
	Parents Attended	1,427	2,647
	Children/Youth Attended	670	1,315
Parent Support Activities	Number of Sessions	10	64
	Parents Attended	19	151
	Children/Youth Attended	18	88
Home Visits	Number of Home Visits	837	928
	Total New Families	73	86
	Total New Children/Youth	111	133
Family Activities	Number of Activities	18	34
	People Attended	3,406	4,930

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

Strengths

History of successful implementation of parenting education

Utilization of evidence-based parenting education curricula

Engaged Steering Committee

Local OPEC Coordinators for each county

Increase in programming to diverse audiences

Leadership time committed to OPEC Hub development

Training of community partners on a variety of early childhood and parenting-related topics

Collaboration and alignment with other early childhood initiatives

Increased web and social media presence

Progress Toward Goals

ORGANIZATIONAL CAPACITY

Goal: Build capacity of the Parenting Hub & partners.

- Held monthly regional Northwest Parenting steering committee meetings. Quarterly financial reports and end-of-the-year budget reports were distributed to steering committee.
- Held advisory meetings with local level advisory boards/local early childhood group meetings in all areas of our region.
- During the last quarter NWP steering committee, staff and local partners wrote the new tri-county hub strategic plan, which includes a revised logic model.

COMMUNITY CAPACITY

Goal: Build capacity of the Parenting Hub and it's partners.

- Increased our community partners to include the Spanish-speaking Migrant Education with Northwest Regional Education Service District at a regional level.
- Developed outreach campaign in Spanish. Held workshop in Spanish to increase involvement in recruitment and participation in programs.

PARENTING EDUCATION

Goal: Increase parenting programs offered through the Hub.

- Completed eight evidence-based parenting education series; three non-OPEC funded series; 37 parent workshops; 18 family engagement activities; and ten parent support activities.

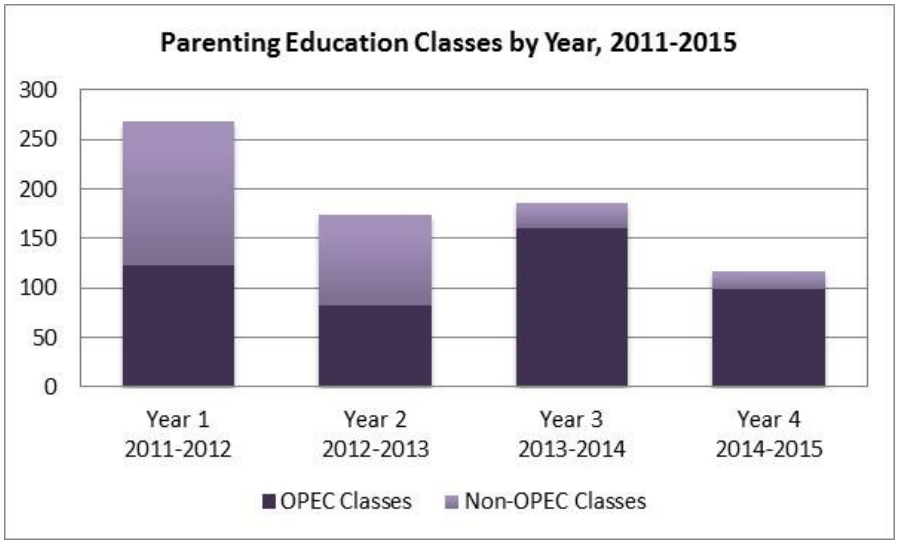
Goal: Increased professional development.

- Trained eight new facilitators in evidence-based parenting education programs.

Northwest Parenting

There's always room to grow!

Parenting Classes



Lessons Learned

Don't be afraid to ask.

Northwest Parenting sought out opportunities with Community Corrections across the region to offer a parenting education series to clients. Directors in two areas so far have been very receptive and open to this, in fact, very encouraging. Community Corrections will also provide funding for these classes and hopes to provide them one to three times a year.

Community collaboration is crucial to the success of our OPEC Hub.

If we want to build a system where we are the leaders in parenting education across the region we must collaborate with partners, align our missions, and support each other in achieving common goals.

Organizing a tri-county parenting Hub in rural counties can be challenging.

Commitment to face-to-face meetings is more effective than telephonic meetings, but does present challenges in gathering us all together at times. Providing leadership for bringing three counties together and in alignment takes additional time and resources.

Respecting and accepting limitations in working together.

In order for a regional system to be successful, we must respect and accept limitations of supporting agencies, different community levels of readiness, and different staffing levels and experience within staff and steering members. We must be able to identify strengths and weakness within our hub and learn from each other.

Challenges

Increased demand on regional coordination

Lack of bilingual facilitators in Tillamook and Columbia counties

Availability of trained facilitators and child care providers

Lack of program implementation by some partners

Recruitment and retention for some programs

Geographic barriers to collaboration

Parent Satisfaction

Parent Education Series

98% of parents reported that the class was somewhat or very helpful

100% of parents reported that they would recommend the class to others

Parent Workshops

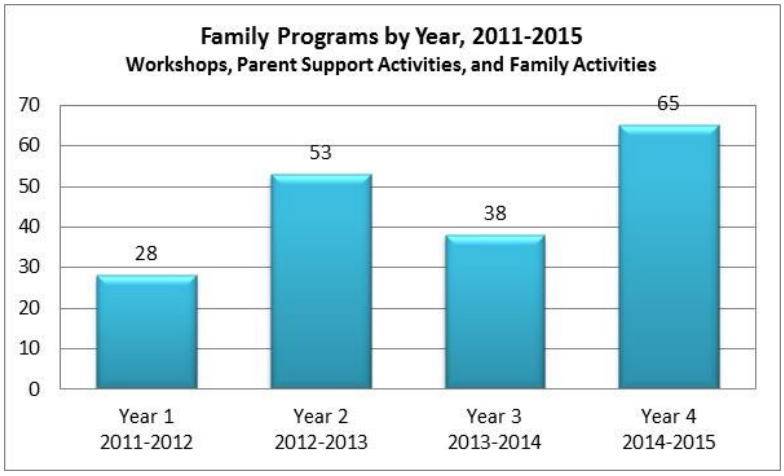
100% of parents reported that the workshop was somewhat or very helpful

98% of parents reported that they would use the information from the workshop

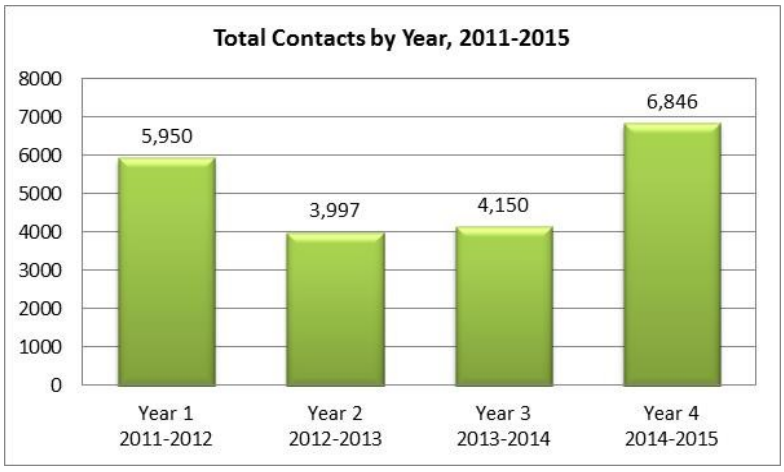
Capacity Overview

Activity	Description	2014-2015 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	8	65
	Non-OPEC Facilitators Trained	17	73
Funds Leveraged	Funds Leveraged	$42,185	$77,874
	In-Kind Leveraged	$500	$62,349
	Total Leveraged	$42,685	$140,223
Advisory Meetings	Advisory Board Meetings	11	48
Programs With Schools	Programs in Collaboration with Schools	97	243

Family Programs

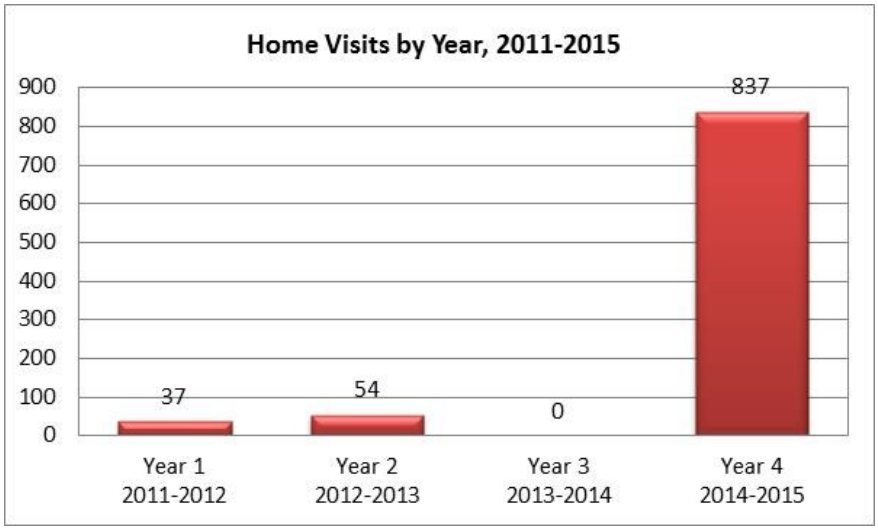


Total Contacts



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

Home Visits



Plans for 2015-2016

We will continue to seek out partners in parenting education.

For example, we will reach out to the Columbia Pacific Coordinated Care Organization and the Department of Human Services this year to encourage collaboration and identify how parenting education will help them achieve their goals.

We will strive to expand our services to non-English speaking parents.

As the Hispanic population grows in all area of our region, we will prioritize training a bilingual parent educator in all areas of the region to expand our services in Spanish. Ideally we would like to see a Spanish parenting education series and a Spanish Kinder Ready Workshop this year in a new area of the region.

Northwest Parenting will strive to offer continuing education opportunities for parent educators.

We will continue to support *Nurturing Parenting* trainings in our region. This year we hope to take this to the next level and offer a specific training in the *Nurturing Parenting* curricula for already trained educators to assist them with implementation techniques in this lofty curricula.

We would like to expand the successful Read for the Record workshop.

Northwest Parenting would like to reach more libraries in providing the national Read for the Record activities and readings of this year's book. If local elementary schools are interested, potentially organizing a peer reading of the book to the kindergarten classes.

Demographics

of Families Completing Evaluations for Parenting Series and Workshops

Number of Parents: 186
Number of Children: 301

Gender
18% Men
66% Women
16% Did not specify

Race/Ethnicity
68% White/Caucasian
0% Black/Afr. American
14% Hispanic/Latino
2% Asian/Pac. Islander
2% Native American
14% Other/Unspecified

Age
Age Range: **14-80**
Average Age: **37**

Parenting Style
58% With Partner
20% By Themselves
22% Did not specify

Children
Average Age: **6**
Age Range: **0-18**
Age 0-6 Years: **68%**
Children per Family: **2**

County
64% Clatsop County
20% Columbia County
16% Tillamook County

Improved Parent and Child Skills

The retrospective *t*-test design revealed **significant improvement in parenting skills across all items**.

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.1	4.9***
Show my child(ren) love and affection frequently	4.7	5.6***
Listen to my child(ren) to understand their feelings	3.4	5.1***
Help my child(ren) feel good about themselves	4.1	5.4***
Set and stick to reasonable limits and rules	2.9	4.7***
Know fun activities to help my child(ren) learn	3.6	5.2***
Find positive ways to guide and discipline my child(ren)	3.2	5.1***
Play with my child(ren) frequently	4.5	5.3***
Protect my child(ren) from unsafe conditions	5.0	5.7***
Talk with other parents to share experiences	3.3	4.9***
Deal with the day-to-day stresses of parenting	3.3	4.9***
Understand my goals and values as a parent	3.7	5.3***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 55$.

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes and other activities. The retrospective *t*-test design revealed **significant improvement in child skills across all items**.

Child Skills	Before Participation	After Participation
Shows concern for others	2.7	3.4***
Willing to follow limits and rules	2.0	2.9***
Gets along with others	2.8	3.6***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 55$.

Quotes from program participants

"[My children] are happier, less stressed, and said they have a nicer mommy."

"I definitely have a better idea what to look for now and down the road. I learned a lot of different ways to play with my child."

"My parenting has become more involved and playful."

"I liked the information I received regarding child development and the help I got in getting her to meet milestones."

"My [son] separates from me easier and has stopped biting."

Columbia Gorge Parenting Education Program

Serving Hood River and Wasco Counties

Nancy Johanson Paul
Parenting Education Coordinator
Phone: (541) 436-0319
nancyp@nextdoorinc.org

Karin Tauscher
Parenting Education Coordinator
541.399.2805
karint@nextdoorinc.org

The Next Door
965 Tucker Road
Hood River, OR 97031
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Website: www.nextdoorinc.org

The Columbia Gorge Parenting Education Program is a Hood River-Wasco County initiative made up of several community partner organizations committed to building and delivering a stronger and more coordinated parenting education system in the region. Housed within The Next Door, the initiative supports evidence-based parenting classes and other parenting support activities designed to reach parents and caregivers of children of all ages, with a focus on children prenatal to age six, where access has been limited and populations have been underserved.

OREGON PARENTING EDUCATION COLLABORATIVE

THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

Programming Overview

Activity	Description	2014-2015 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	4	43
	Parenting Classes	44	473
	Parents Attended	47	419
	Parents Attended 70% or More	44	368
	Children/Youth Attended	26	274
	Contact Opportunities (parents & youth)	782	6,794
Non-OPEC Parenting Education Series	Parenting Series Completed	3	27
	Parenting Classes	24	231
	Parents Attended	27	306
	Parents Attended 70% or More	12	273
	Children/Youth Attended	26	286
	Contact Opportunities (parents & youth)	412	4,846
Parent Workshops	Number of Workshops	1	31
	Parents Attended	38	736
	Children/Youth Attended	10	330
Parent Support Activities	Number of Sessions	135	578
	Parents Attended	148	572
	Children/Youth Attended	192	768
Home Visits	Number of Home Visits	1,074	6,126
	Total New Families	29	240
	Total New Children/Youth	36	281
Family Activities	Number of Activities	6	35
	People Attended	1,120	1,934

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

Strengths

History of successful implementation of parenting education programs

Strong relationships with agencies providing services to Spanish -speaking families

Organizational infrastructure of The Next Door, Inc.

Utilization of evidence-based curriculum with trained facilitators

***Parenting in the Gorge* Guide widely distributed**

Recruiter/Host Model

Progress Toward Goals

ORGANIZATIONAL CAPACITY

Strategy: Conduct four Advisory Group meetings per year with approximately 14 participants per meeting.
We met with the advisory group once per quarter with attendance ranging from 9 to 14 participants.

Strategy: Expand the number of partners not yet engaged.
Over the course of the year, we had several new/reengaged participants. This included representatives from: Planetree Resource Center; The Dalles Hospital; Youththink; Hood River County Substance Abuse Prevention Office; Hood River County Library; and Haven Domestic Violence Center, Kidsense Pediatric Therapy Center, DHS Self-Sufficiency, and Keeping Families Together. In addition, we had FSTS therapists (Strengthening, Preserving and Reunifying Families DHS contract), Oregon Child Development Coalition (OCDC) *Incredible Years* facilitators, the Cutie Pie Consignment Store owner, child care partners, and a parent consumer.

COMMUNITY CAPACITY

The Hub Coordinator serves as a centralized contact person for parents, agencies, and others interested in participating in local parenting education opportunities. Local parenting workshops have been promoted through the Columbia Gorge Parenting Education Hub including Swindells Resource Center Workshops, Nurtured Heart Approach training, Embracing Dyslexia, Pathways to Responsible Fatherhood Workshop, Baby Sign Language classes, *Strengthening Families* program, Opening Doors (Spanish), Youththink, Pocket Full of Feelings, Parenting Bootcamp, and OCDC's *Incredible Years* class series being offered in Spanish.

PARENTING EDUCATION

Strategy: Distribute 2014-2015 Parenting in the Gorge Guides.
Distributed over 7,000 Parenting in the Gorge Guides in 2014-2015.

Strategy: Goal to conduct three community class series for the 0-6 age group this reporting year.
Five community class series were completed this year: two *Incredible Years* in The Dalles; *Incredible Years* in Cascade Locks; *Incredible Years* in Hood River; and *Parenting Now* in The Dalles.

Strategy: Facilitator Support meetings will be held.
Four Facilitator Support meetings were held through the year. In addition, the facilitator of the Hood River *Incredible Years* series reports to the Hub Coordinator on each weekly class along with doing the *Incredible Years* Fidelity checklist.

Capacity Overview

Activity	Description	2014-2015 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	0	1
	Non-OPEC Facilitators Trained	10	62
Funds Leveraged	Funds Leveraged	$38,625	$217,147
	In-Kind Leveraged	$21,181	$105,754
	Total Leveraged	$59,806	$322,901
Advisory Meetings	Advisory Board Meetings	4	24
Programs With Schools	Programs in Collaboration with Schools	52	373

Lessons Learned

- We found that offering a summer class series in Hood River took a lot of time for a very small class.
- The Father's Workshop took a lot time for a one-day workshop and low participation.
- Personal invitation, benefit to participants, and positive working relationships helps to motivate and strengthen the participation of the Advisory Board
- Recruiting volunteers from the high schools for child care will take relationship building and time.

Challenges

Inadequate FTE available to fully support coordination and programs in two counties

Engaging key partners to strengthen and promote the program

Child care staffing and logistics

Lack of engagement of Advisory Council

Parent Satisfaction

Parent Education Series

98% of parents reported that the class was somewhat or very helpful

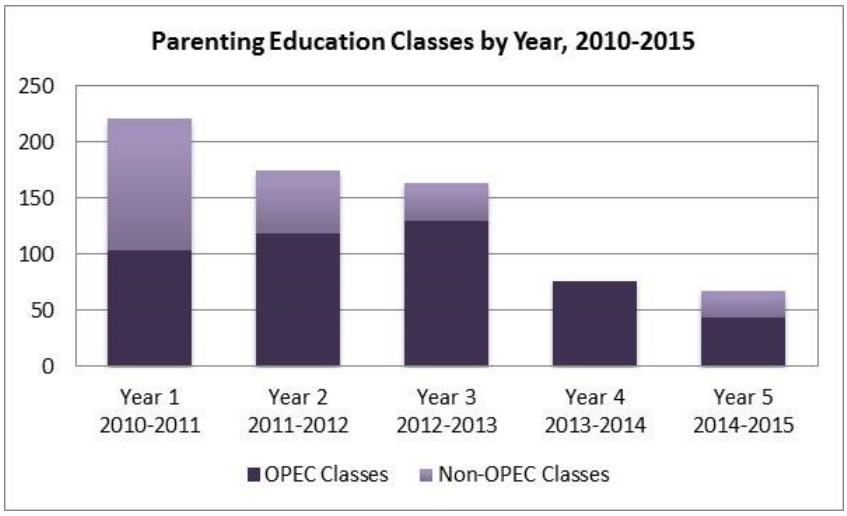
93% of parents reported that they would recommend the class to others

Parent Workshops

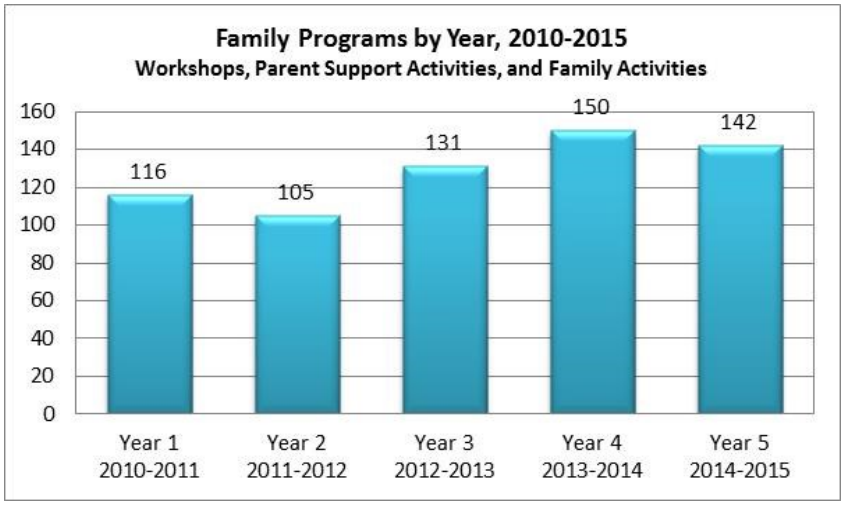
100% of parents reported that the workshop was somewhat or very helpful

100% of parents reported that they would use the information from the workshop

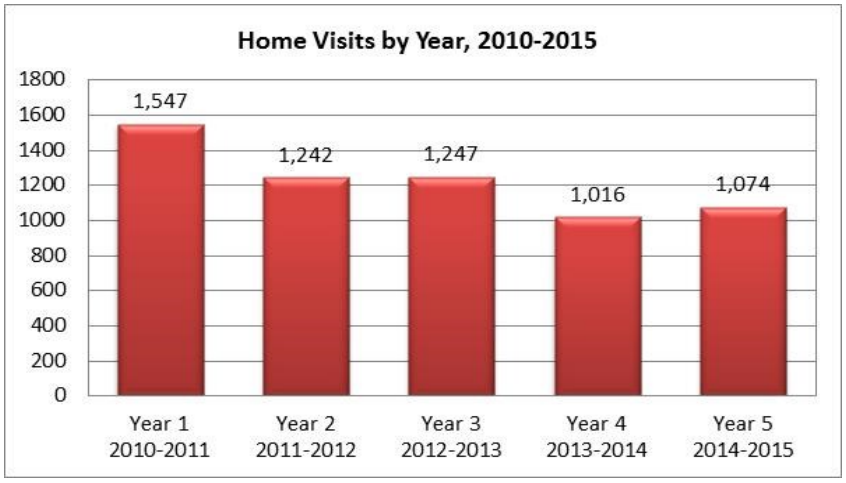
Parenting Classes



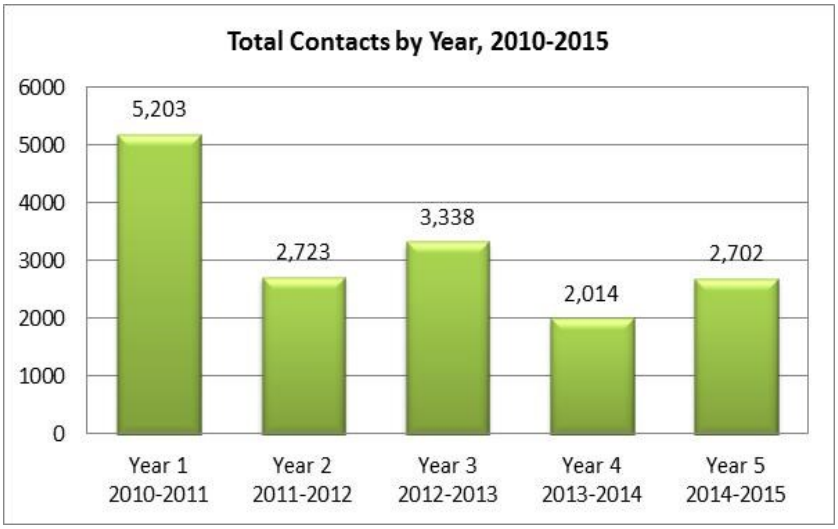
Family Programs



Home Visits



Total Contacts



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

Plans for 2015 - 2016

- Develop a Memorandum of Understanding with the members of the Advisory Board to clarify Hub goals and members participation in the Columbia Gorge Parenting Education Hub.
- Offer a parenting class series for parents of babies to 18 months to fill a gap that exists and will help to introduce parenting education as a beneficial thing to do in Hood River and Wasco Counties once one becomes a parent. We will make extra effort to recruit teen parents, Healthy Families participants, and Early Head Start families to attend the class.
- Continue to ask more organizations to participate in Hub Advisory Group meetings and activities.
- Train more parenting education facilitators, especially in Wasco County.
- Normalize parenting education by doing the following: signs posted in the community, recruiting/facebooking by past class participants, hospital sponsored class series, listing classes on community calendars, and advertising the benefits of parenting classes towards a child's school success.

Demographics

of Families Completing Evaluations for Parenting Series and Workshops

Number of Parents: 65
Number of Children: 134

Gender
49% Men
46% Women
5% Did not specify

Race/Ethnicity
68% White/Caucasian
5% Black/Afr. American
20% Hispanic/Latino
0% Asian/Pacific Islander
1% Native American
6% Other/Unspecified

Age
Age Range: **17-55**
Average Age: **33**

Parenting Style
56% With Partner
35% By Themselves
9% Did not specify

Children
Average Age: **6**
Age Range: **0-18**
Age 0-6 Years: **64%**
Children per Family: **2**

County
45% Hood River County
55% Wasco County

Improved Parent and Child Skills

The retrospective *t*-test design revealed **significant improvement in parenting skills across all items**.

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	2.8	4.4***
Show my child(ren) love and affection frequently	4.1	5.4***
Listen to my child(ren) to understand their feelings	3.2	4.9***
Help my child(ren) feel good about themselves	3.5	5.2***
Set and stick to reasonable limits and rules	2.6	4.4***
Know fun activities to help my child(ren) learn	3.1	4.9***
Find positive ways to guide and discipline my child(ren)	2.8	4.9***
Play with my child(ren) frequently	3.4	5.1***
Protect my child(ren) from unsafe conditions	4.2	5.5***
Talk with other parents to share experiences	2.6	4.5***
Deal with the day-to-day stresses of parenting	2.9	4.7***
Understand my goals and values as a parent	3.1	5.1***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 48$.

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes and other activities. The retrospective *t*-test design revealed **significant improvement in child skills across all items**.

Child Skills	Before Participation	After Participation
Shows concern for others	2.8	4.3***
Willing to follow limits and rules	2.3	3.9***
Gets along with others	2.6	4.3***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 48$.

Quotes from program participants

"I spend more quality time with my children and they love it."

"My daughter's behavior along with her understanding of her own feelings has improved so much!"

"I learned not only about myself as parent but also how to communicate with my daughter."

"[I learned] what is normal for their age. I also learned about discipline vs. punishment and different methods to discipline."

"We have less meltdowns at home."

Pathways to Positive Parenting

Serving Coos and Curry Counties

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Childhood Education Director
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Kathy Barber
Parenting Grants Coordinator
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Southwestern Oregon Community College
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Website:
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Southwestern Oregon Community College has the pleasure of working with our community partners in The Pathways to Positive Parenting (PPP) Hub. PPP is located throughout Coos and Curry counties. Parenting classes are offered to all parents of children from infancy to the teen years by trained facilitators. Each session begins with a family meal, followed by child care and quality parenting education classes. PPP is integrated in each small community throughout our Hub region with home bases in our public school buildings.

OREGON PARENTING EDUCATION COLLABORATIVE

THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

Programming Overview

Activity	Description	2014-2015 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	11	86
	Parenting Classes	96	827
	Parents Attended	62	672
	Parents Attended 70% or More	49	579
	Children/Youth Attended	45	375
	Contact Opportunities (parents & youth)	898	9,949
Non-OPEC Parenting Education Series	Parenting Series Completed	17	36
	Parenting Classes	136	260
	Parents Attended	176	334
	Parents Attended 70% or More	143	288
	Children/Youth Attended	86	198
	Contact Opportunities (parents & youth)	2,075	3,858
Parent Workshops	Number of Workshops	26	105
	Parents Attended	399	1,394
	Children/Youth Attended	225	575
Parent Support Activities	Number of Sessions	34	46
	Parents Attended	43	158
	Children/Youth Attended	13	153
Family Activities	Number of Activities	7	22
	People Attended	3,638	5,536

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

Strengths

History of successful implementation of parenting education programs

Responsiveness to identified community and school needs

Strong community collaborations, especially with schools

Organizational structure of Southwestern Oregon Community College

Breadth and depth of parenting education programs

Utilization of evidence-based curriculum with trained facilitators

Consistent and dedicated core administrative staff

Progress Toward Goals

ORGANIZATIONAL CAPACITY

Goal: Participate in the regional Early Learning Hub planning committee to write the regional Request For Application and to be an integral part of the local Hub leadership.

Pathways to Positive Parenting (PPP) staff were primary committee members for our region's rewrite of the Early Learning Hub Request For Application. Our director was named as the Board Chair for our Early Learning Division Hub transition committee, and our Parenting Specialist is the Parent Involvement Committee Chair for this same group. Our involvement continues to ensure that parenting education is included as desired outcomes in our regional goals.

Goal: To have Pathways to Positive Parenting (PPP) staff and facilitators integrated into essential local community committees and initiatives, particularly those that forward the causes of parenting, early literacy, and community partnerships for the benefit of children and families.

These activities help us to build partnership relationships with local agencies as well as to help us network for sustainability and to find new and innovative ways to offer parenting education in our region. Our current staff involvement in local committees and initiatives includes:

- The South Coast Regional Early Learning Hub (SCREL Hub) Interim Steering Committee
- Early Childhood Meetings (Pathways to Positive Parenting continues to be the convener for Early Childhood Advisory meetings in both counties).
- New Community Coalition (NCC)
- Partnerships with Regional School Districts
- Coastline System of Care Council
- South Coast Family Harbor (SCFH) Family Relief Nursery
- Bay Area Chamber of Commerce Education Task Force
- Safe and Equitable Foster Care Reduction Committee (SEFCR)
- Superintendent's Advisory Committee for School District 9
- Regional Achievement Collaborative (RAC)

Goal: To support the building of region-wide systems.

- Improved and expanded local P3 (prenatal through third grade) efforts, which affect children and families by helping to bring about a P3 Coordinator position to advance this work.
- Worked with Christy Cox of The Ford Family Foundation to establish a Home Visitor Coordinator position for our region.
- Supported our newly designated South Coast Regional Early Learning (SCREL) Hub in the hiring of a SCREL Hub Coordinator and administrative staff as well as assisted in the further formation of its structural design, governance process, and identification of priorities, operations, and outcomes.
- Established our PPP OPEC Hub Coordinator as the fifth member of a team consisting of the P3 Coordinator, the Home Visiting Coordinator, the SCREL Hub Coordinator, the Regional Achievement Collaborative Coordinator. This powerful work group will collaborate to bring about higher quality outcomes for children and families in our region.

(Continued on page 3)

Progress Toward Goals (continued)

***ORGANIZATIONAL CAPACITY** (continued)*

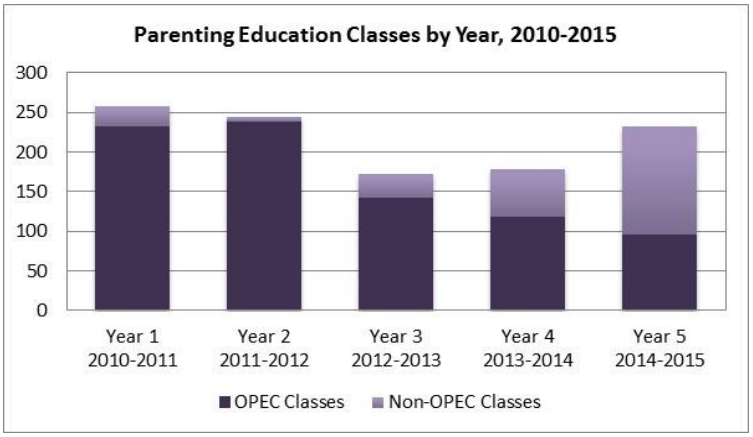
Goal: To expand capacity by recruiting and training new parenting education facilitators.
Eight parenting educators were trained in *Growing Great Kids* during winter term.

In October 2014, we trained 24 facilitators (13 SOCC staff and 11 community partners) in *Make Parenting a Pleasure*. This was a collaboratively funded training in partnership with South Coast Head Start. The added bonus of this collaboration was that PPP and Head Start formed new relationships that have already led to increased cooperation in offering parenting education and early literacy workshops.

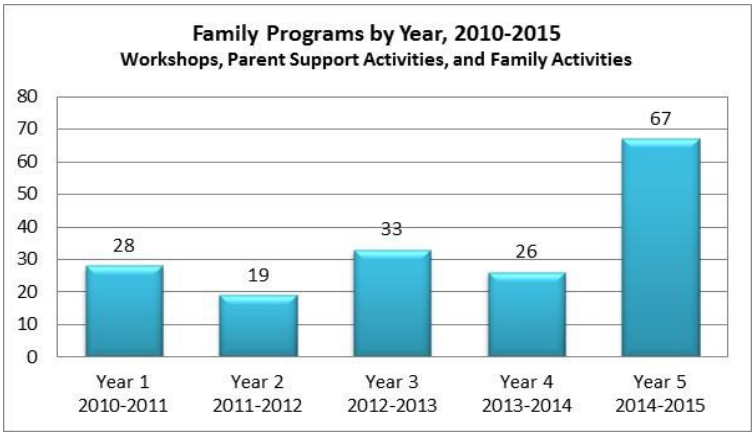
All of our staff (parenting educators & child care providers) attended a Tier I training in Collaborative Problem Solving, together with our community partners at the Department of Human Services, the public schools, and other interested community members.

(Continued on page 4)

Parenting Classes



Family Programs



Challenges

Instability of funding reflected in frequent turnover of parent educators, child care providers, and other project staff

Inadequate FTE and funding available to fully support coordination and programs in two counties

Working with elementary schools which are experiencing major system overhauls

Progress Toward Goals (continued)

***ORGANIZATIONAL CAPACITY** (continued)*

Goals related to Child Care:
(a) Recruit new child care providers in both counties and build the level of early childhood training and knowledge in our child care team.
(b) Build the children's program curriculum for the child care portion of the parenting education programming.
During fall quarter, our new Child Care Team Leader recruited and trained new child care providers. This new Child Care Team Leader will also develop training modules for our child care team as well as update our child care manual. We have a basic children's curriculum to go along with the *Make Parenting a Pleasure* curriculum and are developing the *Nurturing Parenting* children's curriculum.

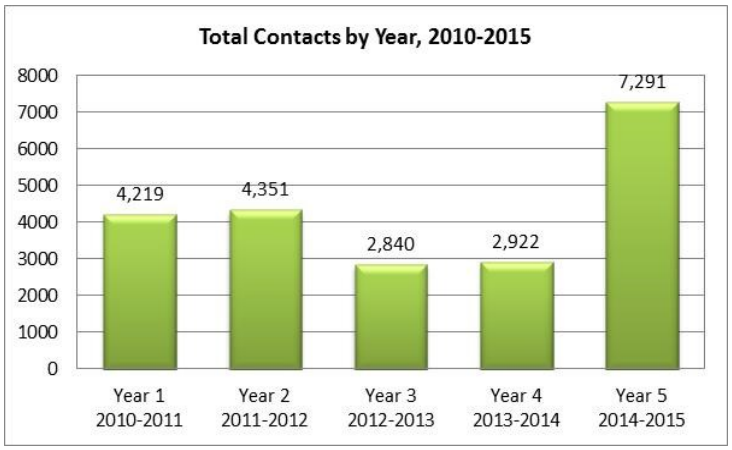
Goal: To align services with the "best practices" standards being outlined by Oregon State University's Hallie Ford Center and RMC Research.
We did some self-evaluation regarding the new "best practices" tools generated by OSU's Hallie Ford Center and RMC Research. We have compared our performance against these new high quality standards and have adjusted our practices to more closely coincide with the best practices. At this time, all of our parenting educators have received the official training in the curricula they teach, and we are using the tools to observe and evaluate classes and child care.

COMMUNITY CAPACITY

Goal: Marketing plan to raise public awareness of our program activities.
1. Community Involvement – Our staff presence on local committees and participation in events is making it easier to raise public awareness and spread our parenting message. By becoming personally involved with so many community partners, we are able to make our presence known and to explain what we do and how we do it.
2. Marketing – Our Facebook page now has over 225 "likes" and has been a successful way to publicize our parenting education classes. Our Pinterest page has over forty "boards." We also use press releases, ads, and articles in the Coos and Curry County newspapers. Our calendar and newsletter go out to 600 addresses each quarter and many of these recipients also forward this information on to other groups. Marketing campaigns also include: Public Service Announcements, event flyers, and presentations to civic organizations and school groups. Our flyers and other announcements are also posted on eight other local websites, expanding our reach across varied populations.

(Continued on page 5)

Total Contacts



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

Progress Toward Goals (continued)

PARENTING EDUCATION

Goal: To balance our parenting education offerings to meet the needs of local populations. Our parenting education programming has been redefined into services for three specific populations:

1. "At-risk" families receiving services through partners which identify families as low-income or with other needs, including Head Start, Healthy Families Oregon, Family Support and Connections, and other partner agencies.
2. The universal population, in an effort to normalize parenting education, and which also targets specific segments of the population such as parents of teens, families with children entering Kindergarten, and families of children with special needs.
3. Exclusive Child Welfare referred group – which will be supported with "Strengthening Preserving and Reunification of Families" (SPRF) funding from the Department of Human Services.

In a year when we expected to cut back on the number of workshops and series offered, we were astounded at the actual amount of series and workshops that were implemented due to additional funding from Oregon Department of Education and leveraging with community partners. In 2014-15 we implemented:

- Six parenting series for universal audiences
- Four 10-week Nurturing Parenting series for Child Welfare families
- Sixteen 8-week Nurturing Parenting series for Child Welfare families
- One series of Nurturing Parenting for Parents of Teens
- One series of Nurturing Parenting for Parents of Children with Special Needs
- 26 workshops, including Kindergarten Preparedness workshops in partnership with six school districts, and workshops offered at the Retreat by the Lake
- 34 Parent Support Activities, including Parent Cafés at public schools and Early Literacy/Every Child Ready to Read workshops in partnership with South Coast Head Start
- Four Family Activity events, three of which were OPEC planned and attended by 945 people, and one of which was a community event which was attended by over 2,500 people

Goal: Increase the quality and attendance of parent education classes and workshops, especially in Curry County.

We have solidified the training and investment of a pool of parenting educators in Curry County. During winter term, three Curry parenting educators were trained in *Growing Great Kids*, following up the four Curry parenting educators trained earlier in *Make Parenting A Pleasure*. In 2013, four were also trained in *Nurturing Parenting*. *Growing Great Kids* is specifically designed to be used as a home visiting program. Our partnership with Healthy Families Oregon has allowed us to expand into using this curriculum. We also offer individual workshops to all parents in Curry County in coordination with the local school districts.

We were very excited to offer a new parenting education series, *Nurturing Parenting for Children with Special Needs*. This series was offered in Brookings in Curry County and was well received.

Goal: To add literacy materials and practical items used in the home as incentives for the parenting education series.

Parents are encouraged to choose one item from the incentive basket each time they remember to bring their workbooks to class and one item for just making the time to attend. These free weekly incentive items include children's books, personal hygiene supplies, school supplies, and household items.

(Continued on page 6)

Parent Satisfaction

Parent Education Series

98% of parents reported that the class was somewhat or very helpful

97% of parents reported that they would recommend the class to others

Parent Workshops

98% of parents reported that the workshop was somewhat or very helpful

99% of parents reported that they would use the information from the workshop

Progress Toward Goals (continued)

PARENTING EDUCATION *(continued)*

Goal: Continue to build relationships with the public schools in order to offer parenting education classes and workshops.

We have found that our greatest strategy for sustainability and program development is to approach our community partners who work with children ages 0-6 and find out what their goals are for this work, and then to see how we can work together to achieve their goals. This is an untapped strategy for building collaboration, cooperation, and for strengthening relationships. As a result of our Parent Volunteer Trainings, Early Literacy/Kindergarten Preparedness, and *Second Step* work with teachers, unexpected outcomes have included much more access to teachers and staff as well as relationships built and strengthened in the schools. These relationships have allowed us to propose new and different possibilities for parent education, and increased our ability to advertise our programs through the school websites and the parent volunteer email systems.

In October 2014, we hosted a “Play, Talk, Sing, Read” event on the Southwestern Oregon Community College campus. Over 650 parents, children, and public school staff joined Oregon Department of Education Officer Nancy Golden for half a day of early literacy learning and fun activities. To follow-up this event, PPP submitted a proposal to the Oregon Department of Education and received $30,000 which will help us to offer and/or enhance the activities described below:

- Two expanded series of *Parenting Now!* coupled with 30 minutes of Kindergarten Readiness in each session.
- During fall quarter, in partnership with South Coast Head Start, 21 Every Child Ready to Read (ECRR) parent support activities were presented to 252 parents in various locations throughout Coos and Curry County. Our OPEC funding added an interactive 45-minute Parent and Child Activity Time to the ECRR presentation. These activities included five hands-on early literacy stations patterned after the “Play, Talk, Sing, Read” concept, and provided families with demonstrations and the materials to experience ways to use music, art, reading, writing, and fun in helping children to expand their literacy experiences.
- “Story Town” included five (one-day) family activities based on children’s books.
- We hosted six additional Kindergarten events. Three held in Curry County and three in Coos County. The focus of these events was direct instruction to parents about how they could support their children in being successful in Kindergarten. Families received Kindergarten Preparedness Kits which contained materials used to explain sample content of Kindergarten curricula, particularly discussing the Common Core Standards and how these are incorporated into the all-day Kindergartens. Kits also included child safety scissors, crayons, pencils, alphabet letters, 3-dimensional shapes information, and curriculum samples.

Lessons Learned

The big lesson learned was to finally see the results of "*If you build it, they will come.*" We have been doing parenting education, early literacy, and Kindergarten preparedness for 16 years with the hope that communities and partners would see the value of our workshops and events, and then these partners and other entities would either support our programming (with funds, staff, or other resources) or would duplicate the kinds of efforts that we have been demonstrating. It has been a long time coming, but we finally were able to see the fruits of these hopes! During spring quarter, five grammar schools in Coos County and three in Curry County all chose to hold Kindergarten preparedness events of some kind, all patterned after what our OPEC Hub has been piloting over the last several years. In addition, several schools and partner agencies have requested parenting workshops. It is a switch to find someone asking us before we can ask them.

Capacity Overview

Activity	Description	2014-2015 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	13	89
	Non-OPEC Facilitators Trained	19	72
Funds Leveraged	Funds Leveraged	$66,771	$799,412
	In-Kind Leveraged	$29,438	$219,008
	Total Leveraged	$96,209	$1,018,420
Advisory Meetings	Advisory Board Meetings	7	53
Programs With Schools	Programs in Collaboration with Schools	49	240

Plans for 2015-2016

Continuing to Balance Programming for Populations in our Region - We will continue our work to balance our parenting education offerings to meet the needs of local populations. Our parenting education programming has been redefined into services for three specific populations:

1) "At-risk" families receiving services through partners which identify families as low-income or with other needs, including Head Start, Healthy Families Oregon, Family Support & Connections, and other partner agencies.

2) The universal population, in an effort to normalize parenting education, and which also targets specific segments of the population such as parents of teens, families with children about to enter Kindergarten, and families of children with special needs.

3) A Child Welfare Services (CWS) referred group which will be supported with Department of Human Services "Strengthening Preserving and Reunification of Families" (SPRF) funding.

(Continued on page 4)

Demographics

of Families Completing Evaluations for Parenting Series and Workshops

Number of Parents: 493
Number of Children: 780

Gender
26% Men
51% Women
23% Did not specify

Race/Ethnicity
69% White/Caucasian
0% Black/Afr. American
3% Hispanic/Latino
1% Asian/Pac. Islander
5% Native American
22% Other/Unspecified

Age
Age Range: **19-65**
Average Age: **34**

Parenting Style
44% With Partner
30% By Themselves
26% Did not specify

Children
Average Age: **6**
Age Range: **0-18**
Age 0-6 Years: **61%**
Children per Family: **2**

County
91% Coos County
9% Curry County

Plans for 2015-2016 (continued)

The Fatherhood Initiative – We hope to receive word in the fall as to whether or not we have been awarded a Fatherhood grant. This five-year funding would set into motion our proposal, which includes five counties and would markedly stabilize our staffing and allow us to offer additional parenting education opportunities to a larger number of families.

Focus on Home Visiting – With the possibility of being able to work with a Home Visiting Coordinator in our region, we would be better able to collaborate with home visiting programs such as Healthy Families Oregon (HFO). We have highly experienced home visitors in our community with County Health Departments, Healthy Families Oregon, South Coast Head Start and other programs. Something remarkable could happen if a coordinator were able to bring these talented and experienced minds together into one room to share their thoughts and ideas. Our OPEC staff have already begun a deeper relationship with this program in that some of our key parenting educators and our OPEC Hub Coordinator attended a shared training in the *Growing Great Kids* curriculum with the Healthy Families Oregon staff. Two of the HFO staff have already worked with us as OPEC parenting educators and they have been trained by OPEC in *Nurturing Parenting* and *Make Parenting a Pleasure*. We would also like to incorporate the tracking of home visiting into our Hub data. We also have worked jointly with South Coast Head Start Home Visiting staff, but we could really use the services of a Home Visiting Coordinator to help to change random and fragmented collaborations into more thoughtful and organized working together.

Focus on P-3 – We are already in the midst of the P-3 work in our area, yet sometimes it is done fitfully and "catch as catch can" at times. We have wonderful and dedicated practitioners in our region, who are doing amazing work in the infant/toddler arena, preschools, and public schools. It is exciting to imagine what could happen if we have a P-3 Coordinator dedicated to connecting, understanding, and bringing these folks together for the sake of area children and families. A real live P-3 Coordinator would make an astonishing difference in a region that is a three-hour drive from top to bottom and has historically been isolated both geographically and socially.

We desire to create a viable team for the benefit of coordinating and improving services for regional children and families. We will present our idea of creating a five member work group consisting of the coordinators of the South Coast Early Learning Hub, P-3 initiative, Home Visiting, OPEC Pathways to Positive Parenting Hub, and the RAC committee.

Advocacy for Parenting Education – As members of the Oregon Parenting Education Collaborative, we are in a position to speak as advocates for parenting education and the importance of early childhood. We will use this voice to request that parenting and early childhood become integral priorities for our new South Coast Early Learning (SCREL) Hub. Although it may seem obvious to those of us in the OPEC world, all of our community partners do not necessarily agree on the role that parenting plays in the development of Stable and Attached Families or Kindergarten Readiness. Others are also not fully aware of the importance of the earliest years of life. Our plans for next year include sharing the messages that P3 stands for prenatal through third grade, Kindergarten Readiness starts before birth, that parents are where stable and attached families begin, and that parents are the first and most essential educators of their children.

Strengthening Families – In collaboration with Curry County Juvenile Department, we are working on a joint project to train and offer Strengthening Families parenting education series for parents and their teen-aged children.

Partnership with Care Connections Resource and Referral – We have begun a more formal partnership with Care Connections Resource and Referral (CCR&R) to collaborate in offering workshops and parenting series through the Oregon Registry Online (ORO) system, which gives credit to child care providers for the training hours they receive from classes that have been designated as "Set 1" or "Set 2" trainings by ORO. Three of our OPEC parenting educators are in the process of becoming certified as "Set 2 Trainers" for ORO, which will allow us to recruit more child care providers to our classes and workshops.

Improved Parent and Child Skills

The retrospective *t*-test design revealed **significant improvement in parenting skills across all items**.

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.1	4.6***
Show my child(ren) love and affection frequently	4.1	5.2***
Listen to my child(ren) to understand their feelings	3.4	4.9***
Help my child(ren) feel good about themselves	3.7	5.0***
Set and stick to reasonable limits and rules	3.1	4.6***
Know fun activities to help my child(ren) learn	3.3	4.8***
Find positive ways to guide and discipline my child(ren)	3.0	4.7***
Play with my child(ren) frequently	3.6	5.0***
Protect my child(ren) from unsafe conditions	4.1	5.4***
Talk with other parents to share experiences	2.7	4.5***
Deal with the day-to-day stresses of parenting	2.9	4.6***
Understand my goals and values as a parent	3.4	5.1***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 197$.

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes and other activities. The retrospective *t*-test design revealed **significant improvement in child skills across all items**.

Child Skills	Before Participation	After Participation
Shows concern for others	3.1	4.1***
Willing to follow limits and rules	2.5	3.7***
Gets along with others	3.1	4.2***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 197$.

Quotes from program participants

"Helped me to communicate with my son and set clear expectations."

"I am more confident and patient from the skills I have learned."

"I am a lot more nurturing, loving, and stress free. My kids seem happier."

"I play with my son in ways that will help him learn. I feel I am a better parent now."

"I was reminded what I need to do as a parent to help my child be successful in school."

"It's not just a parenting class. It's a life skills class!"

Douglas County Parenting Education Brokerage

Douglas County Early Childhood Planning Coalition

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The Douglas County Parenting Education Brokerage builds local capacity to support the structure needed to coordinate and sustain community parenting education activities and works to develop a variety of programming to provide all parents access to quality parenting education resources in rural Douglas County.

OREGON PARENTING EDUCATION COLLABORATIVE

THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

Programming Overview

Activity	Description	2014-2015 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	9	64
	Parenting Classes	178	770
	Parents Attended	66	560
	Parents Attended 70% or More	60	489
	Children/Youth Attended	30	361
	Contact Opportunities (parents & youth)	1,610	10,664
Non-OPEC Parenting Education Series	Parenting Series Completed	2	12
	Parenting Classes	18	105
	Parents Attended	12	99
	Parents Attended 70% or More	12	82
	Children/Youth Attended	9	67
	Contact Opportunities (parents & youth)	189	1,540
Parent Workshops	Number of Workshops	14	67
	Parents Attended	185	1,385
	Children/Youth Attended	22	358
Parent Support Activities	Number of Sessions	0	4
	Parents Attended	0	21
	Children/Youth Attended	0	13
Family Activities	Number of Activities	3	17
	People Attended	2,625	14,652

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

Strengths

History of successful implementation of parenting education programs

Infrastructure support of the Educational Service District

Capacity to coordinate programming in a variety of venues including rural schools

Organizational structure of coalition and brokerage

Depth of parenting education programs

Utilization of evidence-based curricula with trained facilitators

Progress Toward Goals

ORGANIZATIONAL CAPACITY

Goal: Build a stronger and more coordinated system for parenting education.
Objective: Increase organizational capacity and internal systems of the Brokerage.

- $200 donated by Fred Meyer Community Rewards Program
- $8,400 received in Brokerage contribution
- $18,700 in pledges received during 2015-2016 Brokerage renewal campaign
- $195 donated by parents for the “Pay it Forward” campaign
- Three Professional Advisory Council meetings to discuss where the hub is now, and what staff can do to improve
- Social media videos sent to Mercy Medical Center to post on their in-house patient channel
- Submitted content and plan for website redesign to Douglas ESD Communications Director

Objective: Enhance the quality and organizational infrastructure of program delivery.

- Created new employee handbook, which includes program polices and guidelines for quality child care
- Recruited four new child care providers for substitute pool
- Recruited two new parenting educators for substitute pool
- Attended the Early Years to Early Grades P-3 Alignment Conference
- Attended the Foundations of Facilitation training for parenting educators at The Ford Family Foundation
- Four meetings with Lake County to discuss expansion of Douglas County Parenting Hub to include Lake County
- Four meetings with Klamath County leaders to discuss expansion of Douglas County Parenting Hub to include Klamath County
- Meeting with Family Connections to discuss workshop topic offerings and ways to increase interest and participation
- Meeting with facilitators to discuss operational strategies and ways to improve program delivery
- Two facilitators attended professional development training at the Oregon Parent Educators Conference
- Hosted Celebration Dinner/Parent Educator Network meeting to discuss plans for the year, network, and brainstorm ways in improve service delivery and internal systems

(Continued on page 3)

Progress Toward Goals (continued)

COMMUNITY CAPACITY

Goal: Build a stronger and more coordinated system for parenting education.
Objective: Leverage support from partners to increase community capacity for a more coordinated network of parenting education programs for parents of children birth to eight years.

- Grant support received from The Oregon Community Foundation Lilja Family Fund for $5,000 to fund parenting series in rural communities
- Grant received from Cow Creek Umpqua Indian Foundation for $10,000 to fund parenting series in rural communities
- Grant proposal submitted to C. Giles Charitable Trust for $3,665
- Meeting with group of Winston area faith leaders on future collaboration on parenting programming for families in their faith organizations
- Meeting with Roseburg School District to discuss expanding series offerings within the district

Objective: Work with partners to increase supports and resources to improve the quality of life for families in our communities.

- Early Childhood Care and Education Conference committee planning meetings for 2014 conference entitled “Parents as Partners” and the 2015 conference entitled “Building Resiliency"
- Yoncalla Early Works retreat and regular meetings with partners to develop goals and planning to engage families in parenting classes, school readiness activities, and explore resources for more parent involvement
- South-Central Oregon Early Learning Hub Professional Advisory Committee meetings
- The Learning Child meetings
- Mercy UP2US Now Coalition and education committee meetings to develop recruitment strategies to increase enrollment in parenting classes.
- Planning meetings with It's All Relative Support Group to discuss ways to offer support for non-traditional families
- Presentation to the American Association of University Women group to inform members about the Parenting Hub
- Meeting with Roseburg P3 (prenatal to third grade) alignment team to discuss how parenting education series can be implemented as part of the P3 alignment process

(Continued on page 4)

Douglas County Early Childhood Planning Coalition

Challenges

Transitions in core staff

Articulating the alignment and overlap between the Early Learning Hub and OPEC Hub

Parent Satisfaction

Parent Education Series

98% of parents reported that the class was somewhat or very helpful

95% of parents reported that they would recommend the class to others

Parent Workshops

96% of parents reported that the workshop was somewhat or very helpful

96% of parents reported that they would use the information from the workshop

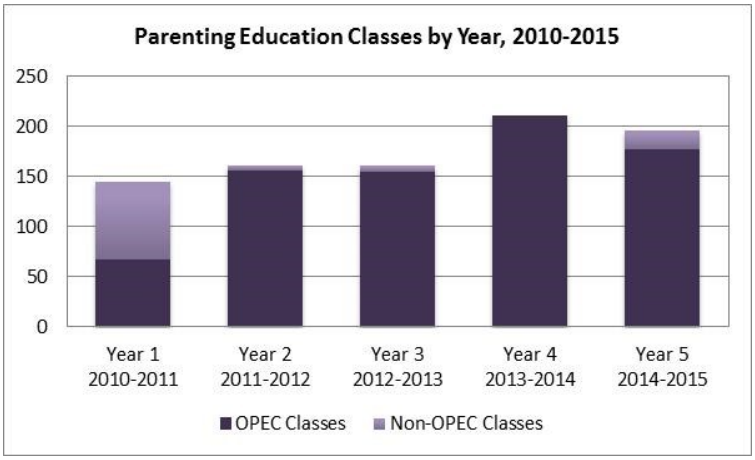
Progress Toward Goals (continued)

PARENTING EDUCATION

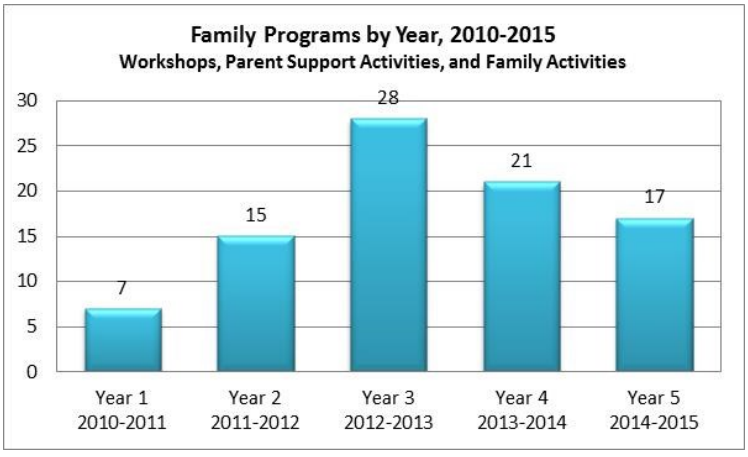
Goal: Expand access to proven parent education programs for underserved populations and in communities where access has been limited.
Objective: Expand depth and range of programming to meet the needs of the community through a variety of service delivery methods.

- Six series for universal parents of children age 0-9 years
- Three series for teen parents of children age 0-9 years
- Two series for grandparents raising grandchildren age 0-9 years
- One series for Spanish-speaking parents of children age 0-9 years
- Fourteen workshops for universal parents and providers
- Three family fun events
- Ongoing development to incorporate early learning information on website, Facebook page, and during programming

Parenting Classes



Family Programs



Capacity Overview

Activity	Description	2014-2015 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	0	16
	Non-OPEC Facilitators Trained	5	19
Funds Leveraged	Funds Leveraged	$26,824	$114,522
	In-Kind Leveraged	$46,655	$330,356
	Total Leveraged	$73,479	$444,878
Advisory Meetings	Advisory Board Meetings	3	21
Programs With Schools	Programs in Collaboration with Schools	143	759

Lessons Learned

Your audience knows what they want, you just have to learn to listen. In meeting with community partners, many people had ideas on ways to improve our service to parents, but they weren't the only ones—families have also given valuable input this year.

Change isn't necessarily a bad thing. After two employees moved on from their positions early in the programming year, their positions were merged, and another person stepped into the role. This has allowed us to reestablish existing relationships, as well as form new partnerships. The personnel change has also brought an influx of new ideas and opened the door to more opportunities.

Partnerships are paramount. As we continue to carve out our relationship with the South-Central Oregon Early Learning Hub, we receive significant in-kind contributions, as well as guidance and support. The Early Learning Hub is helping us find new opportunities, cement partnerships, and continue in our work.

Demographics

of Families Completing Evaluations for Parenting Series and Workshops

Number of Parents: 175
Number of Children: 300

Gender
13% Men
77% Women
10% Did not specify

Race/Ethnicity
78% White/Caucasian
1% Black/Afr. American
11% Hispanic/Latino
0% Asian/Pac. Islander
1% Native American
9% Other/Unspecified

Age
Age Range: **16-70**
Average Age: **38**

Parenting Style
55% With Partner
23% By Themselves
22% Did not specify

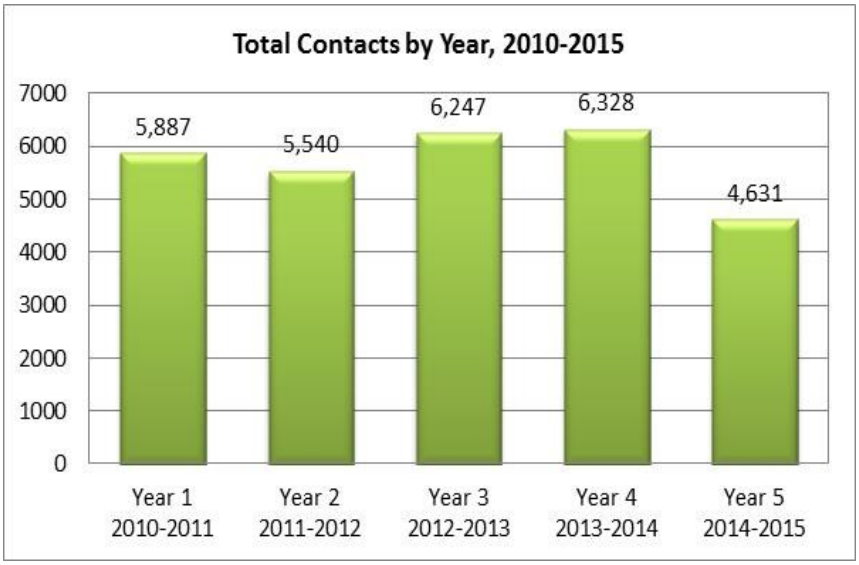
Children
Average Age: **6**
Age Range: **0-18**
Age 0-6 Years: **59%**
Children per Family: **2**

County
100% Douglas County

Plans for 2015-2016

- Build relationships and capacity over the course of the year with Lake and Klamath Counties to lay the groundwork for a coordinated parenting education system and improve readiness for our Parenting Hub expansion in 2016-2017 to span the South-Central Oregon Early Learning Hub region.
- Restructure and develop an Advisory Board that reflects the people and partners we serve.
- Create new name and branding for the Parenting Hub.
- Recruit champions from the business community to reach fundraising and community awareness goals and help identify employers willing to host programming at the workplace.
- Twelve 10-week parenting education series for universal parents with expansion to Glendale.
- One 10-week parenting education series for Spanish-speaking parents.
- One 8-week series for grandparents raising grandchildren.
- Fifteen 2-hour workshops on various topics, including child development, social-emotional competency, and school readiness.
- Four Family fun events.

Total Contacts



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

Improved Parent and Child Skills

The retrospective *t*-test design revealed **significant improvement in parenting skills across all items**.

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.1	4.8***
Show my child(ren) love and affection frequently	4.7	5.3***
Listen to my child(ren) to understand their feelings	3.8	5.0***
Help my child(ren) feel good about themselves	4.2	5.3***
Set and stick to reasonable limits and rules	3.7	4.9***
Know fun activities to help my child(ren) learn	3.7	4.8***
Find positive ways to guide and discipline my child(ren)	3.6	5.0***
Play with my child(ren) frequently	4.2	5.0***
Protect my child(ren) from unsafe conditions	4.7	5.5***
Talk with other parents to share experiences	3.3	4.4***
Deal with the day-to-day stresses of parenting	3.4	4.7***
Understand my goals and values as a parent	4.2	5.3***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 66$.

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes and other activities. The retrospective *t*-test design revealed **significant improvement in child skills across all items**.

Child Skills	Before Participation	After Participation
Shows concern for others	3.5	4.3***
Willing to follow limits and rules	2.8	3.9***
Gets along with others	3.8	4.5***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 66$.

Quotes from program participants

"I think I am more aware and connected with my children. I feel that we communicate better and have less breakdowns."

"I am willing to listen more to my child."

"I can control myself better and stay calm."

"I have become more patient realizing my expectations of my children were too high for their ages."

"I understand better on how to deal with tantrums and why they happen."

"I am more patient and understanding of how my child feels."

LaneKids

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LaneKids, Lane County's Parenting Education Hub, is a network of parenting education providers and stakeholders convened by United Way of Lane County to strengthen and coordinate our community's parenting education system. LaneKids is committed to improving access to an array of evidence-based parenting education opportunities and activities for all families.

www.lanekids.org

THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

Programming Overview

Activity	Description	2014-2015 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	8	29
	Parenting Classes	91	300
	Parents Attended	70	246
	Parents Attended 70% or More	60	208
	Children/Youth Attended	64	202
	Contact Opportunities (parents & youth)	1,530	4,756
Non-OPEC Parenting Education Series	Parenting Series Completed	32	111
	Parenting Classes	396	1377
	Parents Attended	369	1252
	Parents Attended 70% or More	362	1190
	Children/Youth Attended	299	876
	Contact Opportunities (parents & youth)	8,725	25,853
Parent Workshops	Number of Workshops	6	27
	Parents Attended	205	497
	Children/Youth Attended	100	386
Parent Support Activities	Number of Sessions	310	570
	Parents Attended	2,991	3,205
	Children/Youth Attended	3,407	3,626
Home Visits	Number of Home Visits	2,745	8,114
	Total New Families	68	347
	Total New Children/Youth	68	341
Family Activities	Number of Activities	25	47
	People Attended	3,363	5,391

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

Strengths

Organizational support of United Way of Lane County

Engaged steering committee

Involved community partners with a history of successful implementation of parenting education

Emphasis of intentional and planned integration across multiple local initiatives

Use of evidence-based curricula with trained facilitators

Robust website and use of social media to engage parents

Braiding, blending, and bundling of funds

Progress Toward Goals

ORGANIZATIONAL CAPACITY

Goal: Increase in use of LaneKids informational products by parents and by providers.
We have seen a dramatic increase in visits to our web page for parenting information and local family events/opportunities, as well as to our Facebook page. Our Facebook site has a record number of engagement from parents as seen through post clicks and likes/ comments, showing that parents are reading and sharing important positive parenting information produced by and shared by LaneKids (reached our highest organic reach of 2,749 people on one post). This also moves us towards our logic model goal of building parents informal support systems and networks. We have also coupled LaneKids marketing efforts with 211info and 211 Family.

We also have plans for a newsletter to go out that will further increase parent engagement with the website and make it easier to access our most current parenting information.

Goal: Create diversified, stable funding streams.
We continue to develop diverse and stable funding streams to support the work of LaneKids. This quarter, Trillium Community Health Plan, our local Coordinated Care Organization, awarded Lane County Public Health a $550,000 grant, which includes $35,000 to implement evidence-based parenting education series across Lane County, and $15,000 for curricula training and materials. These funds will be administered by LaneKids through the same process we use to allocate OPEC funds. This grant also provides $164,000 for the implementation of the *Triple P Parenting* program, which will likely be accessed by parents through the LaneKids website.

Goal: Increase in requests for and numbers attending parenting education activities
As part of our Year 5 Reapplication process we put out an Request for Proposals for OPEC-funded parenting education series and received a record number of requests in both the number and amount of requests. While the total amount requested was not much higher, more organizations applied for smaller amount of funds.

Goal: Children are prepared for success in school.
The Early Learning Alliance hosted Kindergarten Transition Focus Groups to meet with parents and better understand their experience with the recent Kindergarten transition. Parents gave specific suggestions for what would have better prepared them and their children, as well as what resources would be most helpful. A report was written to reflect the findings and both LaneKids and the ELA will use the information to assess how it can better support families in preparing their children for school.

Goal: Increase in leveraged resources and stable funding systems.
We recently received a $50,000 contract with Lane County's Public Health Prevention Program (with funding from Trillium) to administer parenting education series and trainings. This will augment what LaneKids is already offering in terms of trainings and series. We are also in the process of developing a proposal to administer three levels of *Triple P* locally, including using LaneKids social media to direct parents to online access to the program through the LaneKids website.

Goal: Increase in community awareness of LaneKids and commitment to parenting education.
With our new staffing structure, we have been able to have a LaneKids presence at an unprecedented number of community events this spring and summer.

(Continued on page 3)

Progress Toward Goals (continued)

COMMUNITY CAPACITY

Goal: Increase in community awareness of LaneKids and commitment to parenting education.
We believe it has now become a habit of many various community agencies, organizations, businesses, and programs to submit their parent, child, and family events or classes to our LaneKids activity calendar each month. We also have developed a good system for reviewing, updating, and adding these events within support staff at United Way. We also have agencies reaching out to us via the LaneKids email to discuss further collaboration, cross-promotion, etc.

When asking partners and community members if they are familiar with LaneKids, we are hearing more and more that they have heard of LaneKids.org, and some express that they use the site or visit social media frequently. At our most recent family fun event we saw that LaneKids is gaining recognition among both community members and community agencies.

Goal: Increase in collaborations and linkages between community, schools, and agencies.
Because the education team at United Way has several projects in motion around early literacy and parent education, we have been successful at braiding resources available to our partners and connecting partners with one another to increase availability of resources to the community. For instance, we have seen that FRCs who are partnered with us to do parent education series are able to advertise for parent education by speaking with the families who are participating in their *Raising A Reader* program, a program that our AmeriCorps VISTA has been coordinating throughout this past year.

We also held a series of two Family Resource Center (FRC) planning sessions where we connected currently operating Family Resource Centers, some with whom we are partnered with to facilitate parenting education series, with school districts that are interested in developing an FRC and incorporating parenting education.

PARENTING EDUCATION

Goal: Provide/support parenting education based on evidence-based, culturally appropriate curricula.
Supporting evidence-based, culturally appropriate parenting education is an ongoing priority for LaneKids. The community-based collaborative parenting education efforts continue to be successful and are growing by the year.

We are in the process of contracting with the Springfield Native American Youth and Family Center for a piece of their staff time to address cultural relevancy of programs and materials, and to increase capacity for outreach to the Native American community. We also continue to strengthen our partnership and are contracting with the National Association for the Advancement of Colored People (NAACP) to address these items within the African American community.

Goal: Market parenting education to all appropriate populations.
United Way is also establishing strategic partnerships with the local chapter of the NAACP and other partners who are interested in leveraging the LaneKids website and calendar and providing consultation, outreach, and connection to resources. This group of equity stakeholders is interested in helping to review practices and programming (ranging from outreach processes and materials to curricula) to ensure cultural relevancy and that we're reaching our target populations in ways that are meaningful and relevant.

(Continued on page 4)

Challenges

Staff transitions

Balancing the demands of rapid integration across multiple systems while maintaining and expanding parenting education initiative

Monitoring and support of mini-grant sites

Lack of follow through by some partners of mini-grant recipients

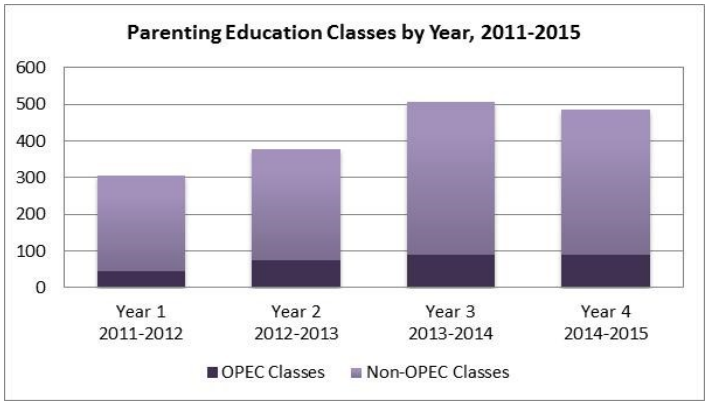
Parent Satisfaction

Parent Education Series

95% of parents reported that the class was somewhat or very helpful

94% of parents reported that they would recommend the class to others

Parenting Classes



Progress Toward Goals (continued)

Goal: Provide, develop, and support family activities and events infused with positive parenting information.
LaneKids continues to partner to provide, develop, and support family activities and events infused with positive parenting information.

Goal: Agencies and programs collaborate to coordinate and leverage parenting education programming and activities.
Through our Year 5 Mini-Grant Request for Proposals process, we were able to see that more agencies applied for smaller amounts of funds than in previous rounds. This indicates that more collaborations and in-kind dollars are being used by the agencies to support the series, and that they needed less support from LaneKids than they have in the past. Also, through our coordination challenges, new partnerships and collaborations have been sparked, which we believe will help organizations be better supported throughout their series in the future. Some partner organizations are trading off between which one serves as the lead agency for the funding proposal and series coordination.

Goal: Increase in children entering kindergarten with age appropriate pre-literacy skills.
LaneKids continues to advocate for and operate in partnership with several early learning/early literacy efforts, including: Raising A Reader, Every Child Ready to Read, Little Free Libraries, Summer Reading Spots, KITS, SEEDS, Family Resource Centers, etc.

This thriving network of early learning programs that LaneKids is included in is ever-expanding the reach that LaneKids has within the Lane County community and supporting our goal to increase the number of children that are entering kindergarten with age appropriate pre-literacy skills.

Goal: Increase in use of LaneKids informational products by parents and by providers.
We have seen a dramatic increase in the number of local activities listed on the LaneKids calendar. When we began, we had a few activities per day (largely in the Eugene/ Springfield area) and now we have a minimum of about a dozen and more than 40 events listed on any given day, with broad representation from across the county.

Lessons Learned

When we started Year 4, we had just come to contract with our Early Learning Hub and were eager to braid and leverage efforts where possible. We think we have been successful in laying the foundation for this and are looking forward to strategically and thoughtfully identifying future opportunities to continue doing so.

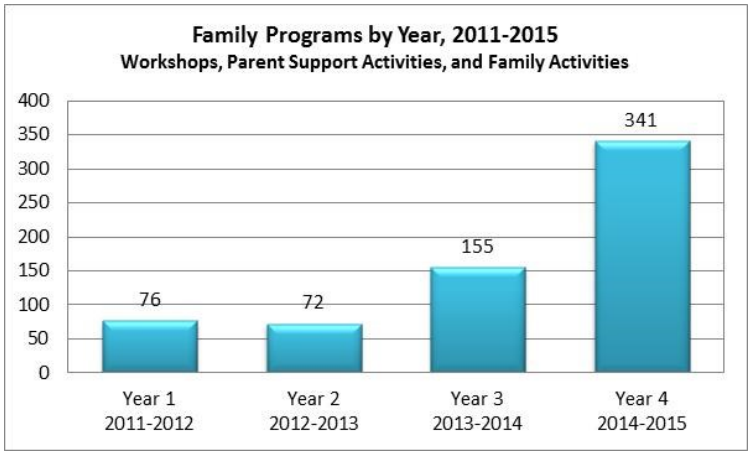
Cross-training and increasing staff collaboration across all education efforts has also positively impacted our work and allowed us to effectively weather key staffing transitions.

We also learned that as we braid and blend funds, it is essential to not only have clear and consistent internal processes, but to also provide a lot of technical assistance to our partners to ensure they have strong internal processes of their own. We found that it quickly became confusing for partners to respond to different reporting requests (OPEC, early literacy, Early Learning Hub, etc.) and to track/differentiate between the many small, very similar grants they received. We are building much more up-front technical assistance into our funding processes going forward.

Capacity Overview

Activity	Description	2014-2015 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	1	26
	Non-OPEC Facilitators Trained	7	24
Funds Leveraged	Funds Leveraged	$59,696	$76,691
	In-Kind Leveraged	$26,372	$86,970
	Total Leveraged	$86,068	$163,661
Advisory Meetings	Advisory Board Meetings	9	36
Programs With Schools	Programs in Collaboration with Schools	96	501

Family Programs



Demographics

of Families Completing Evaluations for Parenting Series

Number of Parents: 344
Number of Children: 429

Gender
35% Men
60% Women
5% Did not specify

Race/Ethnicity
75% White/Caucasian
1% Black/Afr. American
11% Hispanic/Latino
2% Asian/Pac. Islander
2% Native American
9% Other/Unspecified

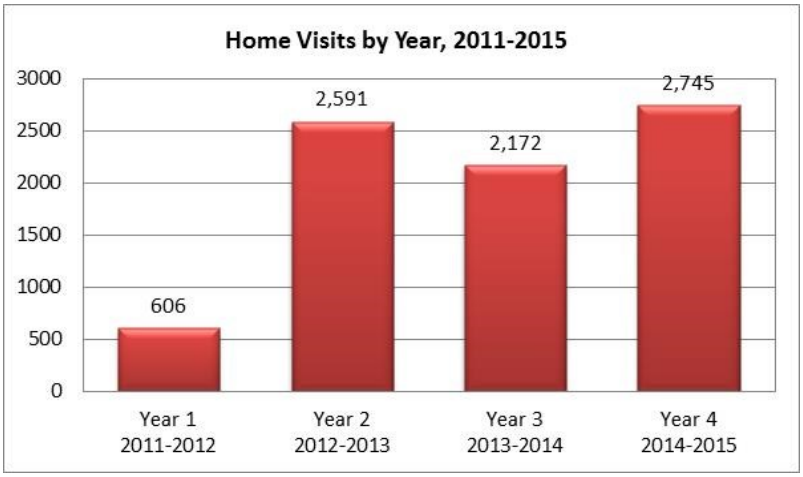
Age
Age Range: **15-67**
Average Age: **32**

Parenting Style
84% With Partner
12% By Themselves
4% Did not specify

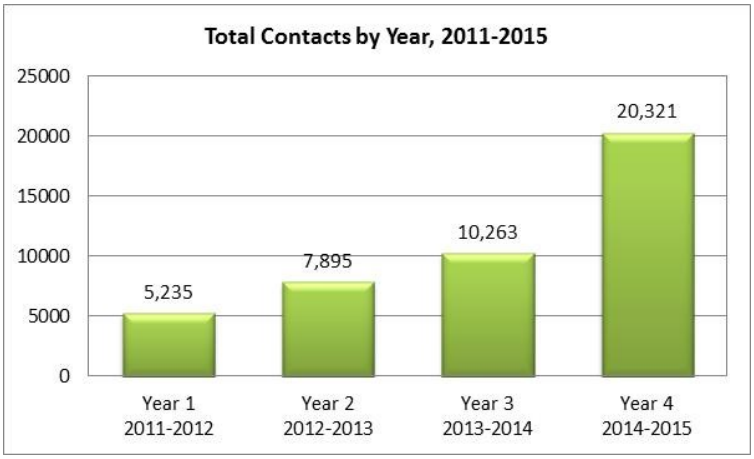
Children
Average Age: **3**
Age Range: **0-18**
Age 0-6 Years: **86%**
Children per Family: **1**

County
100% Lane County

Home Visits



Total Contacts



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

Plans for 2015-2016

We will continue to seek ways to leverage funding and build sustainability, while also building capacity of our community partners.

More specifically, we will continue to conduct our mini-grant process to award parenting education funds and will implement the activities outlined in the contract received from Lane County and hopefully implement components of *Triple P Positive Parenting Program* (if awarded).

Our new website will launch and we'll continue our social media efforts. We are also building a "for professionals" section of the site (linked to the earlylearningalliance.org website) that will mirror the LaneKids calendar, but instead of family activities, will list all community meetings, parenting education trainings, P-3 professional development opportunities, and other related events or activities.

Improved Parent and Child Skills

The retrospective *t*-test design revealed **significant improvement in parenting skills across most items**.

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.0	4.8***
Show my child(ren) love and affection frequently	5.1	5.6***
Listen to my child(ren) to understand their feelings	3.9	5.1***
Help my child(ren) feel good about themselves	4.3	5.3***
Set and stick to reasonable limits and rules	3.2	4.4***
Know fun activities to help my child(ren) learn	3.4	5.0***
Find positive ways to guide and discipline my child(ren)	3.4	4.7***
Play with my child(ren) frequently	4.4	5.3***
Protect my child(ren) from unsafe conditions	4.8	5.4***
Talk with other parents to share experiences	3.0	5.0***
Deal with the day-to-day stresses of parenting	3.3	4.8***
Understand my goals and values as a parent	3.7	5.1***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 353$.

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes and other activities. The retrospective *t*-test design revealed **significant improvement in child skills across all items**.

Child Skills	Before Participation	After Participation
Shows concern for others	2.4	3.1***
Willing to follow limits and rules	2.1	2.9***
Gets along with others	2.8	3.5***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 353$.

Quotes from program participants

"Our household is a lot more peaceful because I am."

"[My daughter] feels more confident because I'm more confident."

"I'm more flexible, less stressed, and feel more confident in my parenting."

"I became more knowledgeable about how to be respectful to my children and learned strategies on how to redirect his attention in a positive way."

"[The class] made me realize how important it is to stop, breathe, and relax."

COASTAL FAMILIES TOGETHER

SERVING LINCOLN COUNTY

Julie Buck
Interim Director
Phone: 541-265-0438
jbuck@co.lincoln.or.us

Host Organization:
Lincoln Co. Commission on Children & Families
210 SW 2nd Street
Newport, OR 97365
541-265-0438

Website:
www.coastalfamiliestogether.com

Mission:
Coastal Families Together mission is strengthening families by providing parenting education, information and resources in our coastal communities.

THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

Programming Overview

Activity	Description	2014-2015 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	8	35
	Parenting Classes	79	397
	Parents Attended	88	308
	Parents Attended 70% or More	74	276
	Children/Youth Attended	84	288
	Contact Opportunities (parents & youth)	1,860	6,975
Non-OPEC Parenting Education Series	Parenting Series Completed	12	32
	Parenting Classes	143	392
	Parents Attended	190	447
	Parents Attended 70% or More	159	373
	Children/Youth Attended	61	212
	Contact Opportunities (parents & youth)	3,306	8,402
Parent Workshops	Number of Workshops	9	33
	Parents Attended	95	545
	Children/Youth Attended	88	1,064
Parent Support Activities	Number of Sessions	77	263
	Parents Attended	136	466
	Children/Youth Attended	163	478
Home Visits	Number of Home Visits	0	2,067
	Total New Families	0	98
	Total New Children/Youth	0	99
Family Activities	Number of Activities	3	27
	People Attended	97	1,523

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

Strengths

Utilization of evidence-based curricula

Retention and support of facilitators

Programs serving a diversity of parents

Progress Toward Goals

ORGANIZATIONAL CAPACITY

Goal: Increase capacity to offer parent education programs.

In partnership with the County Jail Program, we have received a second $15,000 grant to offer a more intensive parenting program in the jail and upon release.

We have secured three new organizational partners that will be offering parenting classes at their sites, along with providing space, meals, and materials in-kind.

Our newly developed partnerships with Crestview Elementary and Oceana Family Literacy Center have been highly successful. Oceana Family Literacy Center provides the dinner and the children's educator in-kind for their site.

Our partnership with Lincoln County School District continues to grow and strengthen and we are working towards offering a Parent Resource Fair, presentations to child care centers by kindergarten teachers, and additional school readiness workshops together throughout Lincoln County.

With the recent training of three of our facilitators, we were able to offer Strengthening Families series during the fourth quarter.

COMMUNITY CAPACITY

Goal: Engage partners and community to promote positive parenting education perceptions.

In partnership with many civic organizations, including United Way, Rotary, Altrusa, Lincoln County Foundation, Oceana Family Literacy Center, Lincoln County School District, Optimist Club, Family Promise, Seashore Family Literacy Center, Children's Advocacy Center, OSU Extension Services, Child Care Resource and Referral, Health and Human Services Family Nurse partnership, and Healthy Families Home Visiting staff, we have improved the perception of parenting education and have more partners working towards promoting parenting classes throughout the county. Collectively we are reaching out to promote the positive impact of parent education, working towards sharing funding and resources, and offering expanded quality parenting support and classes.

(Continued on page 3)

Progress Toward Goals (continued)

PARENTING EDUCATION

Goal: To expand access to proven parent education programs and parent education professional training in Oregon communities where access has been limited.

We have expanded our Play and Learn and LIFT classes to meet the demand.

Our Coastal Families Together (CFT) Program Coordinator has joined the Oregon Parent Education Network (OrPEN) in efforts to help expand professional development opportunities for parent facilitators. CFT was also excited to train additional parent facilitators in January 2015, including a trainer that will be offering parenting classes to prenatal mothers and an additional trainer with an extensive background in early childhood development. Both of these trainers hold PhD degrees and are highly qualified in their fields.

We have trained three facilitators in the Strengthening Families curriculum and had many of our facilitators attend the Oregon Parenting Educators Conference in May! We look forward to training additional facilitators in the *Darkness to Light* curriculum and expanding trainings for parents, caregivers, community members, and the business community in child abuse prevention.

Capacity Overview

Activity	Description	2014-2015 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	6	45
	Non-OPEC Facilitators Trained	0	11
Funds Leveraged	Funds Leveraged	$122,342	$234,871
	In-Kind Leveraged	$0	$61,629
	Total Leveraged	$122,342	$296,500
Advisory Meetings	Advisory Board Meetings	11	42
Programs With Schools	Programs in Collaboration with Schools	132	633

Challenges

Insufficient staffing to meet the demand of the oversight and implementation of program

Lack of organizational infrastructure to support initiative

Dissolution of geographic Champion Hubs approach

Strained relationships with community partners as a result of the planning process for the Early Learning Hub

Insufficient membership and functioning of the advisory council

Parent Satisfaction

Parent Education Series

93% of parents reported that the class was somewhat or very helpful

93% of parents reported that they would recommend the class to others

Parent Workshops

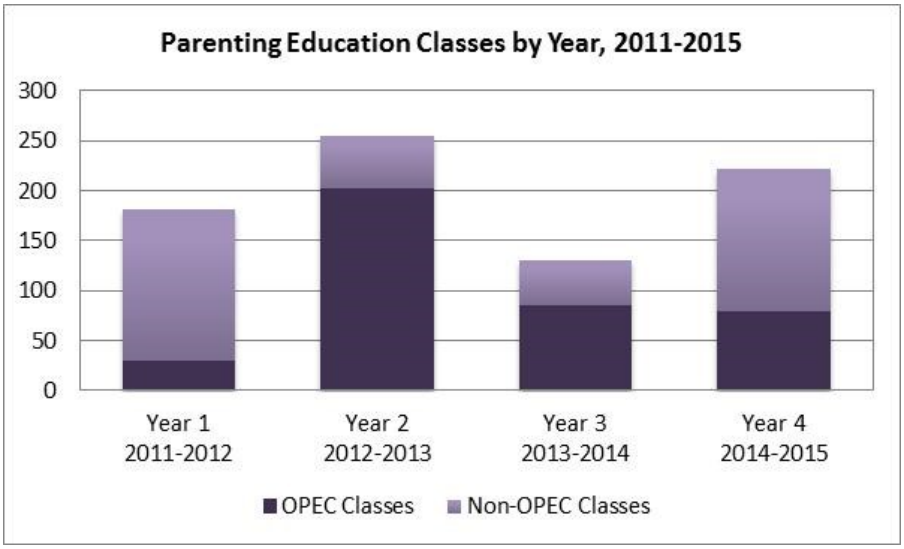
88% of parents reported that the workshop was somewhat or very helpful

100% of parents reported that they would use the information from the workshop

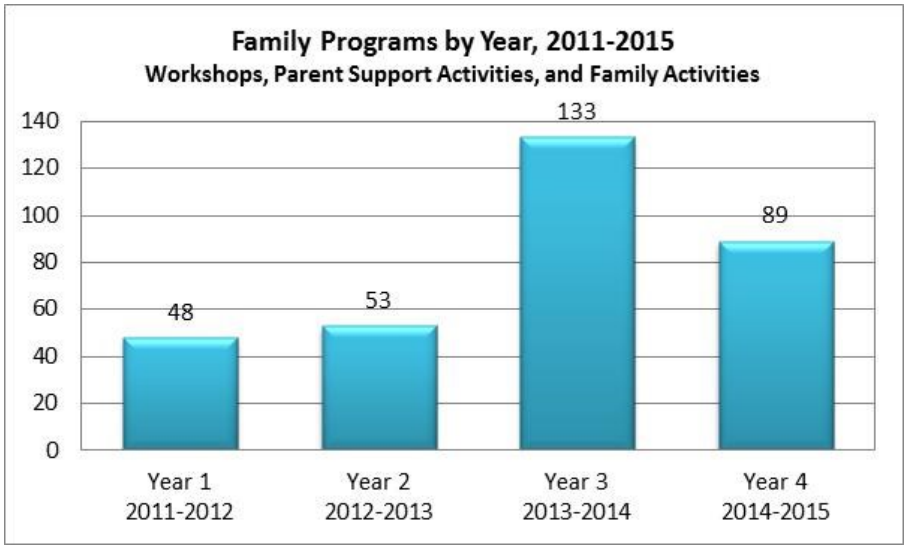
Lessons Learned

In order to provide an effective parent education program, you need strong consistent collaborative partnerships. Moving forward, local and Linn-Benton-Lincoln Early Learning Hub partners will need to work closely together to support parenting in Lincoln County.

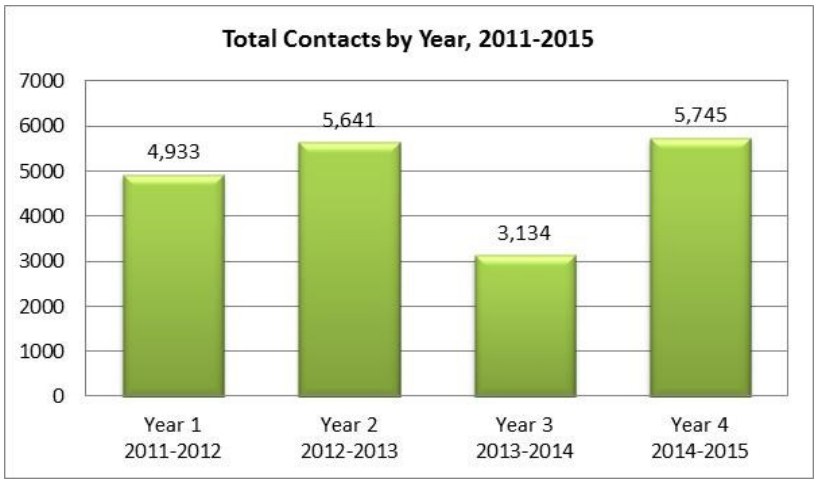
Parenting Classes



Family Programs



Total Contacts

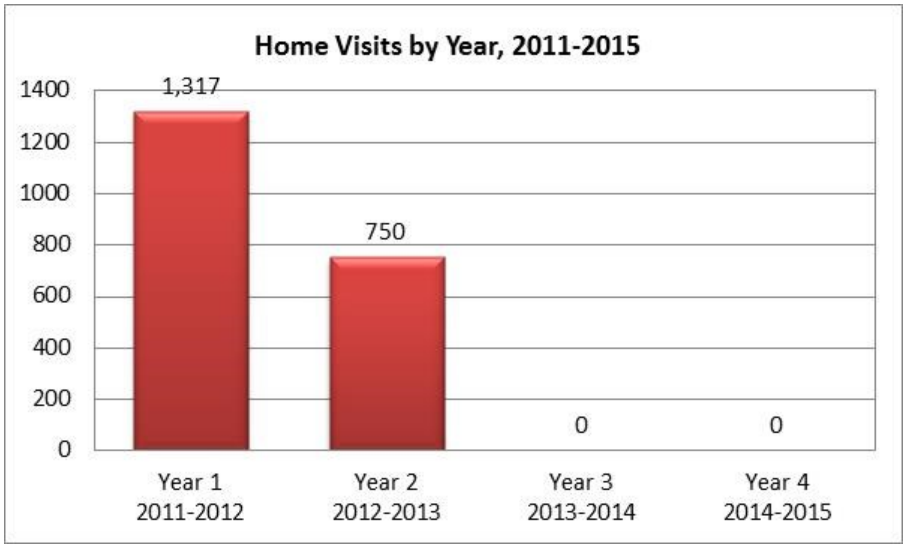


Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

Plans for 2015-2016

Work towards building collaborative partners and a new program alignment for parent education in Lincoln County. Convene all partners and work collectively to decide on the best alignment, coordination, and sustainability plan for parenting education.

Home Visits



Demographics

of Families Completing Evaluations for Parenting Series and Workshops

Number of Parents: 94
Number of Children: 188

Gender
28% Men
63% Women
9% Did not specify

Race/Ethnicity
45% White/Caucasian
0% Black/Afr. American
43% Hispanic/Latino
2% Asian/Pac. Islander
5% Native American
5% Other/Unspecified

Age
Age Range: **22-60**
Average Age: **33**

Parenting Style
71% With Partner
24% By Themselves
5% Did not specify

Children
Average Age: **5**
Age Range: **0-18**
Age 0-6 Years: **71%**
Children per Family: **2**

County
100% Lincoln County

Improved Parent and Child Skills

The retrospective *t*-test design revealed **significant improvement in parenting skills across all items**.

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.5	4.8***
Show my child(ren) love and affection frequently	4.7	5.4***
Listen to my child(ren) to understand their feelings	4.1	5.2***
Help my child(ren) feel good about themselves	4.2	5.2***
Set and stick to reasonable limits and rules	3.5	4.8***
Know fun activities to help my child(ren) learn	3.8	5.1***
Find positive ways to guide and discipline my child(ren)	3.6	5.0***
Play with my child(ren) frequently	3.8	5.0***
Protect my child(ren) from unsafe conditions	4.8	5.5***
Talk with other parents to share experiences	3.8	5.0***
Deal with the day-to-day stresses of parenting	3.6	4.8***
Understand my goals and values as a parent	3.9	4.9***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 80$.

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes and other activities. The retrospective *t*-test design revealed **significant improvement in child skills across all items**.

Child Skills	Before Participation	After Participation
Shows concern for others	3.3	4.7***
Willing to follow limits and rules	3.0	4.3***
Gets along with others	3.5	4.7***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 80$.

COASTAL FAMILIES TOGETHER

Quotes from program participants

" My children are responding to me and each other more positively."

"[My children] are happier as I understand my role as a nurturer better."

"I have had more patience with my kids when they misbehave."

"It helped me be much more patient and to understand [my son's] needs."

"I pay more attention to my children."

Parenting Success Network
Serving Linn and Benton Counties

Cyrel Gable
Parenting Education Coordinator
cyrel.gable@linnbenton.edu

Linn-Benton Community College
6500 Pacific Blvd SW
Albany, Oregon 97321
Phone: 541.917.4909
Fax: 541.917.4325

Website:
www.parentingsuccessnetwork.org

For almost 40 years the Linn-Benton Community College Parenting Education Department has provided parenting education and training for parenting educators. Building upon its role as catalyst and collaborator, the Department now serves as the coordinator of the Parenting Success Network, the OPEC Hub project, for Linn and Benton counties. The project seeks to expand and improve parenting education opportunities through coordinating parenting education services and increasing the use of best practices, while also facilitating parents' access to resources through media promotion and a centralized contact point.

THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

Programming Overview

Activity	Description	2014-2015 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	10	36
	Parenting Classes	87	316
	Parents Attended	70	235
	Parents Attended 70% or More	62	208
	Children/Youth Attended	72	231
	Contact Opportunities (parents & youth)	1,247	4,128
Non-OPEC Parenting Education Series	Parenting Series Completed	75	410
	Parenting Classes	788	3,739
	Parents Attended	585	3,548
	Parents Attended 70% or More	571	3,523
	Children/Youth Attended	601	3,365
	Contact Opportunities (parents & youth)	13,126	63,718
Parent Workshops	Number of Workshops	9	45
	Parents Attended	349	941
	Children/Youth Attended	55	336
Parent Support Activities	Number of Sessions	11	39
	Parents Attended	18	53
	Children/Youth Attended	5	19
Home Visits	Number of Home Visits	365	901
	Total New Families	54	212
	Total New Children/Youth	92	376
Family Activities	Number of Activities	4	27
	People Attended	937	4,869

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

Strengths

History of successful implementation of parenting education programs

Infrastructure and support of Linn-Benton Community College

Utilization of evidence-based curricula with trained facilitators

Use of website, social media, and other strategies to create awareness for Parenting Success Network

Ongoing training and support for parenting education facilitators

Progress Toward Goals

During the June, July, and September meetings, the Strategic Planning Committee reviewed and revised our Strategic Plan. Though we have not made substantive changes to our goals or strategies, we have reorganized our plan and changed the way some ideas are expressed. In the past we articulated only two goals and our strategies were not grouped according to Programming, Organizational Capacity, and Community Coordination & Collaboration. We now represent our work with these three goals:

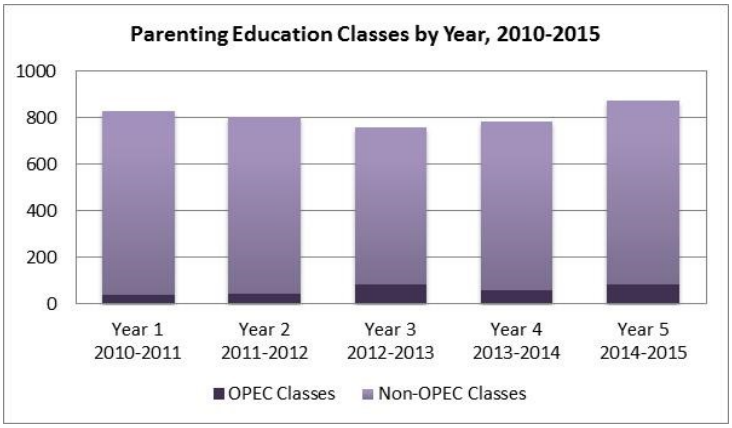
- Improve parenting education in Linn and Benton Counties.
- Build and sustain a coordinated system of parenting education.
- Change cultural norms: promote positive parenting practices and normalize engagement in parenting education.

Improve parenting education in Linn and Benton counties.

- Purchased additional copies of *The Incredible Years* Basic and School Age curricula. This gives us enough copies that we can discontinue using older versions, share more easily with partner organizations, and all copies are English/Spanish capable.
- Began taking steps to upgrade child care at our classes. This had long been on the to-do list and was further encouraged by discussion at the fall OPEC conference. Purchased new wheeled child care supply boxes and stocked them with new toys, games, and first aid kits. Began writing child care handbook (policies and procedures) and activity book for Child Care Aides.
- Held 5th annual Parenting Educator Celebration, a half-day opportunity for home visiting and classroom-based parenting educators to come together to network, learn, and be honored for the important work they do. Attended by 18 parenting educators representing seven organizations. The celebration included networking activities, demonstration of activities based on using quotes about parenting, updates on Early Learning Hub and Parent Support Network (PSN), and a lecture by Oregon State University professor, Dr. Bridget Hatfield, on most effective ways to connect with parents using adult learning methods and intentional teaching strategies. Evaluations of the event were uniformly positive.
- Sent six parenting educators to curriculum trainings. Parent Support Network Committee considered earlier this year whether to bring a curriculum training here and determined that there were not enough people who would attend to make it worthwhile. Instead, we decided to use OPEC funds to support registration fees for Linn-Benton Community College and PSN partners' staffs to attend trainings nearby. Four went to *Nurturing Parenting* and two attended *Abriendo Puertas*. Individuals trained signed Memorandum of Understanding agreeing to teach the curriculum at least twice during the next two years, either for clients at their agency or to the general public.
- Began planning next year's facilitator coaching program. Our new "Best Practices Coaching" program will require LBCC class facilitators to be observed by and meet with a peer mentor once a year. Committee to develop process has convened once.
- One facilitator trained in *Make Parenting a Pleasure*.

(continued on page 4)

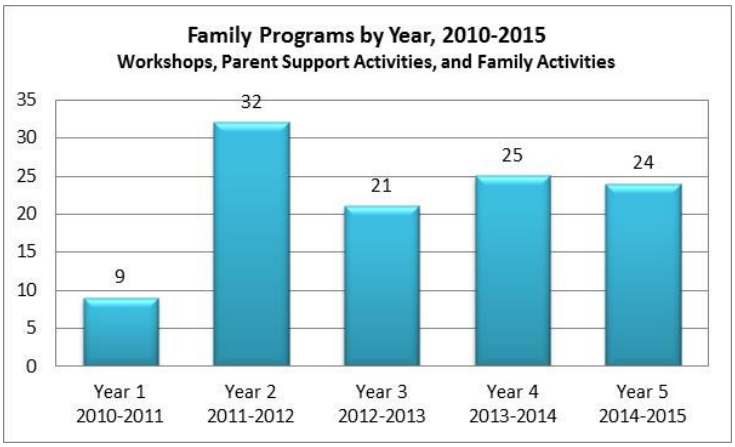
Parenting Classes



Capacity Overview

Activity	Description	2014-2015 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	6	74
	Non-OPEC Facilitators Trained	0	76
Funds Leveraged	Funds Leveraged	$28,498	$218,818
	In-Kind Leveraged	$16,118	$90,693
	Total Leveraged	$44,616	$309,511
Advisory Meetings	Advisory Board Meetings	20	120
Programs With Schools	Programs in Collaboration with Schools	580	2,484

Family Programs



Challenges

Launching the facilitator mentoring program

Recruitment of parents to programs offered in the rural areas of the two counties

Consistent engagement of the school systems for program promotion and implementation

Progress Toward Goals (continued)

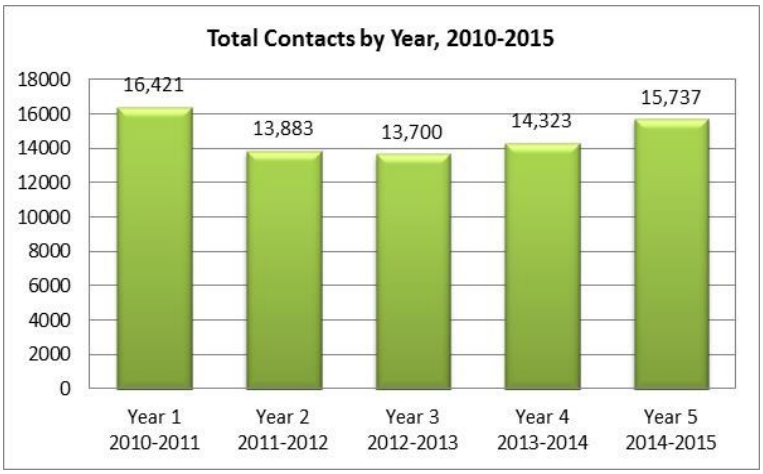
Build and sustain a coordinated system of parenting education.

- Reviewed and revised Strategic Plan.
- Representative from Linn Benton Lincoln Early Learning Hub has joined the Strategic Planning Committee. PSN Coordinator is attending EL Hub Early Childhood workgroup.
- Purchased library tracking software and in September announced to over 65 partners that our curriculum library and parenting education books are available for their use. Though partners have always been able to borrow our materials, we never advertised or promoted its availability before.
- A long-standing Benton County non-profit serving young parents, the Parent Enhancement Program, closed in December. We dedicated significant time at the December PSN Strategic Planning Committee meeting to discussing the gaps in services that would be created and brainstorming how those services might be covered by other organizations. Some areas were fairly easy and other areas will need continuing attention. Specifically, there is no single entity ensuring that all teen parents are identified and receive adequate support.
- We now use MailChimp to announce significant program developments to partners and sometimes a wider audience of professionals. This gives a wide array of organizations more timely updates on our work and helps keep Parenting Success Network programs and opportunities to collaborate top of mind.
- Announced opportunity to utilize Facilitator Mentoring Program to 47 partners in October.
- Distributed a Parent Support Network Progress Report to 182 partners and professionals in November.

Change cultural norms: promote positive parenting practices and normalize engagement in parenting education.

- This goal has always been especially important to the PSN Strategic Planning Committee. The group sees the Hub organization as more able to devote resources toward media campaigns for the purpose of extending our message to a larger audience and effecting social change. With our capacity enhanced by significant budget carry-over this year and in response to ideas raised at the fall OPEC conference, we:
- For the first time, ran an ad at a local movie theater for the month of October; projected reach 1,500.
- Added an ad slide which rotates through digital display boards near LBCC main campus and Benton Center registration desks.
- Began our first television ad campaign. Worked with VividMedia to adapt one of the previously produced videos to a 30-second ad. Also created a Spanish translation of the ad. We will run the spot on 16 English cable channels and 1 Spanish channel from mid-December through mid-January and then again in the spring. We are also running the ad on Comcast/Xfinity's homepage and the Xfinity email sidebar.
- Increased the number of posts to our Facebook page to about one per day. Started scheduling posts for 8 PM, our time of highest user engagement.
- Changed the design of our website so access to the blog is more noticeable.
- Finished Fall bookmark project, distributing an additional 6,000 bookmarks to Pediatric offices.
- Became a sponsor of Text4baby. Have obtained posters, cards, and tear-pads for distribution to organizations in Linn and Benton counties. Have begun outreach to organizations and posting on Facebook. Added Text4baby web button to PSN website.
- Parent Support Network Committee member spoke to Kiwanis Club

Total Contacts



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

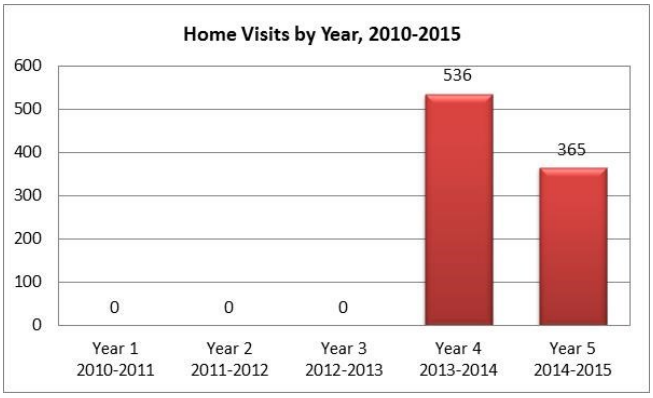
Lessons Learned

We learn this lesson over and over – we never have enough staff capacity to accomplish all the goals we set out to achieve.

A corollary to the above - don't allow yourself to drown in the details or all you have not accomplished - remember that beyond all the little details, we are providing excellent support and education to many parents.

We had very few people take advantage of the parenting educator mentoring program we set up for Linn-Benton Community College and partner staff. We also have debated the declining attendance at the annual Parenting Educator Celebration. For the mentoring program, though we tried to make it as attractive and non-threatening as possible, it still entails being vulnerable to an outsider, so fear may be one reason people chose not to take advantage of the opportunity. In addition, I think that for both the mentoring program and celebration event, we are facing challenges that plague attendance at our parenting classes too - that people lead very busy lives today with myriad opportunities competing for their attention.

Home Visits



Note: 2014-2015 is the second year the Linn-Benton Hub elected to report home visitation. Home visits were conducted by Linn-Benton Community College's Family Support and Connections and were not funded by OPEC.

Demographics

of Families Completing Evaluations for Parenting Series

Number of Parents: 104
Number of Children: 203

Gender
19% Men
74% Women
7% Did not specify

Race/Ethnicity
69% White/Caucasian
3% Black/Afr. American
9% Hispanic/Latino
1% Asian/Pac. Islander
4% Native American
14% Other/Unspecified

Age
Age Range: **21-58**
Average Age: **35**

Parenting Style
70% With Partner
24% By Themselves
6% Did not specify

Children
Average Age: **5**
Age Range: **1-17**
Age 0-6 Years: **70%**
Children per Family: **2**

County
55% Benton County
45% Linn County

Plans for 2015-2016

Programming

- We plan to operate 10-15 class series using OPEC funds, the exact number dependent on identified needs, negotiations with partners and how much financial support partners are able to contribute. We have budgeted funds for seven workshops.
- We expect a greater percentage of our classes to be Kindergarten Readiness series in collaboration with schools.
- Most OPEC funded classes will be enhanced as a result of receiving a two-year grant from CTFO. We will add promotion & recruitment visits by instructors to school staffs and parent gatherings. We will also be able to provide families in classes with dinners and gifts (children's books or toys) to increase class attractiveness and decrease barriers to attendance.
- Parenting Support Network looks forward to holding a major public speaking event in May, in conjunction with Parenting Education Week, and hopefully in collaboration with OSU's Parenting Educators Conference. We will again solicit sponsorships to support the expenses of this event.
- We will complete our Handbook for Childcare Aides by fall and will hold two in-service trainings during the year to improve skills and orient aides to new procedures.

Organizational Infrastructure

- Staffing will remain essentially the same as it has been since January of this year. The only change will be that we will use a short-term, temporary hire late summer/early fall to assist with setting up the system to provide dinners and incentives as a result of the CTFO grant. The part-time faculty that provided mentoring opportunities this past year will be expanded from two to three people and they will be busier because observation and consultation with LBCC facilitators will be required.
- We have budgeted $2,000 to support facilitator attendance at curriculum trainings (for partner organizations). We will hold the annual Parenting Educator Celebration (with some modifications to improve attendance) providing a topical speaker and recognition for all parenting educators in the region.
- The Strategic Planning Committee will continue as before, and it has become clear that the role of the Early Childhood Committee of the Commission on Children and Families as a Parenting Support Network (PSN) adjunct advisory group will not be replaced by any other existing group in our region. PSN staff will be active members of Early Learning Hub work groups in order to build collaboration and coordination, but these will not serve as advisory bodies to PSN per se.

Community Capacity

- We will continue current partnerships. The most important partnership growth opportunity is with our Early Learning Hub. Staff attend several workgroups and will be participating in the projects generated by those groups, such as developing better coordination of Family Resource Navigators.
- Parenting Support Network continues to place high importance on changing community norms. To this end we have again budgeted a substantial amount of money for a public awareness campaign. The committee is still debating whether this will be through ads in movie theaters or print ads in local publications.
- Our fall bookmark campaign, for which we designate a particular target audience, will be child care providers this year. We will work with our local Child Care Resource and Referral to deliver bookmarks to every home and institutional child care provider in Linn and Benton counties, asking them to distribute bookmarks to parents.

Improved Parent and Child Skills

The retrospective *t*-test design revealed **significant improvement in parenting skills across all items**.

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.5	4.8***
Show my child(ren) love and affection frequently	4.9	5.5***
Listen to my child(ren) to understand their feelings	3.9	5.3***
Help my child(ren) feel good about themselves	4.3	5.3***
Set and stick to reasonable limits and rules	3.4	4.8***
Know fun activities to help my child(ren) learn	3.8	5.0***
Find positive ways to guide and discipline my child(ren)	3.6	5.1***
Play with my child(ren) frequently	3.8	4.9***
Protect my child(ren) from unsafe conditions	5.1	5.6***
Talk with other parents to share experiences	3.5	5.0***
Deal with the day-to-day stresses of parenting	3.2	4.7***
Understand my goals and values as a parent	3.6	4.6***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 105$.

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes and other activities. The retrospective *t*-test design revealed **significant improvement in child skills across all items**.

Child Skills	Before Participation	After Participation
Shows concern for others	3.5	4.3***
Willing to follow limits and rules	3.1	4.3***
Gets along with others	3.7	4.6***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 105$.

Parenting Education Series

99% of parents reported that the class was somewhat or very helpful

99% of parents reported that they would recommend the class to others

Quotes from program participants

"I am a calmer, more confident parent."

"I have a better understanding of my child's behavior and how to set limits."

"Our family is stronger, happier, and thriving, not struggling."

"I feel I understand why my children behave the way they do. I also understand why the techniques I was using weren't working."

"My child is much happier with us now that we are spending more individual time directed by him."

"[My son's] behavior has improved tremendously. Even his teachers have noticed. Fewer meltdowns and bad choices, and fewer violent outbursts with me."

MARION COUNTY EARLY LEARNING, INC.

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Early Learning Hub, Inc.
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Suite 100
Salem, OR 97301

Website:
earlylearninghub.org

The mission of Early Learning, Inc. is to convene, collaborate, and catalyze action in our hub region to better align services and resources for children and families. As an OPEC Parenting Hub, we are building a strong system of parent education and supports so that parents, as their child's first teacher, are effective and children are safe.

OREGON PARENTING EDUCATION COLLABORATIVE

THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

Programming Overview

Activity	Description	2014-2015 Total
OPEC Parenting Education Series	Parenting Series Completed	6
	Parenting Classes	59
	Parents Attended	53
	Parents Attended 70% or More	33
	Children/Youth Attended	85
	Contact Opportunities (parents & youth)	1,350
Non-OPEC Parenting Education Series	Parenting Series Completed	6
	Parenting Classes	49
	Parents Attended	77
	Parents Attended 70% or More	63
	Children/Youth Attended	115
	Contact Opportunities (parents & youth)	1,620
Parent Workshops	Number of Workshops	7
	Parents Attended	442
	Children/Youth Attended	355
Parent Support Activities	Number of Sessions	53
	Parents Attended	164
	Children/Youth Attended	171
Family Activities	Number of Activities	14
	People Attended	4,313

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

Strengths

Building community capacity with facilitator trainings and community networks

Launching a community website with calendar, parenting tips, resources, and blog

Large pool of Spanish-speaking facilitators

Utilization of a Parent Advisory Committee

Mini-grants for evidence-based program delivery in elementary school and community sites

Diversified leveraged funding from Hub partners and early childhood P3 and Kindergarten Partnership and Innovation grants.

Progress Toward Goals

ORGANIZATIONAL CAPACITY

The Early Learning Hub (ELH) Board held a goal-setting retreat in December and focused on how to communicate effectively with many key audiences, including young families. ELH has developed the OPEC Strategic Plan; building these goals is integral to this work.

ELH deployed new trainers into school settings to serve more families in more communities than had been previously possible. Parent feedback was very supportive and many are asking what will be offered next and how soon.

COMMUNITY CAPACITY

The ELH parenting website has been launched and partners have been trained on how to add events to the calendar feature. ELH worked with the Early Learning Division and the Bezos Foundation to launch our first awareness campaign for the text-based app Vroom.

PARENTING EDUCATION

ELH expanded from supporting just one or two parenting series a term to supporting seven in the spring, including one that we played a significant role in the actual delivery. A total of twelve series were offered (6 OPEC funded and 6 non-OPEC funded). Classes also expanded from being available in just one community to being available in three communities.

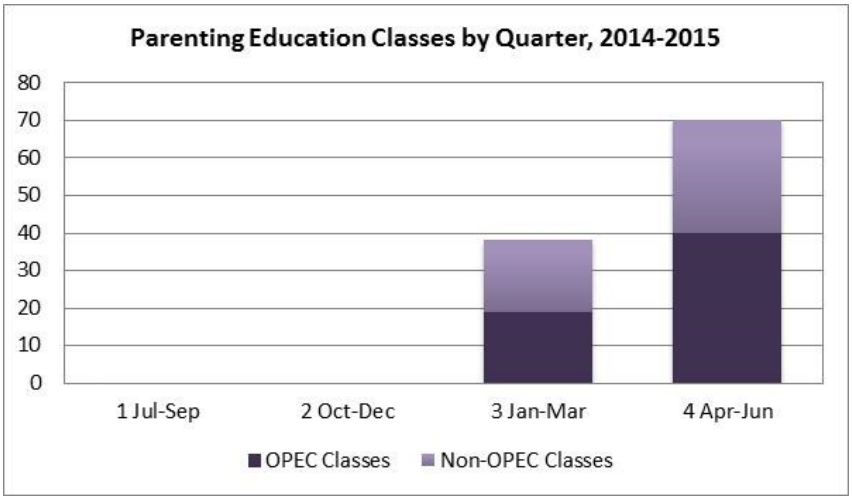
Lessons Learned

- Plan and adapt to meet community needs.
- Build capacity through partners.
- Be on the ground as much as possible; this is where you learn what is working and what needs to be modified.

Capacity Overview

Activity	Description	2014-2015 Total
Facilitators Trained In Curricula	OPEC Facilitators Trained Non-OPEC Facilitators Trained	33 6
Funds Leveraged	Funds Leveraged In-Kind Leveraged Total Leveraged	$540,000 $43,732 $583,732
Advisory Meetings	Advisory Board Meetings	7
Programs With Schools	Programs in Collaboration with Schools	109

Parenting Classes by Quarter



Parent Satisfaction

Parent Education Series

97% of parents reported that the class was somewhat or very helpful

100% of parents reported that they would recommend the class to others

Challenges

Scheduling classes and activities soon enough to avoid early fall planning crush

Launch of multiple initiatives in a short time span

Providing ongoing training and support for facilitators

Difficulty in finding facilities that are child friendly

Expanding evidence-based programs to universal populations and in rural areas

More effective recruitment and retention outreach

Demographics

of Families Completing Evaluations for Parenting Series

Number of Parents: 67
Number of Children: 175

Gender
16% Men
81% Women
3% Did not specify

Race/Ethnicity
12% White/Caucasian
3% Black/Afr. American
73% Hispanic/Latino
1% Asian/Pac. Islander
3% Native American
8% Other/Unspecified

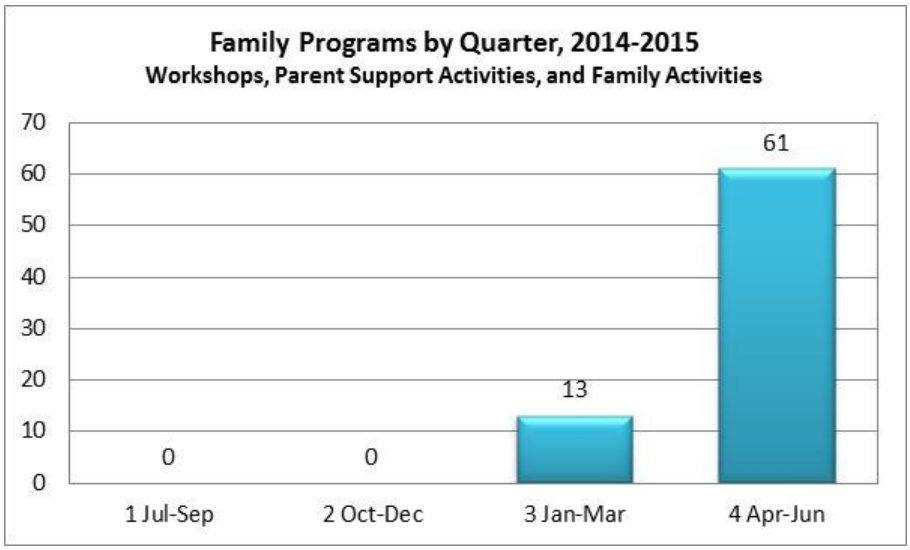
Age
Age Range: **17-60**
Average Age: **35**

Parenting Style
76% With Partner
20% By Themselves
4% Did not specify

Children
Average Age: **7**
Age Range: **0-18**
Age 0-6 Years: **51%**
Children per Family: **3**

County
100% Marion County

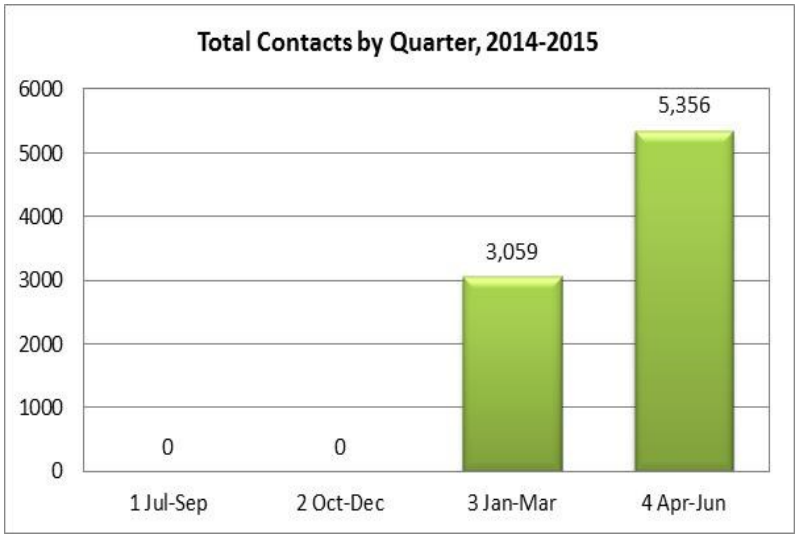
Family Programs by Quarter



Plans for 2015-2016

Move forward with the strategic plan in a fully integrated approach with other Early Learning Hub and community early learning services.

Total Contacts by Quarter



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

Improved Parent and Child Skills

The retrospective *t*-test design revealed **significant improvement in parenting skills across all items**.

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.1	4.9***
Show my child(ren) love and affection frequently	4.4	5.5***
Listen to my child(ren) to understand their feelings	3.6	5.1***
Help my child(ren) feel good about themselves	3.9	5.3***
Set and stick to reasonable limits and rules	3.6	5.1***
Know fun activities to help my child(ren) learn	4.1	5.3***
Find positive ways to guide and discipline my child(ren)	3.6	5.3***
Play with my child(ren) frequently	3.9	5.1***
Protect my child(ren) from unsafe conditions	4.9	5.7***
Talk with other parents to share experiences	3.4	4.9***
Deal with the day-to-day stresses of parenting	3.6	5.0***
Understand my goals and values as a parent	3.7	5.4***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 69$.

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes and other activities. The retrospective *t*-test design revealed **significant improvement in child skills across all items**.

Child Skills	Before Participation	After Participation
Shows concern for others	3.7	4.9***
Willing to follow limits and rules	3.0	4.6***
Gets along with others	3.9	5.2***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 69$.

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MARION & POLK EARLY LEARNING HUB

Quotes from program participants

"I talk more and yell less."

"I have learned how to understand [my children] when they don't know how to express their emotions."

"I have been more patient and am implementing new family activities."

"I pay more attention to my children."

"I learned a lot about how to be a better mother for my daughter."

"The class has helped me think about how I am educating my children and how I want them to be when they grow up."

Mid-Valley Parenting of Polk County

Mid-Valley Parenting
of Polk County
PARENTING WITH PURPOSE

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Fax (503) 623-2731

Website
www.midvalleyparenting.org

Mid-Valley Parenting of Polk County exists as a hub where community partners support families through parenting education and resources accessible in all areas of Polk County.

OREGON PARENTING EDUCATION COLLABORATIVE

THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

Programming Overview

Activity	Description	2014-2015 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	6	31
	Parenting Classes	60	253
	Parents Attended	49	231
	Parents Attended 70% or More	48	201
	Children/Youth Attended	29	157
	Contact Opportunities (parents & youth)	726	3,101
Non-OPEC Parenting Education Series	Parenting Series Completed	7	22
	Parenting Classes	181	273
	Parents Attended	46	138
	Parents Attended 70% or More	46	125
	Children/Youth Attended	43	103
	Contact Opportunities (parents & youth)	1,839	2,809
Parent Workshops	Number of Workshops	5	14
	Parents Attended	29	168
	Children/Youth Attended	24	143
Parent Support Activities	Number of Sessions	9	17
	Parents Attended	7	33
	Children/Youth Attended	10	28
Home Visits	Number of Home Visits	42	42
	Total New Families	7	7
	Total New Children/Youth	10	10
Family Activities	Number of Activities	4	12
	People Attended	128	585

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

Strengths

Engaged advisory group

Strong community partnerships

Organizational infrastructure of Polk County Health and Human Services and connection with Service Integration Teams

Reaching diverse target audiences

Menu of parenting education opportunities

Expansion of website

Commitment to integration of parenting education programs with other early childhood initiatives

Progress Toward Goals

ORGANIZATIONAL CAPACITY

Goal: Increase organizational capacity.
The Polk OPEC Hub has trained additional parent educators in *Nurturing Parenting* and *Strengthening Families*. The partnerships with other organizations to provide parenting education classes continues through the mini-grant process allowing the Polk Hub to reach more families.

Goal: Build a sustainable service-delivery model by increasing organizational capacity.
In Quarter 4, the Polk Hub held a *Nurturing Parenting* facilitator training that was opened to all parenting hubs to attend. National Trainer, Jennifer Moss, came to West Salem and trained a total of 22 parent educators in the 3-day training. Of those 22, there were nine parent educators that were trained to facilitate classes for the Polk Hub. There were two parent educators that were trained that will be able to present the material in both English and Spanish. This training now expands the curriculum that can be presented in our Hub.

The Partners for Young Children steering committee continues to grow and is now building subcommittees to be able to focus more in-depth on parenting education and early learning. The subcommittees will be: P-3 Advisory Committee; Parenting Education Advisory Committee; Early Intervention/Early Childhood Special Education Advisory Committee; Learn, Grow, Thrive Planning Committee; and Home Visiting Committee. The subcommittees will be able to focus more time on specific areas. The subcommittees will report back to Partners for Young Children with updates and to receive feedback in regards to planning efforts. The Partners for Young Children meetings will be more streamlined and focused on discussing topics that effect all programs, such has increasing family engagement, disability values, and information from partners regarding the programming that they offer families.

Goal: Increase Polk County children's readiness to learn upon entering Kindergarten.
This year, several local school districts were awarded a P-3 grant from The Oregon Community Foundation (with Dallas School District serving as the lead). Through conversation with the school districts, the community, and funders, the decision was made to combine the OPEC Hub Coordinator position with the P-3 Coordinator position to create a main point of contact as an 'Early Learning Specialist' for the community. This will facilitate streamlined communication with parents, caregivers, and community partners. It will also allow for the continued integration of parenting education with school readiness.

The Early Learning Specialist completed the semi-annual report for the P-3 grant in December. This process included reviewing kindergarten assessment data from the 2012-2013 school year, attendance and enrollment numbers for the current and previous school years, the schools report cards, and an overview of what has happened in the program since the grant was received. This has brought together an awareness of where the strengths and weaknesses are throughout Polk County and will assist the P-3 Advisory Committee to develop more focused goals.

(Continued on page 3)

Progress Toward Goals (continued)

PARENTING EDUCATION

Goal: Expand access to proven parenting education programs to underserved populations in Polk County.
OPEC staff made a concerted effort in Year 4 to build relationships with multiple representatives from the Confederated Tribes of Grand Ronde. This mutually beneficial relationship resulted in new individuals becoming involved in the initiative and evidence-based parenting education being offered on the Tribal campus with the operating expenses being shared. The Polk Hub continues to see this relationship flourish as Tribal partners applied in the 'mini-grant' process and hosted several parenting education series this year.

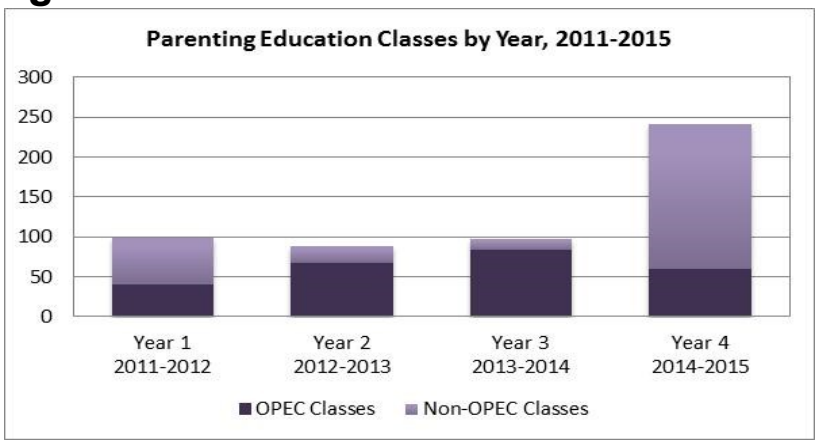
Goal: Increase positive parenting.
Evidence-based parenting education programs continue to be offered throughout Polk County. The Polk Hub Coordinator has been in conversations with Department of Human Services-Child Welfare on ways to partner to assist families that are in crisis or are in the highest risk population.

Goal: Increase parent participation in evidence-based parenting classes. Increase parent participation, knowledge, and confidence level in their role.
The number of classes delivered in partnerships with other organizations through the mini-grant process continued. The Polk Hub has seen a benefit in these partnerships; more classes have been able to be delivered due to leveraging funds. It has also strengthened partnerships throughout the county.

The Polk Hub and P-3 Alignment partnered with The Research Center and Child Development Center at Western Oregon University, Early Learning Hub of Marion and Polk, Community Action Child Care Resource and Referral, and the Oregon Association for the Education of Young Children to present the Learn, Grow, Thrive Conference on May 30, 2015. The theme of this year's conference was "Play is a Child's Work: Everyday Learning." There were a total of 119 attendees that represented both parents and early learning professionals. Free child care was offered in the morning and a free lunch was also included. Workshops focused on infant massage, early literacy, kindergarten readiness, and the importance of play in child development. In the afternoon families participated in a Build Family Fun Activity and Resource Fair. Parents were able to connect with local resources while their children engaged in various activities focused on development. Activities included an obstacle course, creative hand building activities, early literacy, and early math. Families were able to connect with local resources while learning about new activities that they are able to do at home.

(Continued on page 4)

Parenting Classes



Challenges

Staff transition

Mini-grant program implementation

Recruitment of parents to some programs

Turnover of facilitators and staff in partner agencies

Progress Toward Goals (continued)

COMMUNITY CAPACITY

Goal: Expand access to proven parenting education programs in areas where access has been limited.
Over the years, OPEC staff has worked to build stronger relationships with local libraries. This has been accomplished through the integration of early literacy activities, as well as continued participation in the Partners for Young Children early childhood advisory committee. In Quarter 1, two local librarians agreed to become trained parenting educators with the intent to offer parenting education at library facilities in the near future. Through this effort, a greater number of parents can be reached that are not engaged in social services; a focus of both the Hub and P-3 grant.

The focus on increasing access of parenting education classes throughout the county continues. For the class that was held in Grand Ronde, the facilitator offered transportation to some families that were unable to attend the class if there was no transportation. Discussions have also begun with Department of Human Services (DHS)-Child Welfare to offer classes to their clients and those parents attending Drug Court that would be effective. The Polk Hub coordinator presented information about Mid-Valley Parenting at the DHS-Child Welfare staff meeting. There were approximately 40 employees present for the meeting.

Goal: Increase Polk County children's readiness to learn upon entering Kindergarten. Increase parent participation, knowledge, and confidence level in their role.
Since the partnership with the P-3 Alignment Grant the focus of the Polk Hub to meet this goal has increased greatly. This partnership has brought together representatives from the four school districts, child care providers, early learning professionals, parents, and other organizations to discuss increasing the importance of early learning. The Polk Hub coordinator has been working with Perrydale and Falls City school districts to create a reading incentive program that will start with their pre-k programs. There have also been attempts to reach out to the homeschooling community to include them in the discussions of school readiness.

The creation of the 'Early Learning Specialist' position that combines the OPEC grant and the P-3 grant into one coordinator position has shown to be very effective. The coordinator has been able to balance both grants effectively and has begun to bridge each programs efforts. For example, during the planning of the Learn, Grow, Thrive Conference the coordinator was able to blend both parent education and early learning activities and workshops. One of the workshops offered was "Ready for Kindergarten" and was presented by two elementary school principals, who have both been instrumental in the P-3 efforts.

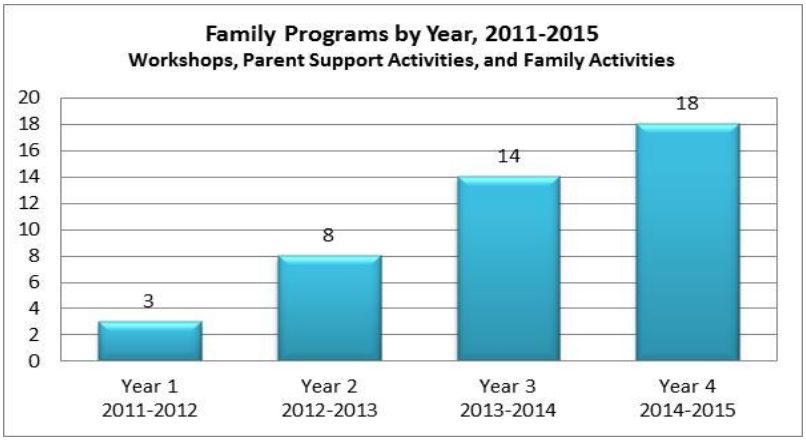
Attempts continue to include the homeschooling network into both the parenting education and early learning efforts. The coordinator has reached out to some homeschooling families and is hoping to engage them in these efforts in the future.

In the fourth quarter, we saw an increase in marketing and outreach. The Polk Hub coordinator attended a variety of resource outreach events where she connected with many families. Activity books were handed out to families that focus on a variety of activities that are developmentally appropriate for families to do together. Additionally, Vroom material was also handed out during these events.

The Mid-Valley Parenting of Polk County Facebook page continues to grow. This quarter we saw 38 new individuals "like" our page, bringing the total up to 139. Facebook has allowed for the coordinator to share articles regarding early learning and parenting strategies. It has also allowed individuals to see what family events and activities are taking place throughout the county.

Additionally, during the fourth quarter, the Polk Hub began the process of redesigning the Mid-Valley Parenting (Parenting Together) website. The redesign will hopefully be finished in the coming month with a more streamlined look and will be easier to navigate. This will also inform families of events and activities that are happening in the community. There are also plans to have a link to the Early Learning Hub of Marion and Polk's website.

Family Programs



Plans for 2015-2016

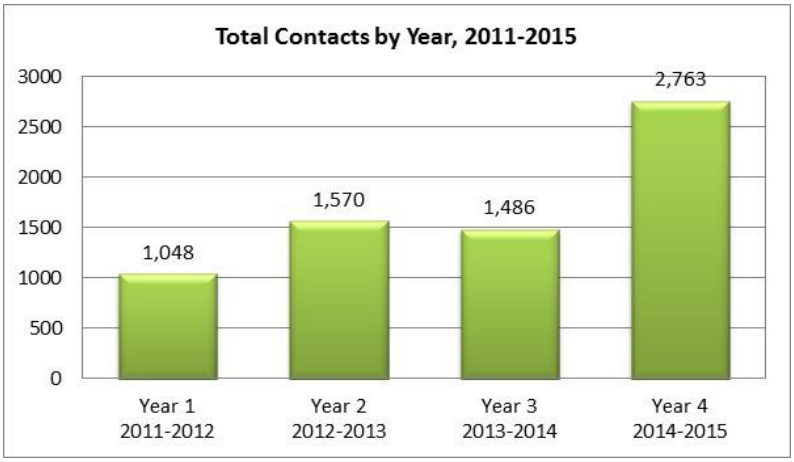
Focus 1: Refine the mini-grant process with partnering organizations to increase the number of evidence-based programs delivered throughout the county.

Focus 2: Continue to offer kindergarten readiness and early learning workshops and activities to parents by blending the P-3 efforts with parent education.

Focus 3: Engage non-traditional parents (teen parents, grandparents, and parents of children with special needs) into parenting education classes and workshops by assisting the Teen Parenting Coordinator for the Central School District to build the program and work with partnering organizations to offer *Parenting a Second Time Around* and *HOT DOCS* (Helping Our Toddlers, Developing Our Children's Skills).

Focus 4: Continue to engage existing parent educators by offering consistent training opportunities, feedback from classroom observations, and support in facilitating the classes.

Total Contacts



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

Parent Satisfaction

Parent Education Series

99% of parents reported that the class was somewhat or very helpful

98% of parents reported that they would recommend the class to others

Demographics
of Families Completing Evaluations for Parenting Series

Number of Parents: 88
Number of Children: 170

Gender
26% Men
69% Women
5% Did not specify

Race/Ethnicity
72% White/Caucasian
1% Black/Afr. American
9% Hispanic/Latino
1% Asian/Pac. Islander
7% Native American
10% Other/Unspecified

Age
Age Range: **19-63**
Average Age: **35**

Parenting Style
63% With Partner
26% By Themselves
11% Did not specify

Children
Average Age: **7**
Age Range: **0-18**
Age 0-6 Years: **55%**
Children per Family: **2**

County
100% Polk County

Lessons Learned

Clear communication to partnering organizations in regards to what is expected from them in regards to reporting and getting that information to the Hub coordinator in a timely manner. Also, developing a marketing strategy for advertising parenting education classes with enough notice.

Blending both the OPEC and P-3 efforts is beneficial to the community. This allows for additional outreach, marketing, and connecting with families and the community at large.

Updating the Mid-Valley Parenting website so that it is user friendly and can be accessed via mobile devices efficiently.

Creating Partners for Young Children subcommittees will allow for more detailed work for each program in order to meet the needs of the community. Partners for Young Children meetings will become more streamlined and will allow for discussion about various topics that affect all programs. Partnering organizations will learn about resources in the community. Subcommittees will provide reports at the Partners for Young Children monthly meetings.

Capacity Overview

Activity	Description	2014-2015 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	14	38
	Non-OPEC Facilitators Trained	9	24
Funds Leveraged	Funds Leveraged	$5,500	$31,080
	In-Kind Leveraged	$35,368	$312,950
	Total Leveraged	$40,868	$344,030
Advisory Meetings	Advisory Board Meetings	11	43
Programs With Schools	Programs in Collaboration with Schools	174	247

Improved Parent and Child Skills

The retrospective *t*-test design revealed **significant improvement in parenting skills across all items**.

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.1	4.7***
Show my child(ren) love and affection frequently	4.1	5.2***
Listen to my child(ren) to understand their feelings	3.4	5.1***
Help my child(ren) feel good about themselves	3.6	5.0***
Set and stick to reasonable limits and rules	3.4	4.9***
Know fun activities to help my child(ren) learn	3.3	4.6***
Find positive ways to guide and discipline my child(ren)	3.3	5.1***
Play with my child(ren) frequently	3.7	5.0***
Protect my child(ren) from unsafe conditions	4.8	5.6***
Talk with other parents to share experiences	3.0	4.6***
Deal with the day-to-day stresses of parenting	3.2	4.9***
Understand my goals and values as a parent	3.6	5.2***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 88$.

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes and other activities. The retrospective *t*-test design revealed **significant improvement in child skills across all items**.

Child Skills	Before Participation	After Participation
Shows concern for others	3.5	4.7***
Willing to follow limits and rules	2.8	4.1***
Gets along with others	3.7	4.6***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 88$.

Mid-Valley Parenting
of Polk County
PARENTING WITH PURPOSE

Quotes from program participants

"I am trying to be a better parent."

"My children have seen a change in me and they like it. We work on things better."

"Our kids realize we love them and are SERIOUS about our jobs as parents."

"[I am] better understanding of my kid's actions."

""have been more open to behavioral issues and ways to correct them with concern and care."

North Central Parenting Hub

Serving Sherman, Gilliam, and Wheeler Counties

North Central ESD
135 S Main St
PO Box 591
Condon, Oregon, 97823
541.384.3808

Programming Overview

Activity	Description	2014-2015 Total
OPEC Parenting Education Series	Parenting Series Completed	0
	Parenting Classes	0
	Parents Attended	0
	Parents Attended 70% or More	0
	Children/Youth Attended	0
	Contact Opportunities (parents & youth)	0
Non-OPEC Parenting Education Series	Parenting Series Completed	0
	Parenting Classes	0
	Parents Attended	0
	Parents Attended 70% or More	0
	Children/Youth Attended	0
	Contact Opportunities (parents & youth)	0
Parent Workshops	Number of Workshops	0
	Parents Attended	0
	Children/Youth Attended	0
Parent Support Activities	Number of Sessions	112
	Parents Attended	122
	Children/Youth Attended	103
Home Visits	Number of Home Visits	96
	Total New Families	18
	Total New Children/Youth	33
Family Activities	Number of Activities	3
	People Attended	101

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

OREGON PARENTING EDUCATION COLLABORATIVE
THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

Strengths

History of community partners providing in-kind and donated services for family support

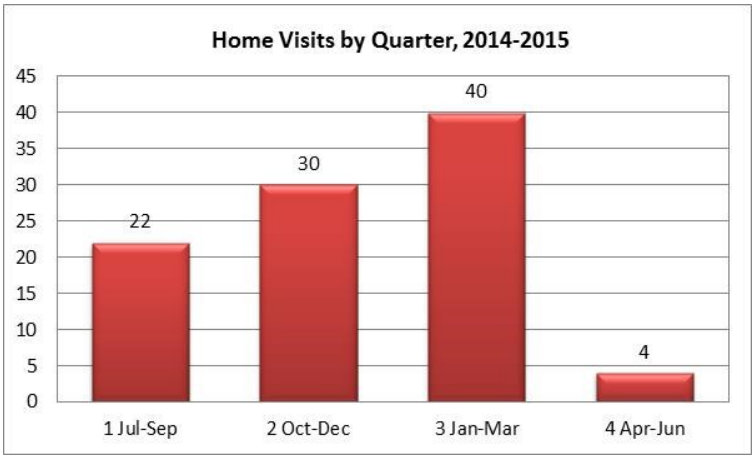
Partner collaboration for three spring Family Fun Nights

***Second Steps* Home Link Family Component Newsletters used to reinforce school program**

Capacity Overview

Activity	Description	2014-2015 Total
Facilitators Trained In Curricula	OPEC Facilitators Trained	9
	Non-OPEC Facilitators Trained	14
Funds Leveraged	Funds Leveraged	$0
	In-Kind Leveraged	$0
	Total Leveraged	$0
Advisory Meetings	Advisory Board Meetings	3
Programs With Schools	Programs in Collaboration with Schools	120

Home Visits by Quarter



Progress Towards Goals

ORGANIZATIONAL CAPACITY

First steps towards developing a Logic Model has been with the formation of the OPEC Advisory Committee. I am excited to see us move forward in this process. The first OPEC Hub advisory meeting was held in March and had a variety of folks attending, including Department of Human Services, Mental Health, consumer parents, juvenile director, K-12, Head Start, Healthy Families, Public Health, preschools, child care, family services, and Early Invention/Early Childhood Special Education.

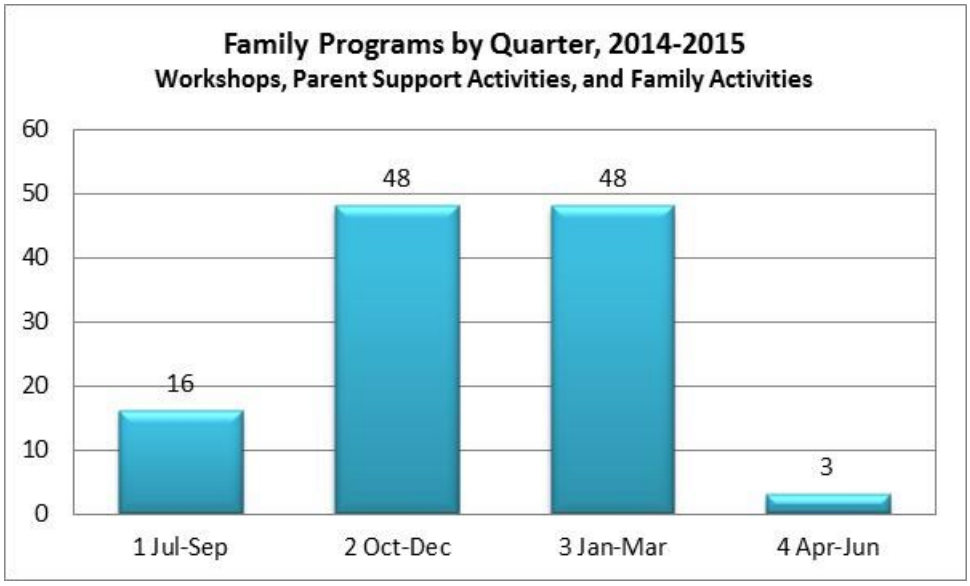
COMMUNITY CAPACITY

Community partners seem stretched very thin with all that is new at a state level. It is because of this that progress toward developing Logic Model goals has been limited.

PARENTING EDUCATION

Parents were encouraged to engage in logic model goal planning but scheduling and planning sessions were unsuccessful.

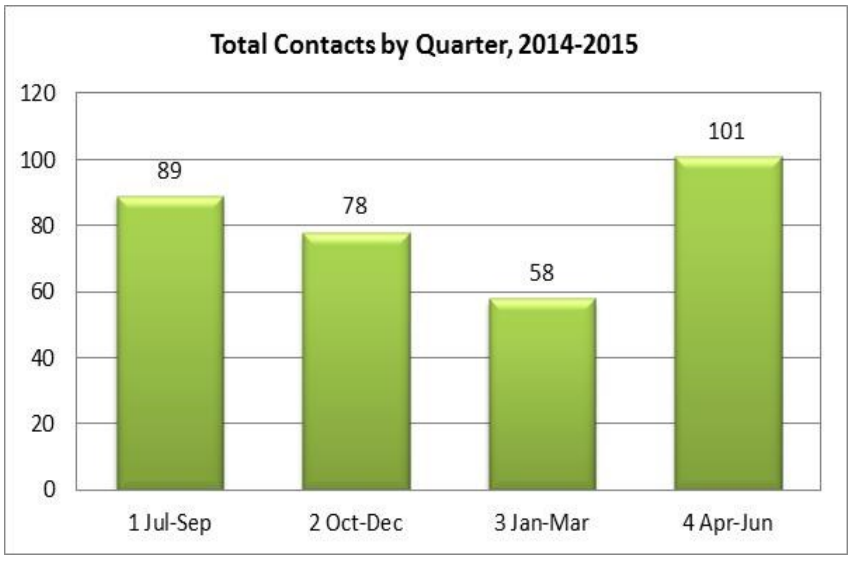
Family Programs by Quarter



Lessons Learned

A “state of ready” can quickly change to a “state of un-readiness.” Trying to predict the future within small areas with few numbers can be fatal. Having a community ready is only a small part of implementation a successful program. A strong staffing structure is a vital importance.

Total Contacts by Quarter



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

Challenges

Lack of organizational capacity at the funded agency to support the initiative

Staff turnover at critical time periods and difficulty in finding replacement staff

Insufficient designated OPEC staff time

Advisory Council not operational and challenged by large travel distances

Lack of coordinated collaboration for the initiative

Lack of family engagement and participation in parenting education classes

SISKIYOU PARENTING HUB PROJECT

Working together to make Parenting Education and Healthy Childhood a Community Norm.

Jill Phillips
Executive Director
(530) 926-5127
siskiyoucsc@sbcglobal.net

Karen Pautz
Project Director /
Parenting Specialist
karenpautz@first5siskiyou.org

Host Organization:
Community Services Council
310 N Mt. Shasta Blvd, Suite 7
Mt. Shasta, CA 96067

Website: www.siskiyoucsc.org

The Siskiyou Parenting Hub project is a county-wide partnership to build a stronger more coordinated parenting education system and to enhance parenting skills and support. Partners work together to provide locally accessible evidence-based parenting education classes and family support programs in a culturally inclusive and supportive environment.

THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

Programming Overview

Activity	Description	2014-2015 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	9	42
	Parenting Classes	78	421
	Parents Attended	70	296
	Parents Attended 70% or More	60	258
	Children/Youth Attended	55	230
	Contact Opportunities (parents & youth)	1,085	4,816
Non-OPEC Parenting Education Series	Parenting Series Completed	5	33
	Parenting Classes	47	366
	Parents Attended	46	243
	Parents Attended 70% or More	40	209
	Children/Youth Attended	46	99
	Contact Opportunities (parents & youth)	741	3,093
Parent Workshops	Number of Workshops	61	197
	Parents Attended	733	2,163
	Children/Youth Attended	685	1,863
Parent Support Activities	Number of Sessions	483	2,733
	Parents Attended	856	6,629
	Children/Youth Attended	1,094	9,045
Family Activities	Number of Activities	81	408
	People Attended	5,908	44,675

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

Strengths

Program delivery model with the Family Resource Centers

Strong community collaborations

Breadth and depth of parenting education programs

Utilization of evidence-based curricula with trained facilitators

Reaching a diversity of parents

County-wide trainings for early childhood and family services professionals

Ability to blend, braid, and bundle diverse funding to meet needs

Progress Toward Goals

ORGANIZATIONAL CAPACITY

- Siskiyou Community Services Council continued to sustain memberships of policy makers and county agency leadership staff to support the vision and contribute to the parenting education systems. This is evidenced by funding from Human Services Agency to offer targeted support services and classes for adoptive families.
- Enhanced marketing resources and designed a system for long-term solutions for promotion of parenting education programs.
- The greatest progress towards our logic model goal was to secure additional funds and partnership to support expansion of the parenting menu of classes and professional development offerings for those that work with families.
- Worked with partners to diversify funding and resources for the parenting Hub.

COMMUNITY CAPACITY

- Outreach to local medical providers to support initiation of the welcome home baby project.
- Secured funds from The Ford Family Foundation to support the development of the Family Resource Centers (FRCs) through a sustainable system. This is an incredible success as the FRCs are a key to the sustainability of the parenting initiative.
- Increased number of community partners.
- Coordinated with FRCs and partners to provide community-based programs.

PARENTING EDUCATION

- Increased availability of the parenting classes and series during this quarter. We offered more workshops than we initially planned due to parent interest.
- On target with the menu of classes offered throughout Siskiyou County.
- Provided community-based evidence-based series, workshops, family events, support groups, etc.

Parent Satisfaction

Parent Education Series

98% of parents reported that the class was somewhat or very helpful

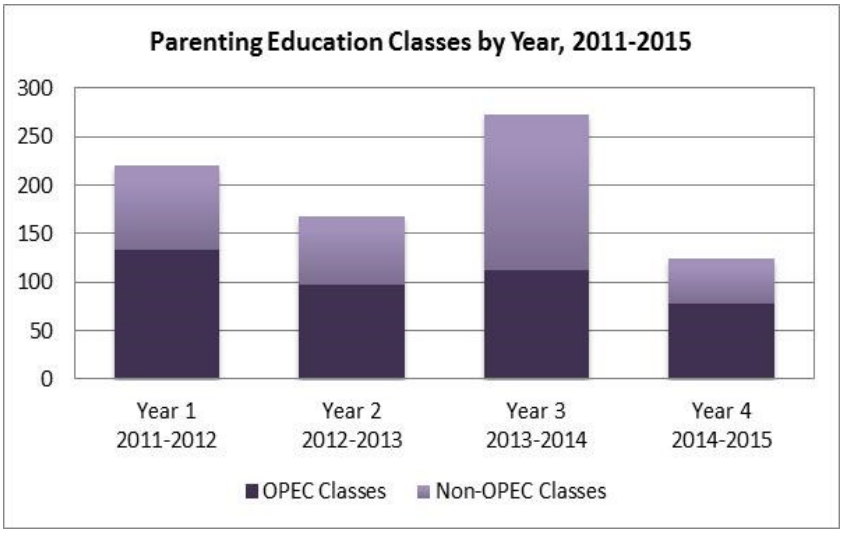
98% of parents reported that they would recommend the class to others

Parent Workshops

98% of parents reported that the workshop was somewhat or very helpful

98% of parents reported that they would use the information from the workshop

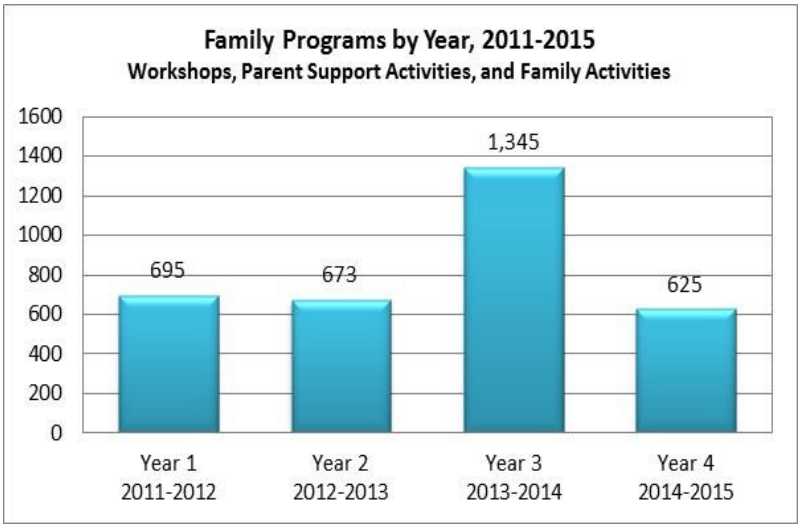
Parenting Classes



Lessons Learned

Siskiyou Parenting Hub partnership believes getting partners engaged is essential to the sustainability of the parenting Hub. The greatest lesson learned is to continue to find opportunities to engage and involve as many individuals and partners in this journey of saturating our frontier county with parenting education and resources. It is motivating to know that we have more involved partners and individuals this year than last. We know that when we think of ways to support our partner's priorities it creates mutual benefit and highest level of enthusiasm, productivity and resources for strong parenting education systems.

Family Programs



Challenges

Funding cuts affecting the Family Resource Centers and staffing for host agency

Transition in staffing at Family Resource Centers and host agency

More staffing and FTE needed to meet the demands of a large program

Limited web and social media presence

Demographics
of Families Completing Evaluations for Parenting Series and Workshops

Number of Parents: 643
Number of Children: 1,112

Gender
21% Men
69% Women
10% Did not specify

Race/Ethnicity
68% White/Caucasian
1% Black/Afr. American
13% Hispanic/Latino
2% Asian/Pac. Islander
9% Native American
7% Other/Unspecified

Age
Age Range: **16-77**
Average Age: **39**

Parenting Style
62% With Partner
20% By Themselves
18% Did not specify

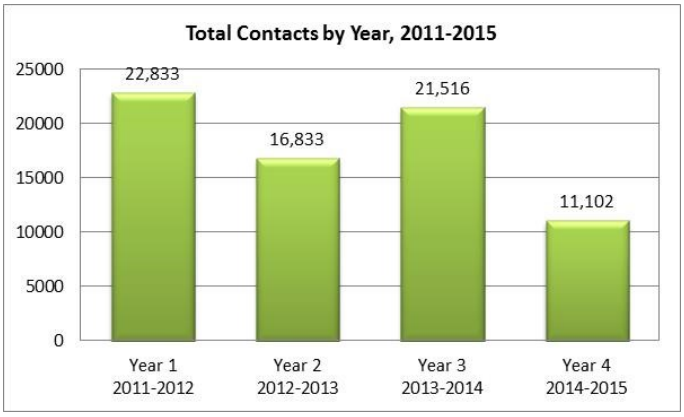
Children
Average Age: **7**
Age Range: **0-18**
Age 0-6 Years: **57%**
Children per Family: **2**

County
100% Siskiyou County

Capacity Overview

Activity	Description	2014-2015 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	11	106
	Non-OPEC Facilitators Trained	0	0
Funds Leveraged	Funds Leveraged	$67,931	$249,360
	In-Kind Leveraged	$209,399	$1,852,260
	Total Leveraged	$277,330	$2,101,620
Advisory Meetings	Advisory Board Meetings	19	90
Programs With Schools	Programs in Collaboration with Schools	98	815

Total Contacts



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

Plans for 2015 - 2016

- Continue to collaborate with partner organizations and county agencies to provide county-wide trainings to build the capacity and increase knowledge of the family support providers.
- Increase the number of special population education and support opportunities, including fathers, relatives raising children, step parenting, single parenting, etc.
- Continue to grow marketing efforts and explore steps for design of a robust parenting education website.
- Leverage resources to hire a strong program assistant to support continued growth of the project.
- Introduce a new curriculum training of trainers.
- Continue to build trust and value in collaboration for the greater good.
- Offer workshops and parenting series in Spanish.
- Recruit additional facilitators.

Improved Parent and Child Skills

The retrospective *t*-test design revealed **significant improvement in parenting skills across all items**.

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.1	4.3***
Show my child(ren) love and affection frequently	4.1	5.0***
Listen to my child(ren) to understand their feelings	3.4	4.7***
Help my child(ren) feel good about themselves	3.8	4.8***
Set and stick to reasonable limits and rules	3.1	4.4***
Know fun activities to help my child(ren) learn	3.4	4.5***
Find positive ways to guide and discipline my child(ren)	3.2	4.7***
Play with my child(ren) frequently	3.8	4.8***
Protect my child(ren) from unsafe conditions	4.4	5.1***
Talk with other parents to share experiences	3.0	4.6***
Deal with the day-to-day stresses of parenting	3.0	4.5***
Understand my goals and values as a parent	3.4	4.8***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 67$.

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes and other activities. The retrospective *t*-test design revealed **significant improvement in child skills across all items**.

Child Skills	Before Participation	After Participation
Shows concern for others	3.4	4.4***
Willing to follow limits and rules	2.7	4.0***
Gets along with others	3.8	4.7***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 67$.

Quotes from program participants

"I have been a happier parent."

"I'm better at setting limits and diffusing challenging situations."

"The classes helped me take a stop out of my life and think about how to improve my parenting skills and my life."

"It really helped me understand more about how my kids learn and the positive things I can do to teach them."

"I liked it a lot because I have learned new things and the positive things I can do to teach them."

Union-Umatilla-Morrow Parent Education Collaborative

Serving Umatilla, Morrow, and Union Counties

Stronger Families,
Better Communities,
Brighter Futures

Maureen McGrath
Executive Director
541.564.6878
mmcgrath@umchs.org

Erin Richards
OPEC Hub Coordinator
541.564.6878
erichards@umchs.org

Host Organization:
Umatilla-Morrow Head Start Inc.
110 NE 4th Street
Hermiston, OR 97838

Website: www.umchs.org

Mission:

To provide high-quality parent education to all families throughout Umatilla and Morrow Counties.

THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

Programming Overview

Activity	Description	2014-2015 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	11	41
	Parenting Classes	108	343
	Parents Attended	85	279
	Parents Attended 70% or More	71	240
	Children/Youth Attended	80	249
	Contact Opportunities (parents & youth)	1,710	4,944
Non-OPEC Parenting Education Series	Parenting Series Completed	1	3
	Parenting Classes	3	16
	Parents Attended	4	19
	Parents Attended 70% or More	3	17
	Children/Youth Attended	1	13
	Contact Opportunities (parents & youth)	15	145
Parent Workshops	Number of Workshops	39	93
	Parents Attended	778	1,257
	Children/Youth Attended	793	1,156
Parent Support Activities	Number of Sessions	117	318
	Parents Attended	204	640
	Children/Youth Attended	190	510
Home Visits	Number of Home Visits	550	2,834
	Total New Families	27	155
	Total New Children/Youth	38	182
Family Activities	Number of Activities	0	8
	People Attended	0	348

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

Strengths

Engaged Advisory Committee that help blend and braid resources

Designated FTE for coordination and leadership in each of the three counties

Utilization of multiple evidence-based parenting education curricula with trained facilitators

Breadth and depth of parenting education programs offered

Strong collaborative partnerships

Partnership with Blue Mountain Community College in offering college credit for parents completing parenting education series

Progress Toward Goals

ORGANIZATIONAL CAPACITY

Goal: Add newly trained facilitator in evidence-based curricula to list of facilitators.
Twelve new facilitators were trained in evidence-based curricula including *Nurturing Parenting*; *Make* Par*enting A Pleasure*; and *Abriendo Puertas/ Opening Doors*. Facilitators trained represented Union, Morrow, and Umatilla counties.

Goal: To build and maintain an OPEC committee that includes key community partners who realize the importance of strong parenting skills and the benefits that healthy, informed families make to communities as a whole.
Our advisory committee continues to meet each month with an attendance of 15-20 participants. The membership is committed to our vision and mission.

COMMUNITY CAPACITY

Collaboration and coordination efforts amongst partners, community agencies, and school districts continues to strengthen. More programs were offered in elementary schools this past year including *Abriendo Puertas* offered at Sam Boardman Elementary School in Boardman.

Goal: Union-Umatilla-Morrow (U-U-M) County communities are aware of OPEC and view it as a positive resource for families.
We have seen an increase in numbers of website visits to the Training Calendar which lists all parenting education classes, workshops, and activities. Union County partners and their families are also using it.

U-U-M OPEC Hub committee members revised vision statement. New vision statement reads:

> *"Parents are honored as their child's first and most important teacher. Union-Umatilla-Morrow OPEC Hub is a partnership between parents, agencies, schools, and the community as a whole. Parenting education opportunities are provided to all families with an emphasis on early childhood so that caregivers have access to a variety of tools and supports to strengthen their family relationships and build a strong foundation in their homes."*

Our OPEC Hub logo continues to be recognized as a resource for parenting education opportunities.

(Continued on page 3)

Progress Toward Goals (continued)

PARENTING EDUCATION

Goal: Track parental level of satisfaction with parent education series, workshops, and support activities.
The use of Parent Skills Ladder and Parent Workshop Evaluation allows our OPEC Hub to track the progress parents are making in parenting self-efficacy. Our OPEC committee has been pleased to review the results of these evaluations and see that all "before participation" and "after participation" scores improved. This is a testament to the fact that the evidence-based series we are offering are truly making a difference in the parenting skills parents are developing as a direct result of the OPEC grant and classes we offer.

Goal: Deliver parent education classes/series in Union, Umatilla, and Morrow Counties.
All three counties provided evidence-based series. Our Hub added *Make Parenting A Pleasure* curriculum and it is being used in Umatilla and Morrow Counties. Union County now has facilitators trained in *Abriendo Puertas/Opening Doors*, *Incredible Years*, and *Nurturing Parenting*.

A variety of opportunities for positive parenting was available for families. These included Parent Cafe's, Learning Picnics, and parenting workshops. Union County partners have begun to take a more active role by hosting Learning Picnics (6-week series focusing on pre-literacy skills

Capacity Overview

Activity	Description	2014-2015 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	12	130
	Non-OPEC Facilitators Trained	0	52
Funds Leveraged	Funds Leveraged	$0	$158,138
	In-Kind Leveraged	$21,505	$127,095
	Total Leveraged	$21,505	$285,233
Advisory Meetings	Advisory Board Meetings	12	47
Programs With Schools	Programs in Collaboration with Schools	171	454

Challenges

Expanding the base of Spanish-speaking facilitators

Building a comprehensive marketing plan

Developing and implementing a child care plan aligned with topics addressed in series

Building and maintaining a marketing plan using multiple social media strategies

Increasing parent participation and retention rates in some communities

Parent Satisfaction

Parent Education Series

100% of parents reported that the class was somewhat or very helpful

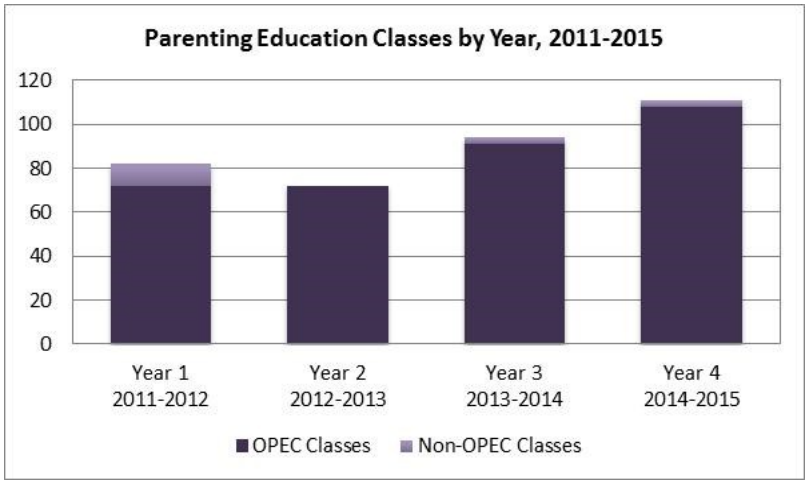
100% of parents reported that they would recommend the class to others

Parent Workshops

99% of parents reported that the workshop was somewhat or very helpful

100% of parents reported that they would use the information from the workshop

Parenting Classes



Lessons Learned

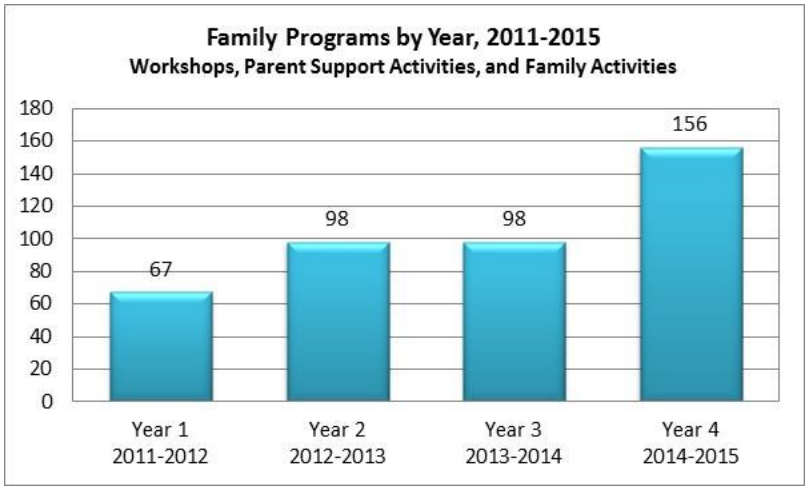
Many newly trained facilitators need additional supports in order to lead a parenting series.

Quality child care is crucial to recruitment and retention of parents to a parenting education program.

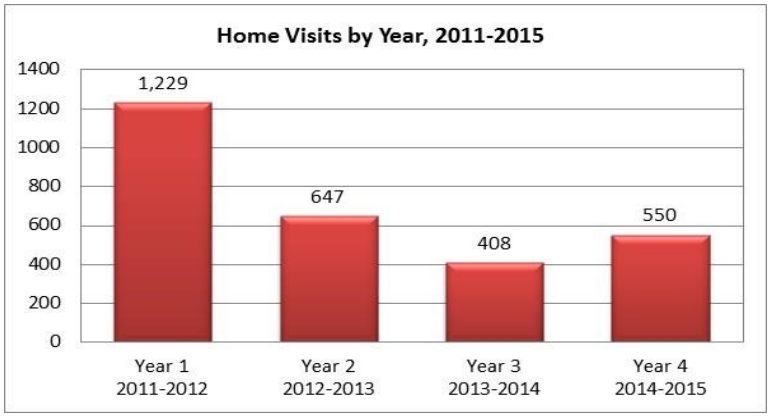
Fliers to attend classes must be followed with phone calls and invitations in order for parents/caregivers to feel welcomed.

Honoring members of our OPEC Hub advisory committee is as important as honoring the parents and families we serve.

Family Programs



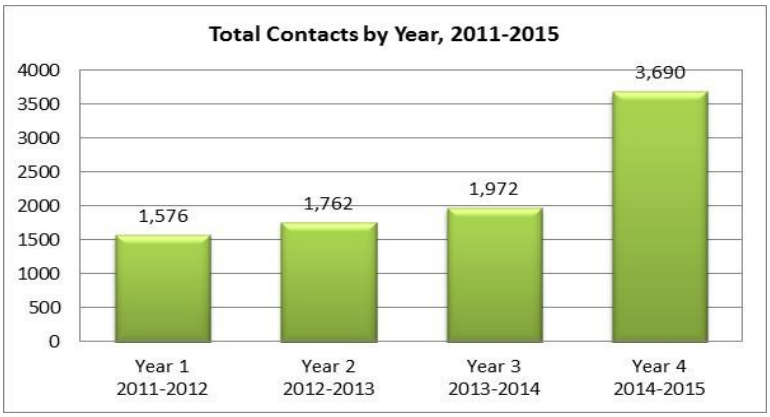
Home Visits



Plans for 2015-2016

- Provide two support workshop trainings to trained facilitators. All curricula trained facilitators will be invited from all three counties.
- Twelve sets of suitcases (2/set) have been purchased and contain 12 lesson plans (based on health, feelings, emotional management, impulse control, etc), and age appropriate material and toys for child care during evidence-based parenting classes. The goal is to align children's group with the parent's group for common language and skill building.
- Facilitators will incorporate phone calls to parents who have indicated interest in attending parenting education opportunities. Invitations will be given to those parents registered for classes.
- The members of the Union-Umatilla-Morrow OPEC Hub committee are committed to attend monthly meetings and to share in like-minded goals. Members are treated with respect and open-mindedness, and an occasional meal and incentive to honor their work and dedication.

Total Contacts



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

Demographics

of Families Completing Evaluations for Parenting Series and Workshops

Number of Parents: 270
Number of Children: 514

Gender
19% Men
78% Women
3% Did not specify

Race/Ethnicity
61% White/Caucasian
2% Black/Afr. American
28% Hispanic/Latino
2% Asian/Pac. Islander
3% Native American
4% Other/Unspecified

Age
Age Range: **13-83**
Average Age: **35**

Parenting Style
63% With Partner
23% By Themselves
14% Did not specify

Children
Average Age: **6**
Age Range: **0-18**
Age 0-6 Years: **66%**
Children per Family: **2**

County
25% Morrow County
58% Umatilla County
17% Union County

Improved Parent and Child Skills

The retrospective *t*-test design revealed **significant improvement in parenting skills across all items**.

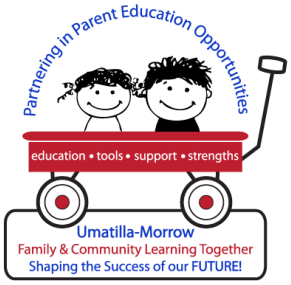
Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.3	4.9***
Show my child(ren) love and affection frequently	4.5	5.6***
Listen to my child(ren) to understand their feelings	3.7	5.4***
Help my child(ren) feel good about themselves	3.9	5.5***
Set and stick to reasonable limits and rules	3.4	5.0***
Know fun activities to help my child(ren) learn	3.7	5.3***
Find positive ways to guide and discipline my child(ren)	3.5	5.2***
Play with my child(ren) frequently	4.1	5.3***
Protect my child(ren) from unsafe conditions	4.8	5.6***
Talk with other parents to share experiences	3.6	5.3***
Deal with the day-to-day stresses of parenting	3.4	5.0***
Understand my goals and values as a parent	3.7	5.4***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 42$.

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes and other activities. The retrospective *t*-test design revealed **significant improvement in child skills across all items**.

Child Skills	Before Participation	After Participation
Shows concern for others	3.6	4.7***
Willing to follow limits and rules	3.2	4.4***
Gets along with others	3.7	4.9***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 42$.



Quotes from program participants

"I feel like I have more tools and resort to anger less."

"I am grateful to have taken this class because now I feel that I can be a good parent and better understand the importance of communication with my son."

"I am much more calm when talking to my son."

"I am better at responding to what used to be stressful situations. I can better interpret my child's behavior to understand their needs from me at particular moments."

Northeast Oregon Parent Education Hub

Serving Wallowa, Baker, and Mahleur Counties

BUILDING HEALTHY FAMILIES

Strengthening Families through Education and Support

Maria Weer
Executive Director
mweer@oregonbhf.org

Building Healthy Families
207 NE Park Street
Enterprise, Oregon 97828
Phone: 541.426.9411

Website: www.oregonbhf.org

Building Healthy Families is working diligently to assure that all families in Baker and Wallowa counties have access to high quality, evidence-based parent education services. Delivering curriculum through series-based classes, parent workshops, social media, and home visiting services, BHF has become a leader in successfully connecting rural communities and isolated families to assure that all parents have the tools needed to nurture children and develop healthy, thriving families.

OREGON PARENTING EDUCATION COLLABORATIVE

THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

Programming Overview

Activity	Description	2014-2015 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	7	36
	Parenting Classes	67	306
	Parents Attended	49	257
	Parents Attended 70% or More	43	222
	Children/Youth Attended	74	397
	Contact Opportunities (parents & youth)	1,197	5,603
Non-OPEC Parenting Education Series	Parenting Series Completed	0	1
	Parenting Classes	0	6
	Parents Attended	0	8
	Parents Attended 70% or More	0	8
	Children/Youth Attended	0	11
	Contact Opportunities (parents & youth)	0	114
Parent Workshops	Number of Workshops	14	28
	Parents Attended	416	553
	Children/Youth Attended	395	582
Parent Support Activities	Number of Sessions	115	505
	Parents Attended	96	499
	Children/Youth Attended	177	840
Home Visits	Number of Home Visits	747	4,441
	Total New Families	42	254
	Total New Children/Youth	90	380
Family Activities	Number of Activities	19	81
	People Attended	4,981	16,415

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

Strengths

History of successful implementation of parenting program

Organizational structure with tiered leadership and governance structure

Experienced leadership and OPEC Hub coordinators in all three counties

Diverse menu of parenting education opportunities and community events

Use of evidence-based curricula with trained facilitators

Strong collaborations and diversified funding through medical clinics, libraries, CCOs, and EL Hub

Individualized home visiting services

Progress Toward Goals

ORGANIZATIONAL CAPACITY

Goal: To enhance quality and infrastructure of Building Healthy Families, parent education programming, and our communities.
On an organizational level, this has been a tremendous quarter for Building Healthy Families (BHF). With the hiring of veteran staff, Maria Weer, as the Executive Director of BHF, the organization has been able to regroup and shift the daily focus from Human Resource/Management issues to meeting the needs of children and families in Eastern Oregon. With her past experience as Parent Education Coordinator, Maria is familiar with high-quality parent education and excited to integrate opportunities into all BHF Programming.

After a year of transition and change, the dust seems to have finally settled and the BHF Board of Directors, Leadership Team and staff have been able to take huge strides in enhancing quality and infrastructure of BHF. Major changes include the implementation of monthly all- staff meetings, quarterly all-staff professional development, recruitment and development of the BHF Board of Directors, and a major revamping of the process/procedures for annual staff performance evaluations. Each of these changes has not only strengthened the organization, but greatly increased employee satisfaction, ultimately leading to improved parent-education and family programming.

Although there is a long way to go, we feel extremely positive and excited as we work on increasing program quality, securing future funding, and developing systems and protocols across the organization and specific programs.

Goal: To expand access to proven parent education programs and parent education professional training.
We have made great strides in professional development and training for both Building Healthy Families staff and community partners. Staff have not only been trained in required areas (Recognizing and Reporting Child Abuse and Neglect, First Aid, etc.) but in evidence-based parent education curricula and other opportunities relevant to Wallowa County Children and Families (*Darkness to Light*, etc).

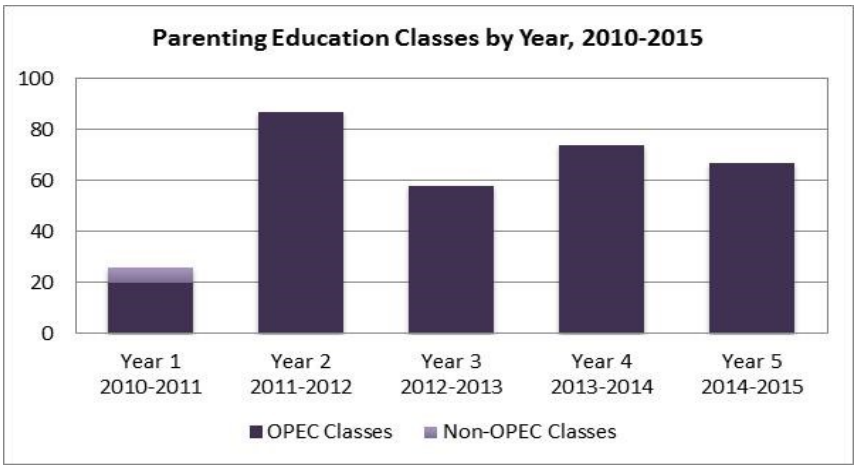
Goal: To expand access to proven parent education programs and parent education professional training.
In both our expansion into Malheur County and the organizational changes in Building Healthy Families leadership, we have shown a great deal of progress in expanding access to parent education programming and training.

(Continued on page 3)

Capacity Overview

Activity	Description	2014-2015 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	9	21
	Non-OPEC Facilitators Trained	0	15
Funds Leveraged	Funds Leveraged	$762,009	$2,309,416
	In-Kind Leveraged	$83,500	$460,766
	Total Leveraged	$845,509	$2,770,182
Advisory Meetings	Advisory Board Meetings	12	77
Programs With Schools	Programs in Collaboration with Schools	482	1493

Parenting Classes



Progress Toward Goals (Continued)

COMMUNITY CAPACITY

Goal: To build stronger and more coordinated parenting education systems in Wallowa, Baker, and Malheur Counties.

As we continue expansion into Malheur County, building community capacity continues to be a high point for our Hub. We are not only increasing the number of partners in our OPEC efforts, but creating collaborative relationships that are deep and diverse in nature. The results are not only positive opportunities for families, but the strengthening of service delivery for community partners and agencies.

(Continued on page 4)

Challenges

Transitions in staffing

Balancing expansion in large geographic area, financial resources and limited staff

Limited collaboration with school districts

Increasing parenting education opportunities in outlying and isolated communities

Limited opportunities and resources for Spanish-speaking families

Improving branding to increase unified marketing strategies and efforts

Recruitment and retention for programs in some communities

Parent Satisfaction

Parent Education Series

97% of parents reported that the class was somewhat or very helpful

100% of parents reported that they would recommend the class to others

Parent Workshops

91% of parents reported that the workshop was somewhat or very helpful

91% of parents reported that they would use the information from the workshop

Progress Toward Goals (Continued)

COMMUNITY CAPACITY *(continued)*

In the fourth quarter, we have been able to begin building a more united marketing front for parent education in our three county region. Specifically, the OPEC monthly *Parent News* letter has been distributed to families and partners in each of the three counties with individual contact information for those communities. In addition, each county is beginning to create/distribute a quarterly menu of opportunities that has the same look and feel, but is individualized to different county opportunities. Finally, we are working with community partners to share professional development and training opportunities that could benefit all partners and families and provide high-quality regional trainings at a much more efficient cost. Examples include: Tall Cop, Infant/Toddler Mental Health, and Conscious Discipline.

PARENTING EDUCATION

Goal: To increase the number of proven education program activities that promote parent and family member understanding and support of children's learning and development.

Through the above narratives and our parent education stories below, we are excited to be increasing the number of parent education opportunities available to families.

As our quarterly reports are completed, our region is proud of the diverse and full menu of opportunities we have been able to provide families across our three counties. Moving into spring, we continue to look for a combination of traditional opportunities and innovative programming to meet the needs of all families.

We have spent a great deal of time thinking about how to better engage parents and community members in the first five years of a child's life. Through several partnerships and new projects, we feel that we have made great strides towards meeting this goal.

Goal: To expand access to proven parent education programs and parent education professional training.

After a very successful community education event in the fall, Building Healthy Families has been working to provide more learning opportunities for parents and community partners/professionals. This quarter we supported trainings around window safety, current drug trends, recognizing and reporting child abuse and neglect, and worked with Winding Waters Clinic to bring the documentary *The Raising of America* to our community. The feedback from community partners has been overwhelmingly positive and we are excited to continue to bring high-quality education to our professionals working with children in the future.

Perhaps one of our greatest areas of growth over the past year, this quarter again showed a variety of new opportunities for parents, families, and professionals. In particular, this quarter showed an increase in the number of outreach opportunities provided to our under-served populations including minorities, those experiencing extreme geographic isolation, and our home school populations.

Lessons Learned

Over the past five years, Building Healthy Families Leadership has had the opportunity to expand parent education into two new counties. Over the past twelve months, as we have begun expansion into Malheur County, it has been amazing to see how the lessons learned through our Baker County expansion have come into play and provided a much more positive experience of growth.

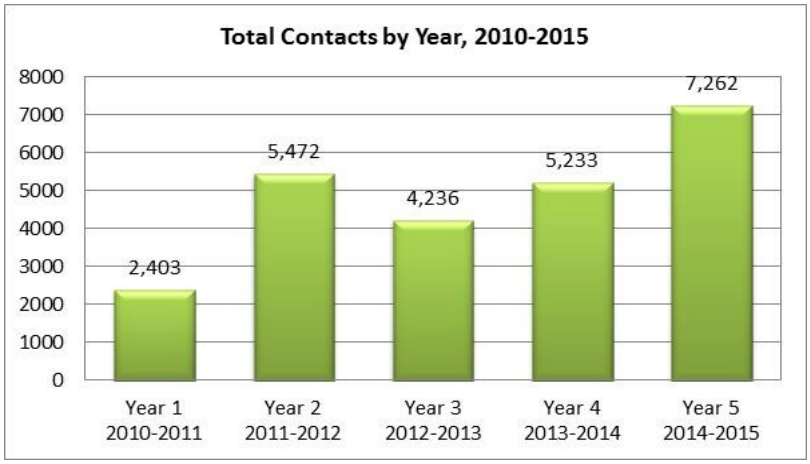
Slow and Steady: Although we were equally as eager to begin coordinating parent education in Malheur County, we were much more strategic in how we began to roll out programming. Rather than jumping in and providing opportunities immediately, we spent much more time and effort building partnerships and infrastructure that promotes long-term success and sustainability.

Shared Leadership: Another lesson learned was the value of shared leaderships as we expanded into Malheur County. Instead of trying to provide direct supervision and leadership from a long distance, Building Healthy Families partnered with local agencies, specifically Oregon Child Development Coalition, to provide supervision and mentoring to our newly hired parent education coordinator.

BUILDING HEALTHY FAMILIES

Strengthening Families through Education and Support

Total Contacts



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

Demographics

of Families Completing Evaluations for Parenting Series and Workshops

Number of Parents: 42
Number of Children: 71

Gender
14% Men
79% Women
7% Did not specify

Race/Ethnicity
64% White/Caucasian
0% Black/Afr. American
19% Hispanic/Latino
0% Asian/Pac. Islander
7% Native American
10% Other/Unspecified

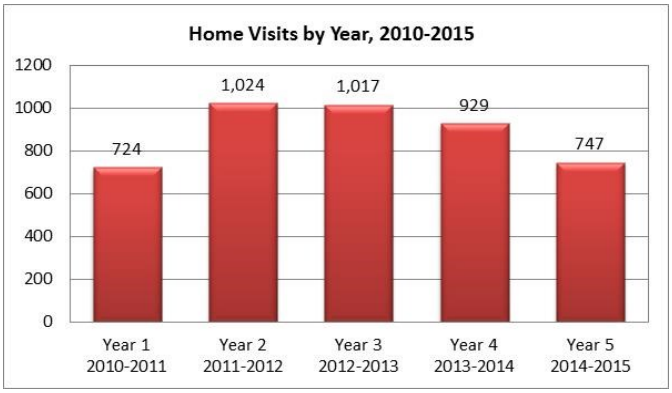
Age
Age Range: **16-66**
Average Age: **31**

Parenting Style
29% With Partner
57% By Themselves
14% Did not specify

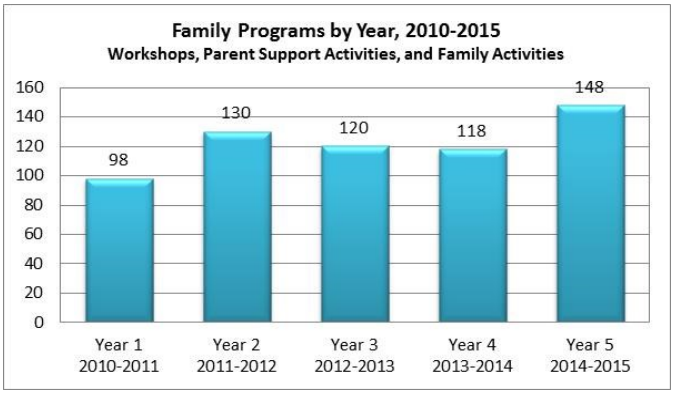
Children
Average Age: **6**
Age Range: **0-18**
Age 0-6 Years: **68%**
Children per Family: **2**

County
74% Baker County
7% Malheur County
19% Wallowa County

Home Visits



Family Programs



Plans for 2015 - 2016

The Strategic Planning Process has been extremely helpful in driving our work for the next 3-5 years. The following goals will be a focus of OPEC Leadership and staff over the next program year:

1. Increase the number of parent education opportunities offered to families in geographically isolated and outlying communities.
2. Increase the presence of school leadership in collaborative parent education efforts.
3. Increase FTE dedicated to parent education through both public partnerships and private foundations.
4. Collaborative strategic planning will become a priority for partner agencies in our Hub.
5. Develop effective marketing to promote positive parenting.

Improved Parent and Child Skills

The retrospective *t*-test design revealed **significant improvement in parenting skills across most items**.

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.4	4.8***
Show my child(ren) love and affection frequently	4.3	5.3***
Listen to my child(ren) to understand their feelings	3.5	4.8***
Help my child(ren) feel good about themselves	3.7	4.6***
Set and stick to reasonable limits and rules	2.8	4.1***
Know fun activities to help my child(ren) learn	3.3	4.6***
Find positive ways to guide and discipline my child(ren)	3.2	4.5***
Play with my child(ren) frequently	4.1	4.7
Protect my child(ren) from unsafe conditions	4.8	5.4***
Talk with other parents to share experiences	3.6	4.9***
Deal with the day-to-day stresses of parenting	3.3	4.9***
Understand my goals and values as a parent	3.6	5.3***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 31$.

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes and other activities. The retrospective *t*-test design revealed **significant improvement in child skills across all items**.

Child Skills	Before Participation	After Participation
Shows concern for others	3.1	3.9***
Willing to follow limits and rules	2.9	3.7***
Gets along with others	3.4	4.2***

Note. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 31$.

Quotes from program participants

"Its given me tools to help cope with situations better."

"I am more aware about how I parent."

"I feel more confident in my ability."

"I am more understanding of my kids."

Oregon Parenting Education Collaborative
SMALL GRANT PROJECTS
2014-1015

The Oregon Parenting Education Collaborative (OPEC) Small Grant program supports expansion of access to or enhancement of proven programs to increase parent and family member understanding of the learning and development of young children through group classes and/or home visiting. In 2014-2015, Small Grant projects were in the second year of a three-year funding cycle.

The grants are part of OCF's Metropolitan Portland Regional Action Initiative, which is focused on Clackamas, Hood River, Multnomah, and Washington counties. Funders also include the Meyer Memorial Trust and OCF Donor Advised Funds. Grant awards for 2014-2015 were approximately $30,000 per year. All ten Small Grant programs target underserved populations in the Portland Metro area. A description of each of the funded programs is on page 6.

During the second year of the OPEC grant, Small Grant sites met their objective of implementing evidence-based parenting education programs for targeted audiences in their local communities. Since the primary objective for the Small Grants was to increase parenting education programming for specific audiences, most of their reported progress focused on program implementation. Their programs reached low-income, culturally diverse, and highly stressed families as well as teen parents. The following is a synopsis of the Small Grant projects' overall progress during 2014-2015:

- **Offered evidence-based, culturally-specific curricula that were aligned with the experiences of their targeted audience**
    - 44% of the OPEC series were implemented in Spanish
    - 7% of the OPEC series were implemented in either Burmese and Somali

- **Expanded the menu of parenting education programs offered by their organizations**
    - 41 OPEC funded parenting education series (596 classes) reached 513 parents and 360 youth
    - 6 non-OPEC funded parenting education series (60 classes) reached 77 parents and 85 youth
    - 15 workshops were attended by 154 parents and 130 children/youth

- 2,170 parent support activities were attended by 371 parents and 214 children
- 59 family activities were attended by 5,584 people
- 404 home visits reached 80 new families and 128 new youth

- **Reached parents and children representative of their targeted audiences**
  - 65% of the parents participating in series and workshops reported race/ethnicities other than Caucasian
  - 73% of the parents participating in series and workshops indicated that they use at least one community service available to low-income families (WIC, Oregon Health Plan, Free/Reduced Lunch)

- **Reported significant improvement for parents participating in parenting education series and provided parents with a positive learning experience**
  - Overall, parents reported on the Parenting Skills Ladder that their children's skills, as well as their own parenting skills, improved as a result of the series
  - 98% of participants reported that the information and resources in the series were somewhat or very helpful
  - 99% of the parents responded that they were likely to recommend the series to others
  - 97% of the respondents described the workshops as helpful
  - 97% of the respondents reported that they would use the information presented at the workshops

- **Strengthened relationships and increased collaboration with community partners**
  - Worked with community partners to market their parenting education programs to their communities and targeted clientele
  - Recruited participants through newspaper, radio, television, flyers, and social media outlets reaching a combined total of 505,419 potential contacts
  - Partnered with schools to distribute 9,726 flyers and to reach 10,902 parents and children through school newsletters
  - Held 381 programs in school facilities and 62 additional programs co-sponsored by schools but held in other facilities in the community

- **Engaged and trained both English speaking and bilingual/bicultural facilitators**
  - Trained 67 facilitators in parenting education curricula with 4% of those trained in Spanish
  - Offered 64 sessions of professional development for facilitators and staff

Challenges

As the Small Grant sites implemented their second year of OPEC funded programming, they encountered some challenges. Each Small Grant organization reported their individual challenges quarterly on the online system. These were analyzed for overarching challenges among the collective group. Resources to address challenges such as recruitment/retention and child care were shared with Small Grant staff during gatherings and conferences hosted by Oregon State University. In addition, these venues gave Small Grant staff the opportunity to learn from each other ways to address these and other challenges. Overall challenges faced by the Small Grant projects during 2014-2015 included:

Delay in Program Implementation: Small Grant sites were hindered in offering programming as early in the year as they had planned. A primary reason for delays for several of the sites was difficulty securing space for classes. In some cases, community partners were unable to provide facility use for programs as originally planned. For other grantees, space within their own organizations was overbooked. Delays in program implementation were also caused by a lack of available facilitator trainings for particular curricula during the first two quarters of the grant year. These delays meant that some sites were not able to reach as many parents as planned during the first year.

Staffing Issues: A variety of staffing issues caused challenges for the Small Grant sites. The primary issue was turnover in key staff. As one site shared, *"We continue to experience staffing needs in order to maintain the current high expectation level of our participants as our group numbers grow and our programming for the children of our participants expands."* Staff included not only those employed at the host organization in leadership, facilitation, or child care roles but also staff at partnering organizations. One site explained their challenge in facilitator turnover: "*We continue to struggle with maintaining an adequate pool of trained facilitators. While seven staff were trained this year, we have lost four due to occupational changes and availability issues."*

Need for Additional Funding: Several sites indicated that as their programs grew during the past year, they had more demand for classes than they could offer with their grant funds. Sites also said that that more funds were needed for staffing of child care and transportation costs associated with program implementation.

Recruitment and Retention: Over half of the sites said they had challenges with recruiting and retaining parents in their programs. A primary barrier was the timing of the classes. Some sites mentioned that parents did not want to come to an evening series after working all day. One site explained that the time of year was a barrier, "*Seasonal work periods continue to present a*

challenge each year. July-October are very difficult months for parenting activities and education due to seasonal agricultural crops." A couple of sites also mentioned that they wanted to do more to recruit fathers to participate in classes. One site shared:

> *About 20% of parents who participated in our family education programs this year were male. This low figure indicates that we are not reaching fathers and father figures as effectively as needed to recruit/retain them in our classes. This is especially true for Somali fathers, who have yet to attend any of our classes over the past two programming years. [We] recognize that culture-specific dynamics within the family unit impact who attends parenting programs. However, as part of our ongoing effort to normalize positive parenting, it is critical that we actively engage all parents in family education learning experiences.*

Another site explained their challenge to engage fathers in other activities after they had completed a series:

> *Many of them do not have custody of their children and, therefore, have limited contact with them. This makes it difficult for these fathers to participate in our family events. We are looking at other ways to support these fathers so that they are not excluded from activities outside of our classes.*

Implementation Logistics: These logistics include facilities, transportation, and food. For some sites, classes could only be offered when space was available and these were often at inconvenient times for parents to attend. Sites also mentioned the need for facilities with better accommodations for child care. Often the available spaces had only one room for child care. This created issues when there were many children of varying ages or the room was too small for the number of children being served. Although public transportation was available in many areas, the bus lines were not convenient to the class location or the times did not align with the class offerings. The logistics of providing food was also difficult for some sites. Offering nutritious meals and snacks at an affordable price sometimes meant that catering was not an option and staff were doing the food preparation.

Lessons Learned

At the end of the grant year, Small Grant recipients were asked to share the lessons they had learned during their OPEC funding and advice they would offer to other organizations seeking to offer parenting education programs. Because the implementation of parenting education programming was the primary goal of these grantees, lessons learned centered on the provision of services to families. Following are the overarching lessons learned by the grantees:

Choosing relevant curriculum positively impacts parent engagement. Cultural and target audience characteristics should drive the curriculum selection. While three of the sites use curricula specific to their targeted audience (i.e. *Positive Indian Parenting*; *Strengthening Multi-Ethnic Families*; and *Parenting Inside Out*), the majority of the sites use other curricula from the national registries of evidence-based programs. These sites have indicated that they have not needed to make major adaptations to the curriculum they are using, but do ensure that their facilitators use culturally-specific and appropriate examples in their implementation.

Credibility and relationships of the staff and facilitators with parents are crucial for successful implementation. In order to plan parenting programs, recruit participants, and gather feedback to more effectively serve the parenting community, Small Grant sites relied on their culturally competent staff. As one site shared, *"We learned that when the participants identified themselves with the curriculum and instructors, they attended the class relaxed and opened minded and with the effort to practice with what they learned to apply it in their everyday life tasks."* All of the Small Grants utilize trained facilitators who are reflective of the target audience being served. A few examples include: the facilitator for Positive Indian Parenting is Native American; the facilitator for fathers participating in Parenting Inside Out is male; the facilitators for the series targeting Latino families are Latino, etc. In addition to being reflective of the audience they are serving, Small Grant staff also identified the following characteristics of facilitators as important:

- Ability to build trusting relationships with the parents
- Knows the community
- Excellent teaching skills
- Friendly, warm, and loving but sets professional boundaries
- Adaptable and flexible to changing situations within the group
- Non-judgmental
- Dedicated and persistent in maintaining contact with the parents throughout the series

Offer a menu of programs. Small Grant sites emphasized the need to have a varied menu of not only curricula series, but also of other parenting education opportunities including workshops, parent support activities, and family events. Offering consistent opportunities allows parents to stay engaged with the organization and their peers between series offerings. This strategy also helps staff to continue to build rapport and relationships with the families.

Child care is a critical component of the parenting education program. Several Small Grant sites mentioned the realization that the child care they provide needed to go beyond just

having a sufficient number of adults to watch the children. Over time their child care efforts were enhanced with age appropriate activities, snacks, and better trained child care providers. One site emphasized the importance of quality providers**:** *"We have learned that quality is always better then quantity. Providing a fun, interactive experience for the children will most likely bring the parents back."*

OPEC initiative has led to more collaborations. Several Small Grant sites indicated that their involvement with OPEC had led to new community collaborations for them. New partnerships included working with elementary schools, Head Start, faith-based organizations, apartment complexes, OPEC and Early Learning Hubs, as well as other Small Grant recipients.

COMPREHENSIVE 2014-2015 OUTCOMES

The primary focus of the Small Grant program is to provide parenting education programming to targeted clientele. However, this evaluation also examines information that was collected on the projects' organizational infrastructure and collaboration with partners because those aspects shed light on the sites' capacity to deliver successful programming. The following sections describe detailed outcomes in these three areas:

- Parenting Education Programming
- Organizational Infrastructure
- Community Collaboration

POSITIVE PARENTING CAPACITY

Increasing positive parenting capacity among parents is the key objective of the OPEC initiative as well as the major target of the Small Grant projects. The following lists each Small Grant organization and describes their funded programs:

Catholic Charities (Portland)
To offer Abriendo Puertas, an evidence-based parenting, leadership, and advocacy training for low-income, Spanish-speaking parents of children from birth to six years of age at the El Programo Hispano elementary SUN community schools in east Multnomah County.

Immigrant and Refugee Community Organization – IRCO (Portland)
To expand access to culturally-specific parent education programs for underserved Burmese families residing in Multnomah County, using the *Nurturing Parenting* curriculum.

Native American Youth and Family Center (Portland)
To expand Positive Indian Parenting and the Chxi San Structured Playgroup to help the Native community become more actively engaged in school readiness, boost young people's educational attainment, and offer much needed support for new parents and other family members raising young children.

Northwest Family Services (Portland)
To partner with the Gladstone School District to offer Escuela para Padres (School for Parents). The program will reach un-served Latino parents with children ages 0 to 6 in the Gladstone School District, and Jennings Lodge and Candy Lane Schools in Oregon City. Class series offered will include *Haga de la Paternidad un Placer* and *Active Parenting Now*.

Oregon Child Development Coalition (Hood River)
To create outreach strategies and extend parenting education classes(both *Haga de la Paternidad un Placer* and *Abriendo Puertas*) to non-Head Start Latino families, while collaborating with local agencies to maximize class offerings and cost effectiveness in Hood River County.

Pathfinders of Oregon (Portland)
To provide parenting education for high-risk fathers at the Center for Family Success in Rockwood using the *Parenting Inside/Out* curriculum.

Rosemary Anderson High School - Portland OIC (Portland)
To support the RAHS Young Parenting Education Program, providing parenting education classes using the *Nurturing Parenting* curriculum, mentoring services, academic support, workforce development and post-program transitional services in the new East Multnomah County location.

Self-Enhancement, Inc. (Portland)
To support the Community and Family Program, which provides culturally-sensitive parent support classes in N/NE Portland, and to expand the program's reach to multi-ethnic families using the promising practice curriculum *Strengthening Multi-Ethnic Families*.

Todos Juntos (Canby)
To provide comprehensive parenting education to both English and Spanish speaking parents of children from birth to six years in the rural communities of Estacada and Sandy using the *Make Parenting A Pleasure* and *Haga de la Paternidad un Placer* curricula.

Youth Contact (Hillsboro)
To provide additional *Incredible Years* classes for parents, foster parents, and child care providers of young children, with emphasis on reaching low-English language proficiency Latino and Somali families and delivering curricula in families' native language.

Parenting Education Activities

OPEC Small Grant sites served families through a variety of programming opportunities. Information about the types of programs in which parents participated, their experiences with the programs, and the changes they made as a result of their participation are included in this report. Parenting education programs described in this section include parenting education class series, family programs (workshops, support activities, and family activities), and home visitation.

Parenting Education Series

Parenting education series are multi-week programs using a specific curriculum. Most series include 7 to 10 weekly classes. Series conducted using OPEC funds are evidence-based and targeted to parents of children ages 0-6. As part of their parenting education menu, Small Grant sites may also offer non-OPEC series that are funded through other resources or conducted by partner organizations. These series may focus on older age ranges or use non-evidence-based curricula. Both OPEC funded and non-OPEC funded series are reported in Table 1.

Table 1

Parent Education Series

Activity	Description	2014-2015 Total
OPEC Parenting Education Series	Parenting Series Completed	41
	Parenting Classes	596
	Parents Attended	513
	Parents Attended 70% or More	462
	Children/Youth Attended	360
	Contact Opportunities (parents and youth)	11,403
Non-OPEC Parenting Education Series*	Parenting Series Completed	6
	Parenting Classes	60
	Parents Attended	77
	Parents Attended 70% or More	72
	Children/Youth Attended	85
	Contact Opportunities (parents and youth)	1,474

*Sites were not required to report non-OPEC series.

Continued on next page

Table 1 (continued)

Parent Education Series

Combined Total (OPEC and Non-OPEC)	**Parenting Series Completed**	**47**
	Parenting Classes	**656**
	Parents Attended	**590**
	Parents Attended 70% or More	**534**
	Children/Youth Attended	**445**
	Contact Opportunities (parents and youth)	**12,877**

*Sites were not required to report non-OPEC series.

Total Series

During their second year of OPEC funding, Small Grant sites completed a total of 41 OPEC parenting education series, totaling 596 individual classes. Of the 41 series, 49% were offered in English, 44% were offered in Spanish, and 7% were taught in another language (Burmese and Somali). The Small Grant sites also completed a total of six non-OPEC parenting education series, totaling 60 parenting individual classes. Of the six series, 83% were in offered in English and 17% were offered in Spanish.

Table 2 includes the number of OPEC and non-OPEC series conducted at each site in 2014-2015. Sites offered between two and nine series during the program year. It is important to note that the Small Grant sites were not required to report non-OPEC funded series. Of the total number of series reported, 87% were funded by OPEC.

Table 2

OPEC and Non-OPEC Parenting Education Series by Site, 2014-2015

	OPEC Series	Non-OPEC Series	Total
Catholic Charities	3	2	**5**
Immigrant and Refugee Community Organization	2	0	**2**
Native American Youth & Family Center	2	0	**2**
Northwest Family Services	6	0	**6**
Oregon Child Development Coalition	4	0	**4**
Pathfinders of Oregon	8	1	**9**
Rosemary Anderson High School	4	0	**4**
Self Enhancement, Inc.	4	0	**4**
Todos Juntos	4	0	**4**
Youth Contact	4	3	**7**
Total	**41**	**6**	**47**

Error! Reference source not found. displays the number of OPEC and non-OPEC series conducted by Small Grant sites during each year of the initiative.

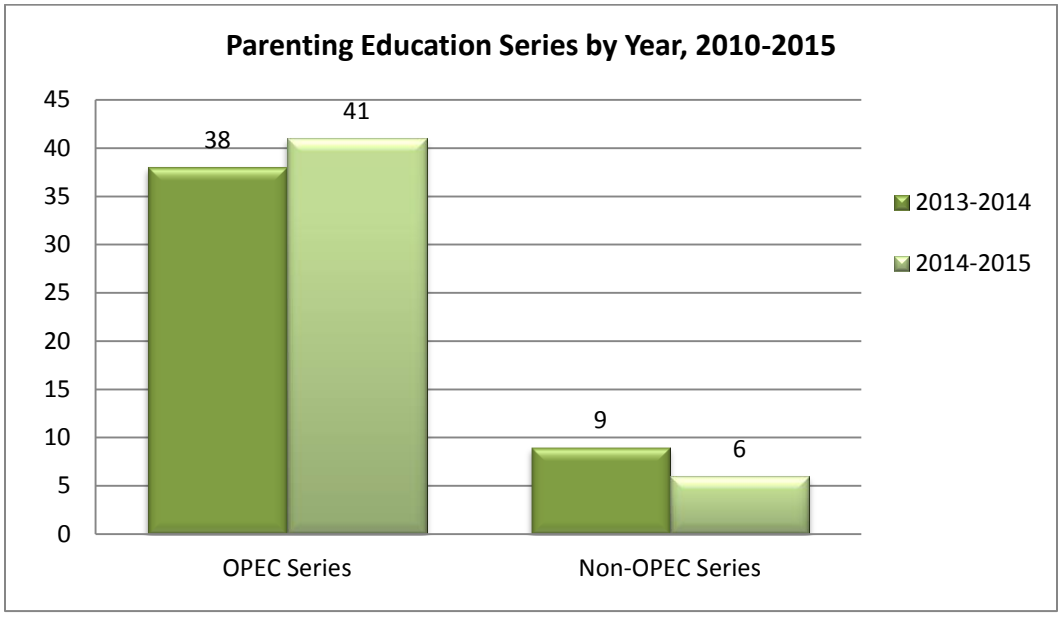


Figure 1

Curricula Used

A variety of parenting education curricula was used by Small Grant sites this year. Table 3 includes the number of series offered in each curriculum for OPEC and non-OPEC series.

Table 3

Curriculum Used for OPEC and Non-OPEC Parenting Education Series, 2014-2015

	OPEC Series	Non-OPEC Series	Total
The Incredible Years	5	1	**6**
Positive Indian Parenting	2	0	**2**
Parenting Plus: Strengthening Multi-Ethnic Families	4	0	**4**
Parenting Inside Out	8	0	**8**
Nurturing Parenting	10	2	**12**
Make Parenting A Pleasure	5	0	**5**
Active Parenting Now	1	0	**1**
Abriendo Puertas	6	0	**6**
Other*	0	3	**3**

*Other curricula used for non-OPEC series included *Early Kindergarten Transition* and *Healthy Relationships: Successful Families.*

Series Participation

Rather than tracking individual parents and children across time, the online reporting system recorded class attendance in aggregate, reflecting an *average* number of participants. An average of 513 parents attended OPEC parenting education classes, with 462 (90%) parents completing 70% or more of the classes. An average of 77 parents attended non-OPEC parenting education series, with 72 (94%) parents attending 70% or more of the classes. There were 360 youth who came with their parents for OPEC series and 85 for non-OPEC series. Table 4 displays the number of parents and youth attending 2014-2015 OPEC funded series by site.

Table 4

Parents and Children/Youth Attending OPEC Funded Series by Site, 2014-2015

	Parents	Children/Youth	Total
Catholic Charities	48	50	**98**
Immigrant and Refugee Community Organization	18	2	**20**
Native American Youth & Family Center	11	9	**20**
Northwest Family Services	95	68	**163**
Oregon Child Development Coalition	30	51	**81**
Pathfinders of Oregon	110	22	**132**
Rosemary Anderson High School	25	7	**32**
Self Enhancement, Inc.	73	51	**124**
Todos Juntos	49	53	**102**
Youth Contact	54	47	**101**
Total	**513**	**360**	**873**

Small Grant sites had a total of 11,403 contact opportunities through OPEC funded series and 1,474 contact opportunities through non-OPEC parenting education series during this year. Contact opportunities are the total number of contacts (with both parents and youth) from all classes for all parenting education series. For example, the average number of parents and children/youth who attended was multiplied by the number of classes in each series, and all of the series were added together. A combined total of 12,877 contacts were made through OPEC and non-OPEC series in 2014-2015.

Family Programs

OPEC Small Grant sites offer a variety of family programs as part of their parenting education menu. These include parent workshops, parent support activities, and family activities/events. Informal events help parents and children become more comfortable with the organization and program staff and encourage family members to meet other parents and children in their community. The connections made at these one-time or short-duration events can also be

important in recruiting new families for other parenting program activities. In 2014-2015, Small Grant projects conducted a total of 291 family programs.

Table 5

Family Programs in 2014-2015

Activity	Description	2014-2015 Total
Parent Workshops	Number of Workshops	15
	Parents Attended	154
	Children/Youth Attended	130
Parent Support Activities	Number of Sessions	217
	Parents Attended	371
	Children/Youth Attended	214
Family Activities	Number of Activities	59
	People Attended	5,584

Parent Workshops

Parent workshops include one-time events covering special topics or guest speaker presentations. During the past year, a total of 15 workshops were hosted by six Small Grant sites. The number of workshops ranged from 1 to 5 across the sites. Sixty-seven percent of these workshops used OPEC funds. A total of 154 parents and 130 youth attended the workshops. Workshops were on a variety of topics such as: *What to Do When Your Child Is Sick, Early Stages of Language Development, Teen Insights, Words that Work, Family Literacy, Child Abuse Prevention, Sex Education,* and *Kindergarten Readiness.*

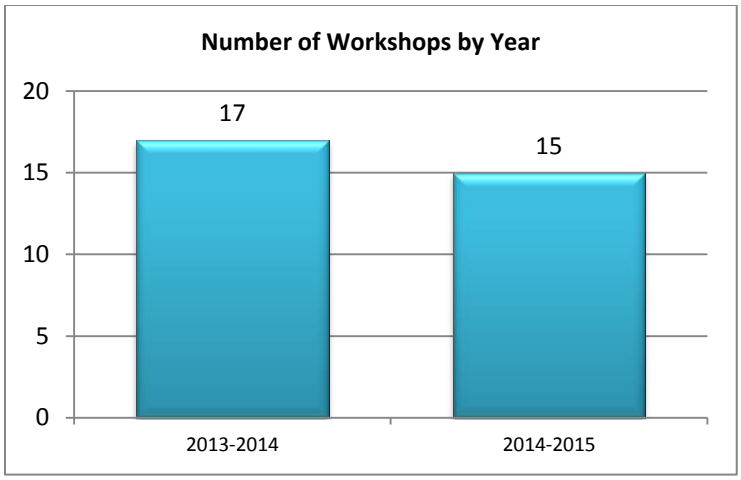


Figure 2

Parent Support Activities

Parent support activities are recurring programs that bring parents together around a common topic or activity in order to create community and support for parents and youth. Parent support activities often include multiple sessions and seek to enhance interactions between parents and children or encourage connections with other parents.

During the 2014-2015 grant year, six of the Small Grant sites hosted 217 family support sessions with the number of activities ranging from 1 to 130 per site. Sixty-eight percent of these parent support activities used OPEC funds. Examples included *playgroups, support groups, parent cafes, speaker's bureaus,* and *parent networking lunches*. Approximately 371 parents and 214 youth participated in these family support activities, for a total of 585 participants.

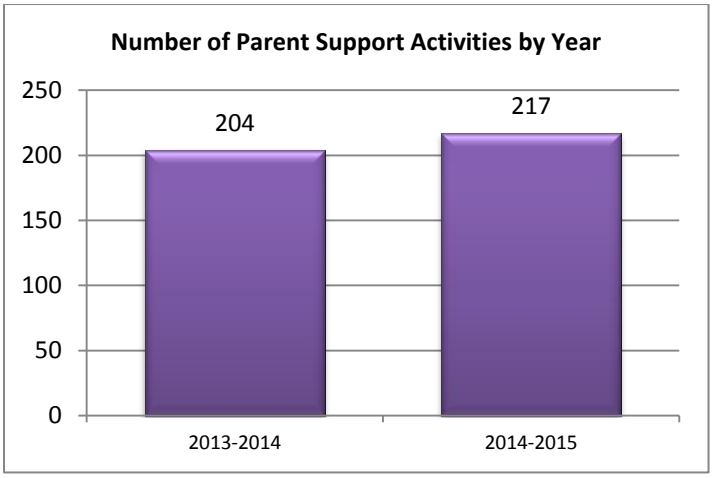


Figure 3

Family Activities

Family activities are events that sites plan, sponsor, and/or facilitate as part of their overall parenting education and outreach goals. During the 2014-2015 year, eight of the Small Grant sites sponsored a total of 59 family activities, with the number of activities ranging from 1 to 19 per site. Forty-one percent of these family activities used OPEC funds. Approximately 5,584 adults and youth participated in these family activities. Examples of family activities included: *family fun nights, multicultural family nights, holiday parties, field trips, family BBQs, literacy nights, back to school events,* and *movie nights.*

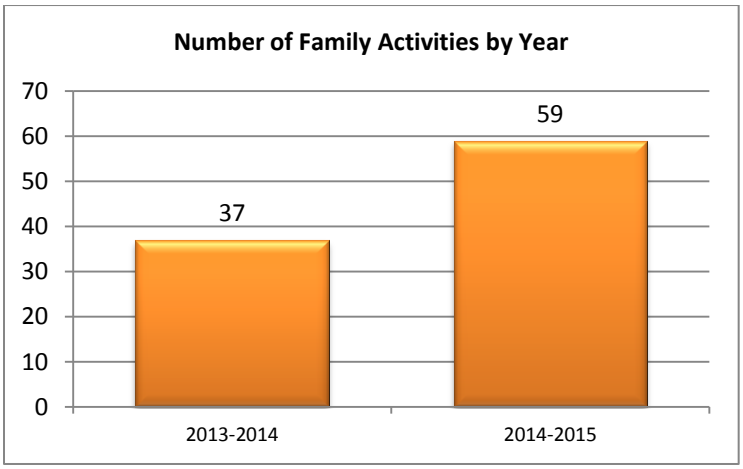


Figure 4

Home Visitation

Home visitation provides parenting education information and coaching to parents in their own home. Home visits use a one-on-one parenting education approach and typically target higher-risk parents. Home visitors often follow a set curriculum that can be adapted to the particular needs of the parents. Some home visitors may also support parents in other aspects, such as with accessing community resources. Home visits were conducted by six of the Small Grant sites during 2014-2015.

Table 6

Home Visitation

Activity	Description	2014-2015 Total
Home Visits	Number of Home Visits	404
	Total New Families	80
	Total New Children/Youth	128
	Percentage Families Healthy Start	17%

Overall, Small Grant organizations conducted 404 home visits, with 80 new families and 128 new youth. Of these home visits, 82% were funded completely or partially by OPEC. Seventeen percent of the families received home visits through Healthy Start. It is important to note that there is considerable variability in the format of home visits reported. For example, some home visits focus on the provision of basic needs such as food, diapers, transportation vouchers, and resource referral whereas others are educational in nature. Curricula used during home visits included: *Nurturing Parenting, Parents as Teachers, Abriendo Puertas/Opening Doors, Positive Indian Parenting, Make Parenting A Pleasure,* and *The Incredible Years*. Table 7 displays the number of home visits and total families and youth reached by Small Grant sites.

Table 7

Home Visits by Site, 2014-2015

Site	Total Home Visits	Total Families	Total Youth
Catholic Charities	92	15	**29**
Immigrant and Refugee Community Organization	93	13	**27**
Native American Youth & Family Center	4	2	**5**
Oregon Child Development Coalition	67	17	**31**
Rosemary Anderson High School	36	8	**9**
Self Enhancement, Inc.	112	25	**27**

Demographics of Parents

Demographic data from the Parenting Skills Ladder (PSL) and Parenting Workshop Evaluation (PWE) describe the families reached by the OPEC Small Grant projects. Of the 390 parents who completed one of the surveys between July 2014 and June 2015:

- 67% were women, 32% were men, 1% did not specify gender
- 48% were Hispanic/Latino, 34% were White/Caucasian, 10% were Black/African American, 2% were Native American, 1% were Asian/Pacific Islander, 4% other/mixed ethnicity, and 1% did not specify ethnicity/race
- 72% were parenting with a partner, 26% were parenting by themselves, 2% did not specify parenting style
- The age range for parents was between 16 and 63. The average parent age was 33 years (31 years of age for women and 34 years of age for men)
- Parents reported a total of 799 children 0-18 years of age, with an average of two children per household
- 80% of participating parents reported having a child 0–6 years of age[1]
- 37% of parents resided in Multnomah County, 33% in Clackamas County, 22% in Washington County, and 8% in Hood River County

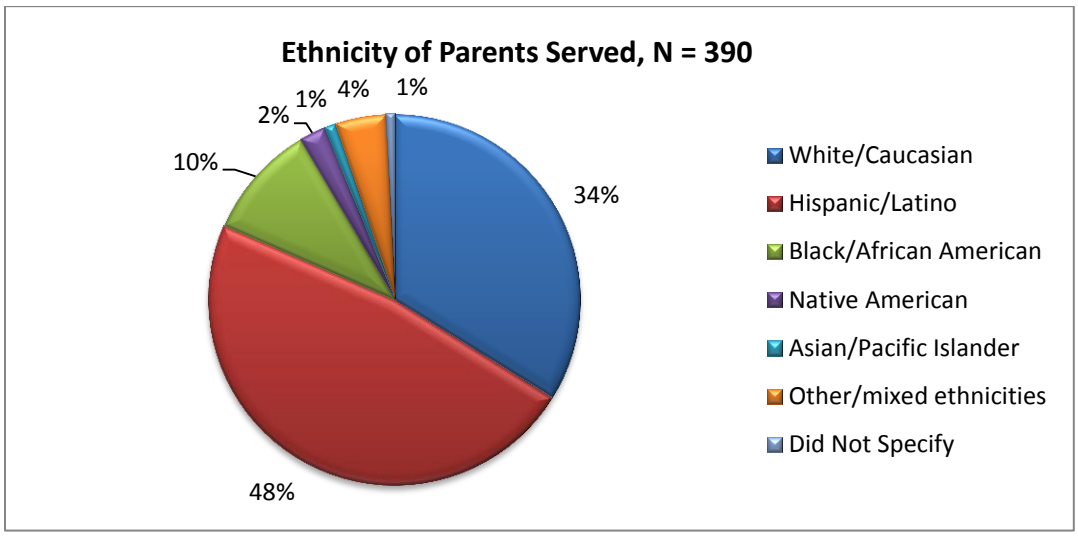


Figure 5

Community resources that are available to low-income families can be used as a proxy for determining whether families served by OPEC Hubs are at or near the poverty level. This includes Women, Infants, and Children (WIC), the Oregon Health Plan, and free or reduced-

[1] See Appendix 7 for list of percentage of parents reporting children age 0-6 by site.

price school meals[2]. Families who reported receiving at least one of these services were assumed to be a low-income household.

In 2014-2015, 390 participants completed the community resource portion of a Parenting Skills Ladder or Workshop Evaluation. Of those participants, 286 (73%) indicated that they use at least one community service available to low income families (WIC, Oregon Health Plan, Free/Reduced Lunch). Looking separately at each of these resources, 43% of families reported receiving Women, Infants, and Children (WIC) benefits, 57% of families utilized the Oregon Health Plan, and 37% of parents reported their school-age child received free or reduced lunches. Approximately 17% (66) of the total participants reported receiving all three of these services.

Table 8

Percentage (Number) of Families Served who Receive at Least One Low-Income Service by Site, *N* = 390

	Percentage (N)
Catholic Charities	90% (9)
Immigrant and Refugee Community Organization	82% (9)
Native American Youth & Family Center	100% (8)
Northwest Family Services	74% (39)
Oregon Child Development Coalition	84% (26)
Pathfinders of Oregon	64% (44)
Rosemary Anderson High School	78% (14)
Self Enhancement, Inc.	86% (24)
Todos Juntos	59% (45)
Youth Contact	79% (68)
Total All Small Grant sites	**73% (286)**

A number of families participating in parenting education programs used other community resources. For example:

- 49% had children enrolled in public schools
- 44% utilized public libraries
- 35% used community recreational facilities
- 19% utilized child care

[2] Women, Infants, and Children (WIC) is available to low income pregnant, breastfeeding, and postpartum women and children under age five who are at nutritional risk and who are at or below 185 percent of the federal poverty level. The Oregon Health Plan is available to families earning less than 138 percent of the federal poverty level. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals at school. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals.

OPEC sites are asked to report the estimated number of participants who were mandated, referred, or involved with Department of Human Services (DHS) child welfare, if known. In 2014-2015, approximately 19% of parents participating in OPEC funded parenting education series were involved with DHS child welfare.

Parent Satisfaction

Data on parent satisfaction were collected on both the Parent Workshop Evaluation (PWE) and the Parenting Skills Ladder (PSL). This included attendance rates, whether they considered the information helpful and useful, and whether they would recommend classes or workshops to others. Overwhelmingly, parents were satisfied with their experiences.

Parenting Education Series

Of the 345 Parenting Skills Ladders (PSL) completed, 98% of participants self-reported that the information and resources in the class were somewhat or very helpful. In addition, 99% of the parents responded that they were likely to recommend the classes to others, see Figure 6.

With a series of classes usually lasting from 7 to 12 weeks, participation is a long-term commitment on the part of parents. The overall attendance rate of those completing the survey was impressive, with 92% (*n* = 319) self-reporting that they attended all or almost all of the sessions.

Most participants confirmed their satisfaction with the parenting classes through their comments on the open-ended survey questions. When asked what they liked most about the programs, their comments generally focused on the content of the classes, the new parenting techniques they were learning, the increased social support they were receiving from other parent participants and family members, the relationship with the facilitator, and the interactive delivery nature of the sessions.

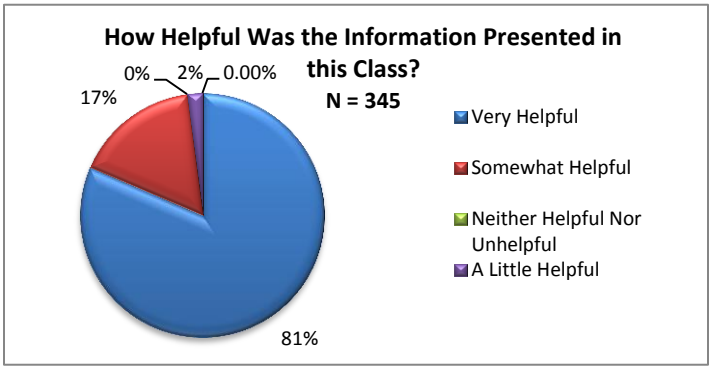


Figure 6

Parents enjoyed the variety of parenting tools and strategies they received from the series, including methods for discipline and bonding with your child. Additionally, participants felt that they were supported by others in the class and appreciated being able to meet and interact

with other parents. Other participants emphasized that they felt they were able to actively apply what was learned in the series and had improved parent-child communication skills. Several parents also indicated that they felt that they had a better understanding of their child as a result of the series.

Although parents who attended parenting series were overwhelmingly pleased with their experiences and the information they received, some parents did make specific suggestions for improvement of future programs. Some of the suggestions focused on ways to increase the number of parents enrolling, such as more marketing or altering the time the class was offered. Parents also indicated that they would like to see the individual class sessions extended and have more classes added to the series in general.

Other suggestions for improvement involved the class content, such as needing updated videos and providing manuals or other printed material. Additional comments suggested more interaction among the participants and between the parents and their children. Parents also indicated they would like more opportunities to participate in hands-on activities and skills practice during the sessions.

Parent Workshops

Parent workshop evaluations were completed by parents at only one Small Grant site (Todos Juntos). Of the 31 surveys collected, 97% of the respondents described the workshop materials as somewhat or very helpful. Additionally, 97% reported that they would use the information or resources presented at the workshop a lot or some of the time.

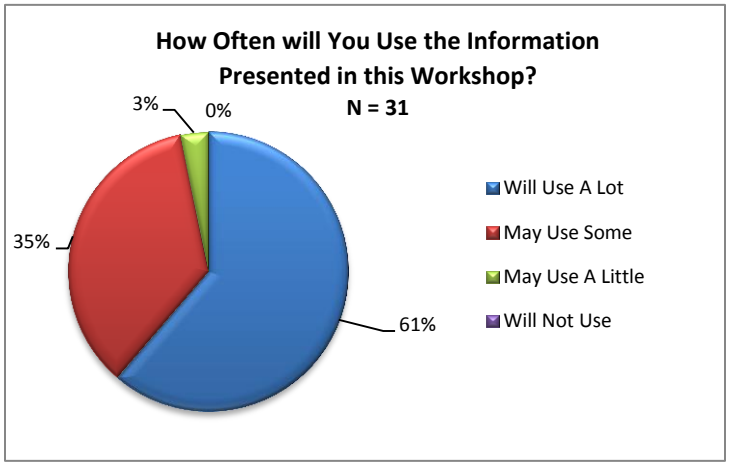


Figure 7

Parents who participated in the Todos Juntos workshops offered examples of what they liked and gained from these program opportunities. In general, parents liked that the workshops gave them an opportunity to learn about different approached to parenting. Being able to learn new ways to understand their child in the workshops was noted as being very helpful by parents as well. Parents also appreciated how the workshops supported open discussions among participants and provided new information and skills they could use at home with their

children. Other aspects of the workshops that parents enjoyed included the facilitators themselves, who parents felt delivered the content in a fun and engaging way.

Parents who attended the parenting workshops were overwhelmingly satisfied with their experiences and the information they received, however, some parents did make specific suggestions for improvement of future workshops. This included a desire to have longer sessions and more classes offered for various workshops. Other parents also indicated they would appreciate having handouts provided and would like to see more workshops offered that are intended for other age groups.

Parent and Child Outcomes

The Parenting Skills Ladder asked parents to report on changes in both parenting and child behaviors that they perceived to result from their participation in a class series. A total of 362 Parenting Skills Ladders were completed by parents participating in Small Grant programming.

Parent Outcomes

The retrospective *t*-test design revealed significant improvement in parenting skills across all items. The skills that indicated the most improvement for parents after participation in a parenting class were *knowing normal behavior for child(ren)'s age level, dealing with the day-to-day stresses of parenting,* and *understanding my goals and values as a parent.* Other parenting skills that showed major improvements for parents after participating in a class were: *talking with other parents to share experiences, setting and sticking to reasonable limits and rules,* and *finding positive ways to guide and discipline my child(ren).* Although the improvements for the items *showing my child(ren) love and affection frequently* and *protecting my child(ren) from unsafe conditions* were significant, they showed less improvement. This is not surprising since parents rated these items highly "Before Participation" leaving less margin for improvement "After Participation."

Table 9

Parenting Skills Before and After Participation

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.0	4.8***
Show my child(ren) love and affection frequently	4.1	5.3***
Listen to my child(ren) to understand their feelings	3.5	5.1***
Help my child(ren) feel good about themselves	3.7	5.2***
Set and stick to reasonable limits and rules	3.2	4.9***
Know fun activities to help my child(ren) learn	3.5	5.1***
Find positive ways to guide and discipline my child(ren)	3.4	5.1***
Play with my child(ren) frequently	3.5	4.9***
Protect my child(ren) from unsafe conditions	4.6	5.5***
Talk with other parents to share experiences	3.0	4.7***
Deal with the day-to-day stresses of parenting	3.1	4.9***
Understand my goals and values as a parent	3.5	5.3***

Note. Rated on scale from 1 to 6. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 362$.

In the open-ended responses, parents noted several positive parenting changes that could be attributed to their experience with the series they attended. More specifically, several parents pointed to improved discipline techniques and better communication with their child as significant parenting changes that resulted from their participation in the series. Other parents shared that they were better able to get down on their child's level and were more patient with their child.

Parents also reported that they had improved their ability to set boundaries as well as have clear, reasonable expectations for their child. Furthermore, series participants noted that they were better able to express their feelings in a positive way and were more attentive and aware of how their own actions affected their child.

Child Outcomes

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes and other activities. The retrospective *t*-test design revealed significant improvement in child skills across all items. The most improved child skill after participating in the class was children being *willing to follow limits and rules.*

Table 10

Child Skills Before and After Participation

Child Skills	Before Participation	After Participation
Shows concern for others	3.4	4.6***
Willing to follow limits and rules	3.1	4.5***
Gets along with others	3.7	4.9***

Note. Rated on scale from 1 to 6. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 362$.

In the open-ended responses, parents also reported on how their series participation had been impactful for their own children. Some examples of program effect included improved listening skills, better able to follow the rules, and increased patience. Other parents reported that their child was more loving and caring towards others and demonstrated an overall increased level of happiness.

Furthermore, some parents also noted that they themselves had better communication and even improved their discipline techniques as a result of the series. Additionally, participants noted that their children felt more validated and loved by their parents. Finally, parents also suggested that an additional benefit of series participation was that their child was able to make new friends.

In 2014-2015, parent focus groups were conducted with 68 parents at seven of the ten Small Grant sites (three in Spanish and four in English). The goal was to assess the benefits of class participation for parents who had completed a parenting series. Parents participating in the focus groups reinforced the results from the Parenting Skills Ladder, saying that their participation in the parenting series was beneficial for their family. They reported positive changes in their parenting behavior and their children's behavior as a result of the parenting series that they attended. Parents also indicated that they have put into practice what they learned in the parenting series. For more information about the focus groups, see Appendix 2.

ORGANIZATIONAL INFRASTRUCTURE

Although the main goal of the Small Grant program is to enhance the organizations' ability to provide direct services to targeted parenting audiences, a strong infrastructure can help programs implement effective parenting education programming. Small Grant sites were not required to report on all indicators of organizational infrastructure; however, most sites chose to provide some information about this area, including training offered to facilitators and staff, advisory group participation, and resources leveraged.

Organizational Capacity Activities

Small Grant organizations reported several ways they worked to strengthen their organizational capacity to implement and sustain parenting education efforts. These methods included:

- Training facilitators for parenting education implementation
- Providing professional development opportunities for facilitators and staff
- Engaging advisory groups
- Leveraging additional resources

Training in Parenting Education Curricula

During 2014-2015, Small Grant sites trained additional facilitators for their organization and coordinated with partner organizations to have others in their community trained in parenting education curricula. Table 11 displays the number of facilitators trained using OPEC funds and the number of facilitators trained from partner organizations not paid by OPEC funds.

Table 11

Facilitators Trained

Activity	Description	2014-2015 Total
Facilitators Trained In Parenting Education Curricula	OPEC Facilitators Trained	51
	Non-OPEC Facilitators Trained	16
	Total Facilitators Trained	67

The curriculum in which facilitators were most frequently trained was *Nurturing Parenting*. Facilitators were also trained in *The Incredible Years* and *Parents as Teachers*. Curricula reported as "Other" included *Abriendo Puertas/Opening Doors, Parenting Inside Out,* and *Positive Indian Parenting*. Table 12 lists the curricula in which facilitators were trained during the second year and the number of facilitators who were trained in Spanish and English.

Table 12

Curricula Training in 2014-2015

	OPEC Funded	Non-OPEC	Total
Nurturing Parenting	43	3	46
Parents as Teachers	4	4	8
The Incredible Years	2	0	2
Other	2	9	11

Table 16 (continued)

Curricula Training in 2014-2015

	OPEC Funded	Non-OPEC	Total
Trained in English	49	15	64
Trained in Spanish	2	1	3
Total Facilitators Trained	**51**	**16**	**67**

Professional Development Opportunities

During 2014-2015, Small Grant sites made 27 sessions of professional development training opportunities accessible to facilitators and 37 sessions available to OPEC staff members. Table 13 displays the number of sessions and the number of facilitators and staff members that attended those training sessions.

Table 13

Professional Development for Facilitators and Staff

Activity	Description	2014-2015 Total
Training for Facilitators	Number of Sessions	27
	Number of Facilitators Attended	33
Training for Staff	Number of Sessions	37
	Number of Staff Attended	147

Professional development training and support for facilitators included training specifically designed to support them in program implementation as well as special topics. Examples of professional development for facilitators reported by sites included the following: *Self-care, Quality Child Care During Parenting Education Programs, Parenting Inside Out Coaching, Motivational Interviewing, Emotional Literacy, the OPEC Parenting Educators Conference,* and *Early Kindergarten Transition*.

Professional development for OPEC staff (non-facilitators) reflects training opportunities that organizational staff may attend. These trainings do not have to be paid for by OPEC funds. Examples of trainings that OPEC staff attended this year included: *CPR/First Aid training, Emotional Literacy, Infant Mental Health, Adult Learning for Parenting Groups, Family Engagement, Fetal Alcohol Syndrome, Human Trafficking, Mentoring training, Children of*

Incarcerated Parents Summit, Using Social Media, Quality Child Care, Race and Trauma, Prevention and Behavioral Health, and *the OPEC Parenting Educators Conference*.

Advisory Groups

Advisory groups may be used by Small Grant sites to assist in determining priorities, meeting their goals and objectives, and providing a degree of oversight for fiscal and other management operations. Small Grant staff members may also represent their organization on other advisory boards or councils in their communities.

Table 14

Advisory Board Meeting and Attendance in 2014-2015

Activity	Description	2014-2015 Total
Advisory Meetings	Number of Advisory Board Meetings	32
	Attendance at Advisory Board Meetings	207
	Number of Other Advisory Board Meetings Attended by OPEC Staff	163

Seven Small Grant sites reported convening an advisory board during their second year of the grant, with 32 meetings being held. Advisory boards provided guidance on a variety of topics related to the program initiatives, overall organization, and sustainability planning.

During 2014-2015, OPEC staff at nine of the Small Grant sites participated in other advisory groups or councils within their community. Examples of other advisory boards included: Early Learning Advisory Groups, Early Literacy Meetings, Parent Accountability Council, Integration of Community Education Workers, Juvenile Justice Task Force, County Home Visit Network Leadership Committee, Portland Development Commission, Parent Advisory Council, Youth Development Council Meeting, Behavioral Health Council Meeting, Healthy Families Advisory Meeting, and the Health Share Oregon Leadership Council Meeting.

Resources Leveraged

Resources leveraged are an indicator of increased capacity. Small Grant sites reported two types of leveraged resources: funds and in-kind support. Funds may be in the form of new grants, contracts, or cash donations to the organizations. In-kind donations received may

include use of facilities, utilities, advertising, printing, food, child care, door prizes, participation incentives, and volunteer time[3].

Table 15

Funds Leveraged in 2014-2015

Activity	Description	2014-2015 Total
Funds Leveraged	Funds Leveraged	$567,700
	In-Kind Leveraged	$37,829
	Total Leveraged	$605,529

Eight of the ten Small Grant organizations reported leveraging additional funds during their second year. These Small Grant sites leveraged a total of $605,529 in new funding and in-kind donations, with 94% funds and 6% in-kind. Examples of organizations that provided funds in the form of grants, contracts, or cash donations to Small Grant sites included the following: Bauman Foundation, Brady Foundation, Collins Foundation, Children's Trust Fund of Oregon, Early Learning Multnomah, Esco Foundation, Gates Foundation, Joe Weston Foundation, Jubitz Family Foundation, the Mexican Consulate, Meyer Memorial Trust, Oregon Health Authority, Portland Community College, Portland Children's Levy, Portland Schools Foundation, Renaissance Foundation, Simple Action Family Fund, the City of Portland, the Department of Community Justice, TriMet, Verizon Hopeline, Worksystems, Inc, and Wyss Foundation.

Examples of in-kind donations reported by sites included: facility usage and utilities, equipment and supplies, food, clothing, toys and baby items, volunteer hours, and participation incentives such as coupons or gift cards.

COMMUNITY COLLABORATION

Supporting their goal of providing direct services to targeted parenting audiences, many Small Grant organizations reported engaging community partners in their efforts to implement parenting education programs. Small Grant sites were not required to report on their community collaboration endeavors. The vast majority, however, chose to provide some

[3] To estimate the value of volunteer time, sites used the dollar value for volunteer time from The Independent Sector – a national organization that collects data about volunteers (http://independentsector.org/volunteer_time). The volunteer time value is derived from an average production wage plus benefits for the most recent year available at the time. In Oregon, volunteer time was valued at $21.99 for 2014.

information about their efforts, including their strategies to market and promote parenting education and to offer programs in collaboration with schools and community partners.

Community Capacity Activities

In their second year of the OPEC grant, Small Grant sites marketed their programs, promoted positive parenting within their community, and offered parenting education programs in collaboration with schools and community partners.

Program Recruitment and Promotion

All of the ten Small Grant sites elected to report on their program recruitment and promotion efforts. The grantees used multiple strategies to publicize their parenting education opportunities. Examples of their approaches included newsletters, newspaper articles and ads, flyers, and social media. Grantees reported a total of 505,419 potential contacts with these strategies. Table 16 provides the number for each type of media and the potential number of contacts reached through efforts to recruit participants within communities.

Table 16

Program Recruitment and Promotion in 2014-2015

Type of Media	Total	People Reached
Organization newsletter	15	3,283
Newspaper Articles	7	16,500
Newspaper Announcements/Ads	5	20,500
Radio Spots	41	210,000
TV Announcements	2	5,000
Website	59	100,849
Church Bulletins	19	4,750
Other organizations' newsletters (non-school)	15	7,600
Flyers distributed (non-school)	58	10,030
Community bulletin board postings	51	11,650
Presentations to civic organizations/agencies	16	1,170
Social Media (Facebook, blogs, etc.)	64	106,373
Other*	36	7,714
Total	**388**	**505,419**

*Other included recorded phone calls from schools, text blasts, emails, online message boards, and a community message board.

Collaboration with Local Schools

Collaborating with local schools is an important strategy in successfully reaching and engaging families. For OPEC reporting purposes, the definition of school included preschools, Head

Starts, and elementary schools. OPEC Small Grant sites collaborated with schools in many ways, including promoting their program through school newsletters and announcements, offering their programs at school facilities, and partnering with schools to offer community programming. Sites also provided programs specifically related to increasing children's school readiness and promoting parental involvement in schools.

Promotion of Program Activities in Schools

Nine of the Small Grant sites reported promoting their programs and activities through their local schools. During the 2014-2015 year, schools distributed 9,726 flyers and reached 10,902 parents and children through their newsletters. Three Small Grant organizations (Catholic Charities, Native American Youth & Family Center, and Northwest Family Services) also made presentations at parent organization meetings, reaching a combined total of 106 people.

Table 17

Promotion of Program Activities in Schools for 2014-2015

Promotion Type	Total Reached
Flyers distributed to students/parents	9,726
Announcements in school newsletter	10,902
Presentations at PTA/Parent organizations	106
Other*	4,980

*Other included posting on the school district website, emails from the school, social media/text blasts, and promotion at a Kindergarten Fair.

Program Activities Connected with Schools

Six Small Grant sites (Catholic Charities, Northwest Family Services, Rosemary Anderson High School, Self Enhancement, Inc., Todos Juntos, and Youth Contact) reported conducting programs in connection with local schools in 2014-2015. In total, these Small Grant sites reported 381 programs or class sessions held in school facilities. An additional 62 programs or class sessions were co-sponsored with the schools but not held in school facilities.

Table 18

Program Activities Connected with Schools*

Programs/ class sessions that were…	2014- 2015 Total
Held in school facilities	381
Co-sponsored by schools, but not held in school facilities	62
Total programs/class sessions in collaboration with schools	443

*Programs listed above were also reported in the previous Parenting Education Activities section. This is the total number of those programs that were held in collaboration with local schools. Not all programs listed were funded by OPEC.

Small Grant sites reported that many of the programs they offered collaboratively or connected with the schools focused on increasing children's school readiness and parental involvement in schools.

Increasing Children's School Readiness

The majority of Small Grant sites made efforts to intentionally address factors associated with school readiness through their parenting education programs. For instance, Youth Contact shared:

> *Throughout our programs, we have worked to support families in developing positive parenting skills that foster school readiness and put children on the path to academic success. We recognize the role that our programs play in helping parents to grow in this area.*

Many Small Grant sites offered targeted programming geared toward increasing children's school readiness. These activities included family literacy opportunities, resource nights, kindergarten orientation programs, and integrating school readiness in parenting education curricula. In addition to their Positive Indian Parenting curriculum, Native American Youth and Family Center also offers the Chxi San parent/child playgroup. This culturally focused playgroup promotes school readiness through activities that focus on speech/language, sensory, fine motor, social/emotional, and cognitive development. Most sites also reported providing parents with information, materials, and resources such as school supplies, books, and activity packets.

Increasing Parents' School Involvement

Most Small Grant sites reported efforts to engage parents in becoming more involved in their children's education. Northwest Family Services shared, *"Parents in this particular community are eager to be part of the school system, they only need a bridge to walk through, and it has been an honor for NWFS to facilitate this opportunity."* Northwest Family Services, Todos Juntos, and Catholic Charities reported targeted efforts specifically to increase Hispanic parents' involvement with schools. Catholic Charities offers a monthly forum for Latino parents called Circulo de Padres. This forum teaches parents how to advocate for their children in U.S. schools and how to get involved in their education. Monthly topics include parental rights and obligations in public schools, how they can volunteer in their child's school, and being prepared for parent/teacher conferences. Oregon Child Development Coalition, Todos Juntos, and Catholic Charities sites offered the *Abriendo Puertas* curriculum, which emphasizes parental school involvement.

Oregon Parenting Education Collaborative

SMALL GRANT SITE REPORTS

This section contains Individual Site Reports for each of the Small Grant sites during the second year of their OPEC funding (July 1, 2014 – June 30, 2015). The Oregon State University (OSU) evaluation team compiled the Individual Site Reports using data reported by each site on the OPEC online reporting system. The site reports are composed of the following main parts:

- Programming Overview and Capacity Overview tables contain data on program implementation efforts during the first year of OPEC funding. Charts illustrating programming outcomes by quarter are included.
- The narrative sections of the reports, including Lessons Learned and Plans for 2015-2016, were written by Small Grant site staff and remain in the voice of the site staff.
- Information on parent satisfaction and demographics of families served through parenting series and workshops was obtained from the Parenting Skills Ladder or Parent Workshop Evaluation and is summarized for each site.
- Results from the Parenting Skills Ladder, a parenting assessment completed by class series participants, and quotes from participants are included for most sites.

Small Grant Projects	Page
Catholic Charities	**208**
Immigrant and Refugee Community Organization	**212**
Native American Youth and Family Center	**215**
Northwest Family Services	**219**
Oregon Child Development Coalition	**223**
Pathfinders of Oregon	**227**
Rosemary Anderson High School	**231**
Self Enhancement, Inc.	**235**
Todos Juntos	**239**
Youth Contact	**243**

Catholic Charities

2014-2015
Oregon Parenting Education Collaborative Report

Catholic Charities is funded to offer *Abriendo Puertas*, an evidence-based parenting, leadership, and advocacy training for low-income, Spanish-speaking parents of children from birth to six years of age at El Programo Hispano elementary SUN community schools in east Multnomah County.

Laura Hernandez
SUN Family Outreach & Plaza
Communitaria Coordinator
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(503) 964-4649

Catholic Charities
El Programa Hispano
Hall Elementary School
2505 NE 23rd Street
Gresham, OR 97030

PROGRAMMING OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	CUMULATIVE TOTAL
OPEC Parenting Education Series	Parenting Series Completed	3	4
	Parenting Classes	30	40
	Parents Attended	48	76
	Parents Attended 70% or More	39	62
	Children/Youth Attended	50	92
	Contact Opportunities (parents & youth)	980	1,680
Non-OPEC Parenting Education Series	Parenting Series Completed	2	2
	Parenting Classes	12	12
	Parents Attended	30	30
	Parents Attended 70% or More	28	28
	Children/Youth Attended	40	40
	Contact Opportunities (parents & youth)	420	420
Parent Workshops	Number of Workshops	1	6
	Parents Attended	5	95
	Children/Youth Attended	9	43
Parent Support Activities	Number of Sessions	5	28
	Parents Attended	37	160
	Children/Youth Attended	35	75
Home Visits	Number of Home Visits	92	100
	Total New Families	15	25
	Total New Children/Youth	29	41
Family Activities	Number of Activities	8	9
	People Attended	542	642

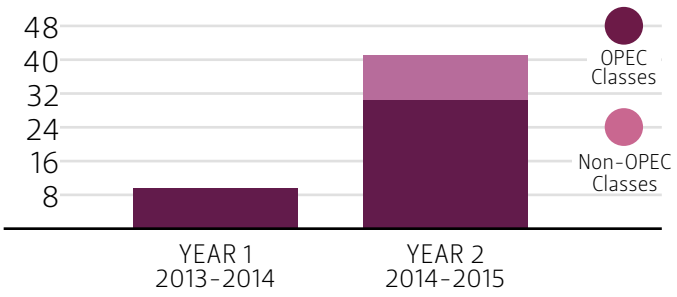
LESSONS LEARNED

We learned that when the participants identified themselves with the curriculum and instructors, they attended the class relaxed and opened minded and ready to practice what they learned and apply it in their everyday life tasks. The feedback from the parents that attended these classes was very important. These parents were a great overall resource to recruit new parents for our classes.

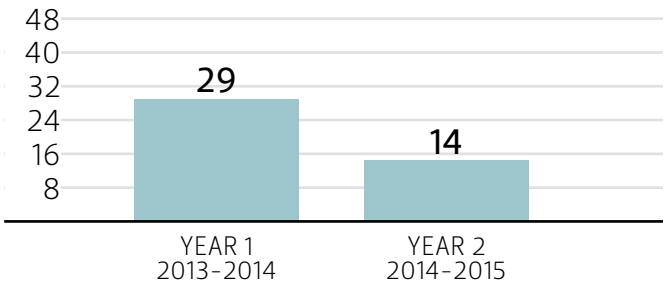
The narrative sections of this report, including Lessons Learned and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES
[NUMBER OF CLASSES]

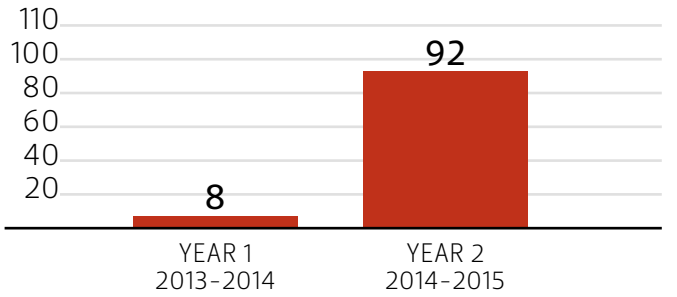


FAMILY PROGRAMS
[WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

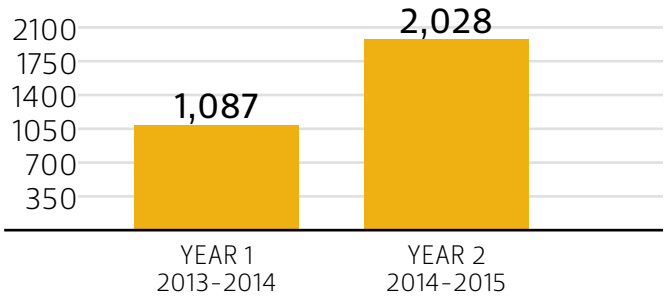


HOME VISITS & TOTAL CONTACTS

HOME VISITS



TOTAL CONTACTS



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

PARENT SATISFACTION
[PARENTING EDUCATION SERIES]

90%
of parents reported that the class was somewhat or very helpful

100%
of parents reported that they would recommend the class to others

DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES]

GENDER	
60%	women
30%	men
10%	did not specify

AGE	
25-36	age range
31	average age

COUNTY	
100%	multnomah county

10 parents

25 children

RACE/ETHNICITY	
80%	hispanic/latino
20%	other/unspecified

PARENTING STYLE	
80%	with partner
10%	by themselves
10%	did not specify

CHILDREN	
1-17	age range
8	average age
40%	age 0-6 years
3	children per family

CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	TOTAL TO DATE
Facilitators Trained in Curricula	OPEC Facilitators Trained Non-OPEC Facilitators Trained	0 0	4 2
Funds Leveraged	Funds Leveraged In-Kind Leveraged Total Leveraged	$10,500 $0 $10,500	$13,500 $0 $13,500
Advisory Meetings	Advisory Board Meetings	2	2
Programs With Schools	Programs in Collaboration with Schools	31	74

QUOTES

[FROM PROGRAM PARTICIPANTS]

"It gave us important information."

"Excellent program!"

"It was a fun class. I enjoyed sharing and listening with the other parents and the teachers are great."

IMPROVED PARENT & CHILD SKILLS

PARENTING SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.1	4.7***
Show my child(ren) love and affection frequently	3.9	5.5***
Listen to my child(ren) to understand their feelings	3.3	5.5***
Help my child(ren) feel good about themselves	3.6	5.6***
Set and stick to reasonable limits and rules	3.3	5.4***
Know fun activities to help my child(ren) learn	3.4	5.5***
Find positive ways to guide and discipline my child(ren)	3.5	5.4***
Play with my child(ren) frequently	2.8	4.5***
Protect my child(ren) from unsafe conditions	3.9	5.1***
Talk with other parents to share experiences	3.2	4.3***
Deal with the day-to-day stresses of parenting	3.3	4.6***
Understand my goals and values as a parent	3.6	5.2***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 11$.

*The retrospective t-test design revealed **significant improvement in parenting skills across all items.***

CHILD SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.5	4.8***
Willing to follow limits and rules	2.9	4.3***
Gets along with others	3.1	4.6***

Note: Dependent t-tests were used to calculate significance levels.***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 11$.

*On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes. The retrospective t-test design revealed **significant improvement in child skills across all items.***

PLANS FOR 2015-2016

We want to make the program *Abriendo Puertas* twice a year in the Programa Hispano and in Wilkes school. The families have asked that we offer more classes for parents since they have helped their children.

Immigrant and Refugee Community Organization

2014-2015
Oregon Parenting Education Collaborative Report

The Immigrant and Refugee Community Organization (IRCO) is funded to expand access to culturally-specific parent education programs for underserved Burmese families residing in Multnomah County, using the *Nurturing Parenting* curriculum.

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Immigrant and Refugee Community Organization
10301 NE Glisan
Portland, OR 97220

PROGRAMMING OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	CUMULATIVE TOTAL
OPEC Parenting Education Series	Parenting Series Completed	2	4
	Parenting Classes	28	50
	Parents Attended	18	44
	Parents Attended 70% or More	13	31
	Children/Youth Attended	2	9
	Contact Opportunities (parents & youth)	284	648
Parent Workshops	Number of Workshops	1	3
	Parents Attended	3	16
	Children/Youth Attended	1	8
Home Visits	Number of Home Visits	93	324
	Total New Families	13	31
	Total New Children/Youth	27	70
Family Activities	Number of Activities	1	2
	People Attended	20	31

LESSONS LEARNED

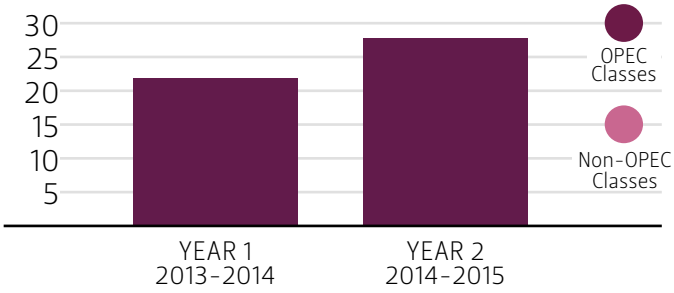
Burmese Parenting Education Project staff have learned that in order to gain family engagement, a wrap-around service type model needs to be utilized. It is more than just parenting education and referrals to resources that the target population needs and requests from the staff. It is also case management and work with health and legal systems in advocacy, partnerships, and trust-building collaboration. It is an understanding that is needed by all of the diverse needs, cultural practices/beliefs, trauma experienced, and unresolved trauma to better help Burmese families overcome acculturation and self-sufficiency into the US systems.

OREGON PARENTING EDUCATION COLLABORATIVE
THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

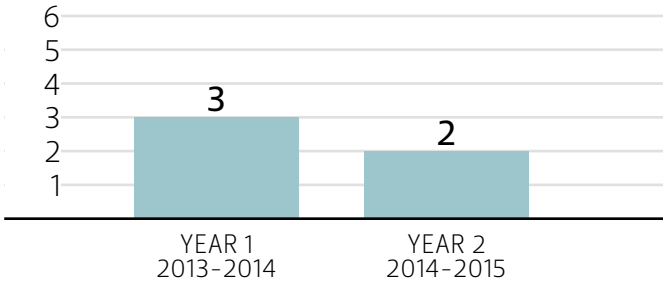
The narrative sections of this report, including Lessons Learned and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES
[NUMBER OF CLASSES]

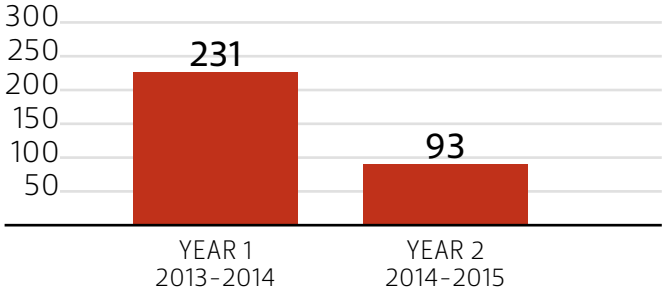


FAMILY PROGRAMS
[WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

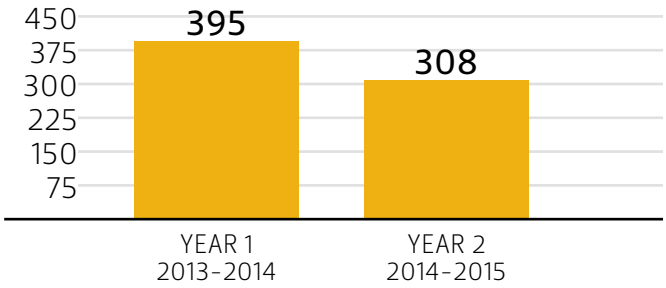


HOME VISITS & TOTAL CONTACTS

HOME VISITS



TOTAL CONTACTS



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

QUOTES
[FROM PROGRAM PARTICIPANTS]

> *I am more tolerant.*

> *I am able to manage my child's behavior.*

> *[I] became more understanding toward my children's feelings.*

> *My children listen to me more often.*

DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES]

GENDER	
82%	women
18%	men

AGE	
22-49	age range
40	average age

COUNTY	
100%	multnomah county

11 parents **21** children

RACE/ETHNICITY	
100%	burmese/karen

PARENTING STYLE	
91%	by themselves
9%	did not specify

CHILDREN	
1-18	age range
10	average age
29%	age 0-6 years
2	children per family

CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	TOTAL TO DATE
Facilitators Trained in Curricula	OPEC Facilitators Trained	0	10
	Non-OPEC Facilitators Trained	0	0
Funds Leveraged	Funds Leveraged	$0	$0
	In-Kind Leveraged	$1,690	$2,310
	Total Leveraged	$1,690	$2,310
Advisory Meetings	Advisory Board Meetings	2	3
Programs With Schools	Programs in Collaboration with Schools	0	1

PLANS FOR 2015-2016

The Burmese Parenting Education (BPE) project will participate in an evaluation component funded outside of this project. OSU faculty will work with BPE Facilitator to conduct focus groups to help determine effectiveness of BPE workshops and home visits for decrease in domestic violence and police/legal involvement of participants and application of learned information from the program.

Native American Youth and Family Center

2014-2015
Oregon Parenting Education Collaborative Report

The Native American Youth and Family Center is funded to expand *Positive Indian Parenting* and the *Chxi San* Structured Playgroup to help the Native Community become more actively engaged in school readiness, boost young people's educational attainment, and offer much needed support for new parents and other family members raising young children.

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(503) 320-0472

NAYA Family Center
3135 NE Columbia Blvd
Portland, OR 97218

PROGRAMMING OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	CUMULATIVE TOTAL
OPEC Parenting Education Series	Parenting Series Completed	2	6
	Parenting Classes	16	48
	Parents Attended	11	34
	Parents Attended 70% or More	10	31
	Children/Youth Attended	9	19
	Contact Opportunities (parents & youth)	160	424
Non-OPEC Parenting Education Series	Parenting Series Completed	0	1
	Parenting Classes	0	16
	Parents Attended	0	20
	Parents Attended 70% or More	0	20
	Children/Youth Attended	0	0
	Contact Opportunities (parents & youth)	0	320
Parent Support Activities	Number of Sessions	130	205
	Parents Attended	18	42
	Children/Youth Attended	23	55
Home Visits	Number of Home Visits	4	60
	Total New Families	2	8
	Total New Children/Youth	5	12

LESSONS LEARNED

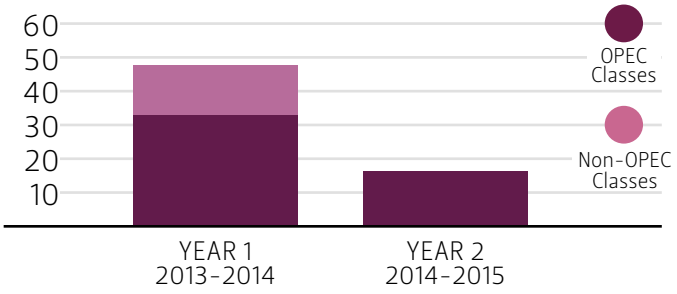
We had great success with varying the time and location of our parenting classes to reach targeted sections of our community. It was great to have the freedom to experiment with times/locations and methods.

Our expansion of Chxi San has also gone well, and though we have some days with lower attendance, we also have several families attending multiple sessions a week.

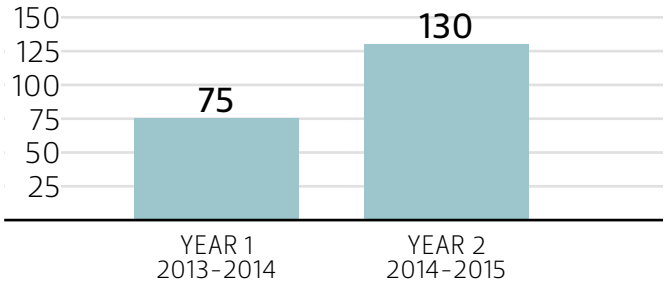
The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES
[NUMBER OF CLASSES]

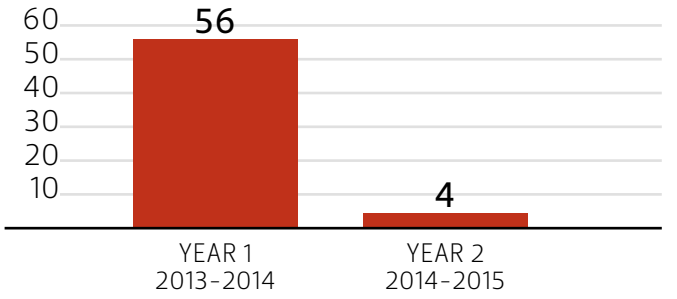


FAMILY PROGRAMS
[WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

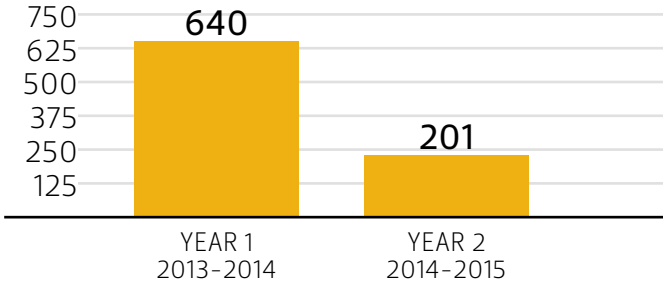


HOME VISITS & TOTAL CONTACTS

HOME VISITS



TOTAL CONTACTS



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

PARENT SATISFACTION
[PARENTING EDUCATION SERIES]

100%
of parents reported that the class was somewhat or very helpful

100%
of parents reported that they would recommend the class to others

DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES]

GENDER	
87%	women
13%	men

AGE	
19-54	age range
29	average age

COUNTY	
100%	multnomah county

8 parents

13 children

RACE/ETHNICITY	
50%	native american
37%	white/caucasian
13%	black/african american

PARENTING STYLE	
50%	with partner
50%	by themselves

CHILDREN	
0-12	age range
4	average age
77%	age 0-6 years
2	children per family

CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	TOTAL TO DATE
Facilitators Trained in Curricula	OPEC Facilitators Trained	0	0
	Non-OPEC Facilitators Trained	1	1
Funds Leveraged	Funds Leveraged	$20,000	$72,500
	In-Kind Leveraged	$0	$0
	Total Leveraged	$20,000	$72,500
Advisory Meetings	Advisory Board Meetings	0	0
Programs With Schools	Programs in Collaboration with Schools	0	0

QUOTES

[FROM PROGRAM PARTICIPANTS]

I have more confidence in my ability as a parent and as a Navajo.

She knows my expectations and can follow rules better.

I have a better routine and schedule, and I don't get mad as easily.

I have taken parenting classes, but this is the first Native-focused. This made the whole course very interesting and eye-opening.

I yell less. I have more patience for my daughters' behaviors. My routine is better and I can handle having both kids by myself.

I learned a lot about Native parenting. I'm not native, but my husband is, so this has given us a lot to think about when we talk about raising a baby together.

PLANS FOR 2015-2016

We are considering shifting one of our Chxi San days to Saturday in order to offer structured play for families on the weekend. There are very few free/low-cost options that are accessible to our families on the weekends, especially indoor options.

We will continue to offer session of *Positive Indian Parenting*, and are planning to add material from The Whole-Brain Child workbook to supplement some of our lessons and provide deeper developmental information.

Northwest Family Services

2014-2015
Oregon Parenting Education Collaborative Report

Northwest Family Services is funded to partner with the Gladstone School District to offer Escuela para Padres (School for Parents). The program reaches un-served Latino parents with children ages 0 to 6 in the Gladstone School District, and Jennings Lodge and Candy Lane schools in Oregon City. Class series offered include *Haga de la Paternidad un Placer* and *Active Parenting Now*.

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Nydia E. Santos
Latino Relationship and Marriage Educator
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Northwest Family Services
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Portland, OR 97222

PROGRAMMING OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	CUMULATIVE TOTAL
OPEC Parenting Education Series	Parenting Series Completed	6	11
	Parenting Classes	57	10
	Parents Attended	95	136
	Parents Attended 70% or More	85	118
	Children/Youth Attended	68	137
	Contact Opportunities (parents & youth)	1,533	2,567
Family Activities	Number of Activities	5	6
	People Attended	315	415

LESSONS LEARNED

Offering family activities in between parenting series helps to maintain parent engagement.

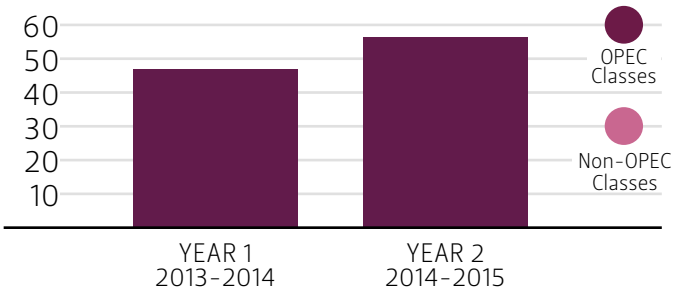
Parents in this particular community are eager to be part of the school system, "they only need a bridge to walk through..." and it has been an honor for Northwest Family Services to facilitate this opportunity.

OREGON PARENTING EDUCATION COLLABORATIVE
THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

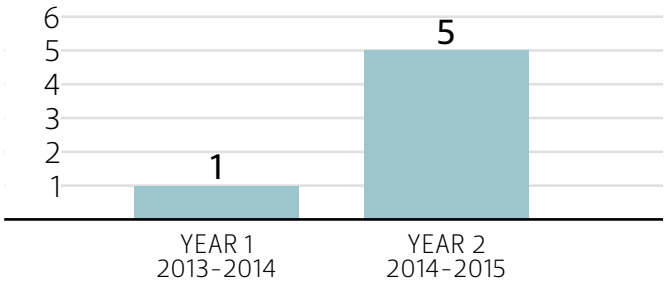
The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES
[NUMBER OF CLASSES]

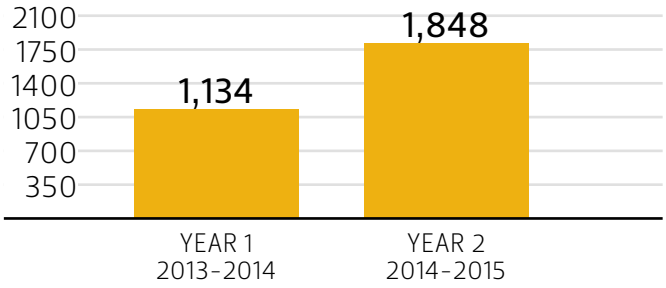


FAMILY PROGRAMS
[WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]



TOTAL CONTACTS

Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.



QUOTES
[FROM PROGRAM PARTICIPANTS]

I learned a lot about communication, limits, and appropriate behavior. Learning to establish routines helped my kids a lot..

I learned the importance of telling my kids how much I love them. I learned to hug them and show them that they are important. I'm treating them better according to their age.

I'm more patient, my kid is very happy with the changes we are making at home.

We play more as [a] family.

I'm talking more with my wife and with my daughter. Our communication is improving big way, my daughter is much more obedient and she is more positive.

Before this class I was a very desperate person with my kids. Now I have much more patience with them and with my wife too.

I used to be very perfectionist on my demands with my daughter, now I'm more empathetic, and my priority is family time.

Now I'm aware of their 'development stages' and I'm trying to show them my love in different ways.

DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES]

GENDER	
81%	women
19%	men

AGE	
17-63	age range
36	average age

COUNTY	
100%	clackamas county

53 parents

116 children

RACE/ETHNICITY	
91%	hispanic/latino
9%	white/caucasian

PARENTING STYLE	
81%	with partner
17%	by themselves
2%	did not specify

CHILDREN	
0-18	age range
8	average age
40%	age 0-6 years
2	children per family

CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	TOTAL TO DATE
Facilitators Trained in Curricula	OPEC Facilitators Trained Non-OPEC Facilitators Trained	4 0	12 0
Funds Leveraged	Funds Leveraged In-Kind Leveraged Total Leveraged	$27,200 $3,300 $30,500	$48,100 $9,500 $57,600
Advisory Meetings	Advisory Board Meetings	8	13
Programs With Schools	Programs in Collaboration with Schools	42	67

PARENT SATISFACTION

[PARENTING EDUCATION SERIES]

98%

of parents reported that the class was somewhat or very helpful

98%

of parents reported that they would recommend the class to others

IMPROVED PARENT & CHILD SKILLS

PARENTING SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.8	5.1***
Show my child(ren) love and affection frequently	4.5	5.5***
Listen to my child(ren) to understand their feelings	4.1	5.2***
Help my child(ren) feel good about themselves	4.3	5.5***
Set and stick to reasonable limits and rules	4.1	5.3***
Know fun activities to help my child(ren) learn	4.2	5.5***
Find positive ways to guide and discipline my child(ren)	4.3	5.5***
Play with my child(ren) frequently	4.1	5.3***
Protect my child(ren) from unsafe conditions	4.8	5.8***
Talk with other parents to share experiences	3.6	4.9***
Deal with the day-to-day stresses of parenting	3.8	5.3***
Understand my goals and values as a parent	4.5	5.6***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 53$.

*The retrospective t-test design revealed **significant improvement in parenting skills across all items.***

CHILD SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.9	4.9***
Willing to follow limits and rules	3.8	4.8***
Gets along with others	4.2	5.0***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 53$.

*On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes. The retrospective t-test design revealed **significant improvement in child skills across all items.***

PLANS FOR 2015-2016

We will continue partnering with schools and partners in the community to offer the parenting series. We also will continue looking for new partners to collaborate with as we reach different parts of the community. We are current reviewing and improving our child care program for the workshops. The plan is to provide our workers with materials that prepare the children for modern kindergarten.

Oregon Child Development Coalition

2014-2015
Oregon Parenting Education Collaborative Report

The Oregon Child Development Coalition is funded to create outreach strategies and extend parenting education classes (both *Haga de la Paternidad un Placer* and *Abriendo Puertas*) to non-Head Start Latino families, while collaborating with local agencies to maximize class offerings and cost effectiveness in Hood River County.

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Gabriel Muro
Parent Education Coordinator
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Oregon Child Development Coalition
1300 West 9th Street
The Dalles, OR 97058

PROGRAMMING OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	CUMULATIVE TOTAL
OPEC Parenting Education Series	Parenting Series Completed	4	8
	Parenting Classes	40	78
	Parents Attended	30	79
	Parents Attended 70% or More	29	79
	Children/Youth Attended	51	86
	Contact Opportunities (parents & youth)	810	1,615
Parent Workshops	Number of Workshops	3	5
	Parents Attended	35	122
	Children/Youth Attended	32	131
Home Visits	Number of Home Visits	67	145
	Total New Families	17	52
	Total New Children/Youth	31	103
Family Activities	Number of Activities	1	1
	People Attended	150	150

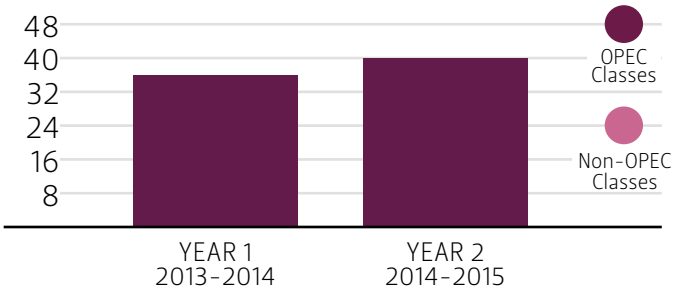
LESSONS LEARNED

We need to offer our class series focused in the lighter work months (non-agricultural seasons). We are planning to offer three courses that will give us the opportunity to recruit more and have more participants in each series.

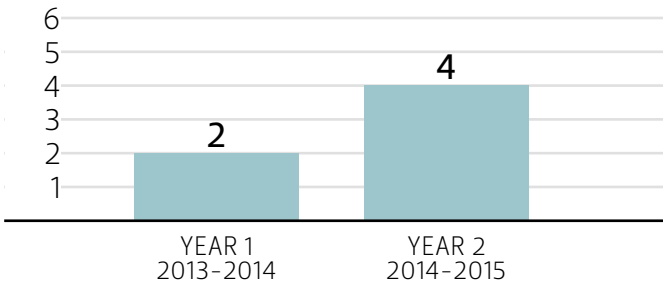
The narrative sections of this report, including Lessons Learned and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES
[NUMBER OF CLASSES]

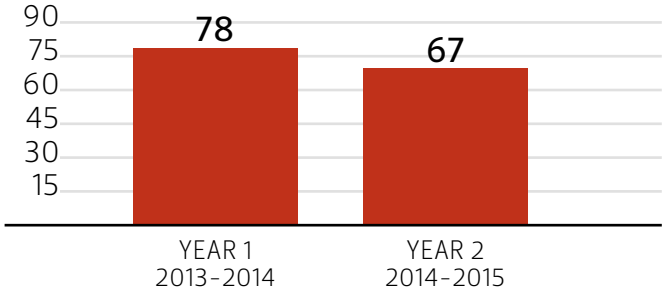


FAMILY PROGRAMS
[WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

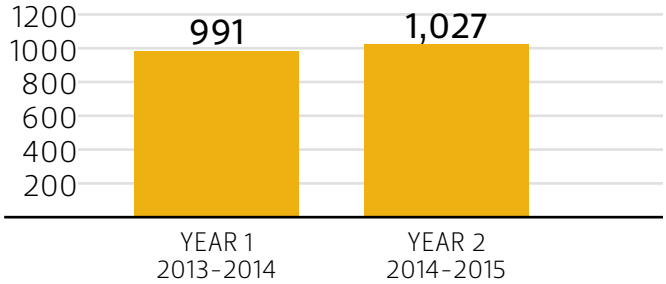


HOME VISITS & TOTAL CONTACTS

HOME VISITS



TOTAL CONTACTS



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

PARENT SATISFACTION
[PARENTING EDUCATION SERIES]

97%
of parents reported that the class was somewhat or very helpful

100%
of parents reported that they would recommend the class to others

DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES]

GENDER	
61%	women
39%	men

AGE	
20-49	age range
33	average age

COUNTY	
100%	hood river county

31 parents

66 children

RACE/ETHNICITY	
100%	hispanic/latino

PARENTING STYLE	
87%	with partner
13%	by themselves

CHILDREN	
0-18	age range
7	average age
42%	age 0-6 years
2	children per family

CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	TOTAL TO DATE
Facilitators Trained in Curricula	OPEC Facilitators Trained	0	8
	Non-OPEC Facilitators Trained	0	8
Funds Leveraged	Funds Leveraged	$0	$0
	In-Kind Leveraged	$0	$0
	Total Leveraged	$0	$0
Advisory Meetings	Advisory Board Meetings	3	4
Programs With Schools	Programs in Collaboration with Schools	0	8

QUOTES

[FROM PROGRAM PARTICIPANTS]

> *I spend more time with my daughter.*

> *I am more patient and do more activities with my children.*

> *I learned how to treat each children depending on their age.*

> *I am dedicating more time and attention to my children.*

> *I am more calm and confident.*

> *I try to be a better father for my daughters. I try to be more patient and understand them.*

IMPROVED PARENT & CHILD SKILLS

PARENTING SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	2.9	4.6***
Show my child(ren) love and affection frequently	4.3	5.5***
Listen to my child(ren) to understand their feelings	3.7	5.4***
Help my child(ren) feel good about themselves	3.7	5.2***
Set and stick to reasonable limits and rules	3.2	4.7***
Know fun activities to help my child(ren) learn	4.0	5.2***
Find positive ways to guide and discipline my child(ren)	3.7	5.3***
Play with my child(ren) frequently	3.6	4.8***
Protect my child(ren) from unsafe conditions	4.9	5.8***
Talk with other parents to share experiences	3.2	4.7***
Deal with the day-to-day stresses of parenting	3.3	5.0***
Understand my goals and values as a parent	4.0	5.5***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 31$.

*The retrospective t-test design revealed **significant improvement in parenting skills across all items.***

CHILD SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.7	5.0***
Willing to follow limits and rules	3.2	4.6***
Gets along with others	4.2	5.3***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 31$.

*On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes. The retrospective t-test design revealed **significant improvement in child skills across all items.***

PLANS FOR 2015-2016

Offer each curriculum only one time per year, and advertise all three series at once so families are able to see the lineup for the entire year and choose what best suits their needs. Conclude our series with great parent participation.

Work to continue to expand partner series with Columbia Gorge Parenting Education Hub in both Hood River and Wasco Counties.

Pathfinders of Oregon

2014-2015
Oregon Parenting Education Collaborative Report

Pathfinders of Oregon is funded to provide parenting education for high-risk fathers at the Center for Family Success in Rockwood using the *Parenting Inside Out* curriculum.

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Pathfinders/Center for Family Success
1445 SE 122nd Ave
Portland, OR 97233

PROGRAMMING OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	CUMULATIVE TOTAL
OPEC Parenting Education Series	Parenting Series Completed	8	16
	Parenting Classes	192	384
	Parents Attended	110	229
	Parents Attended 70% or More	96	208
	Children/Youth Attended	22	75
	Contact Opportunities (parents & youth)	3,168	7,296
Non-OPEC Parenting Education Series	Parenting Series Completed	1	4
	Parenting Classes	22	46
	Parents Attended	9	39
	Parents Attended 70% or More	7	36
	Children/Youth Attended	5	30
	Contact Opportunities (parents & youth)	308	782
Parent Workshops	Number of Workshops	2	8
	Parents Attended	15	108
	Children/Youth Attended	22	118
Parent Support Activities	Number of Sessions	14	36
	Parents Attended	54	82
	Children/Youth Attended	38	59
Family Activities	Number of Activities	17	29
	People Attended	963	2,407

LESSONS LEARNED

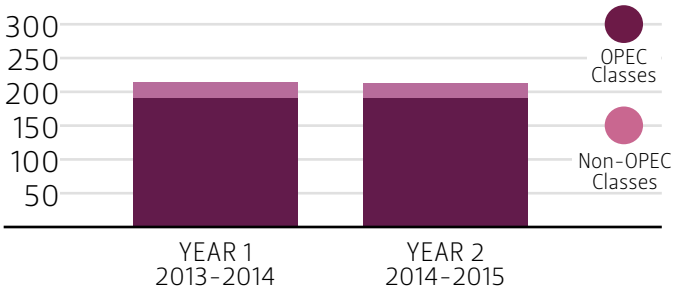
Pathfinders is having increased contact with fathers with domestic violence charges. We have learned that there may be unintended consequences of offering them the *Parenting Inside Out* program. Sometimes abusive fathers will use their involvement in a parenting class to further abuse their partner. For example, they may use the *Parenting Inside Out* graduation certificate in order to try to get custody of the children, or they will claim to be a better parent than the mother because they have taken a parenting class. In order to ensure the safety of mothers and children, we will no longer offer *Parenting Inside Out* to abusive fathers until they have participated in a batterer intervention program.

OREGON PARENTING EDUCATION COLLABORATIVE
THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

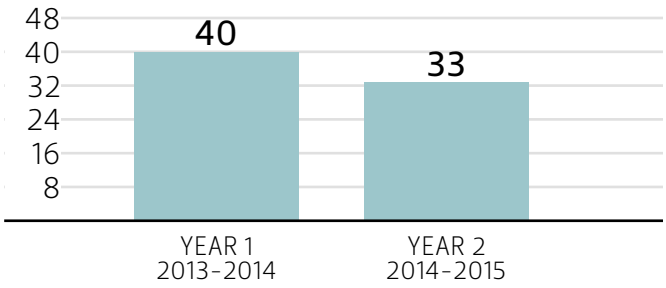
The narrative sections of this report, including Lessons Learned and Plans for 2015-2016, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.

SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES
[NUMBER OF CLASSES]



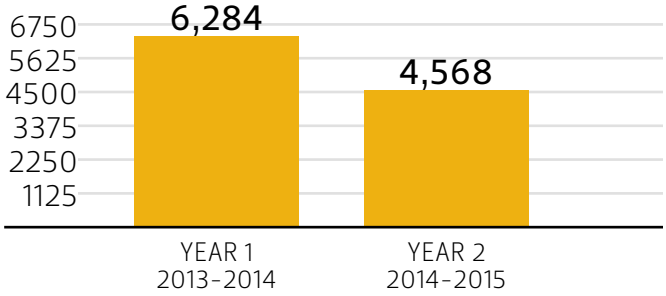
FAMILY PROGRAMS
[WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]



TOTAL CONTACTS

Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

TOTAL CONTACTS



QUOTES
[FROM PROGRAM PARTICIPANTS]

I play more with my five month old baby.

I became a better father to [my son].

My kids now get the best father I can be.

As new parents, the knowledge obtained from this class was a huge stress reliever.

I am calmer more often, attentive as a listener and more confident, in my guidance, discipline.

I've learned how to give love, set boundaries, and have effective communication with my children.

Learning the steps of how to be a real parent and using the tools to have better family.

[I liked] meeting others fathers and talking about how different we are as fathers, but show the same love for our kids.

DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES]

GENDER	
73%	men
26%	women
1%	did not specify

AGE	
20-54	age range
33	average age

COUNTY	
100%	multnomah county

69 parents

129 children

RACE/ETHNICITY	
60%	white/caucasian
16%	hispanic/latino
13%	black/african american
4%	native american
3%	asian/pacific islander
4%	other/unspecified

PARENTING STYLE	
49%	with partner
41%	by themselves
10%	did not specify

CHILDREN	
0-17	age range
6	average age
58%	age 0-6 years
2	children per family

CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	TOTAL TO DATE
Facilitators Trained in Curricula	OPEC Facilitators Trained	0	1
	Non-OPEC Facilitators Trained	8	16
Funds Leveraged	Funds Leveraged	$416,700	$461,700
	In-Kind Leveraged	$18,250	$22,050
	Total Leveraged	$434,950	$483,750
Advisory Meetings	Advisory Board Meetings	0	0
Programs With Schools	Programs in Collaboration with Schools	0	0

PARENT SATISFACTION

[PARENTING EDUCATION SERIES]

97%

of parents reported that the class was somewhat or very helpful

99%

of parents reported that they would recommend the class to others

IMPROVED PARENT & CHILD SKILLS

PARENTING SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.1	5.3***
Show my child(ren) love and affection frequently	4.5	5.6***
Listen to my child(ren) to understand their feelings	3.8	5.5***
Help my child(ren) feel good about themselves	4.0	5.4***
Set and stick to reasonable limits and rules	3.4	5.4***
Know fun activities to help my child(ren) learn	3.7	5.4***
Find positive ways to guide and discipline my child(ren)	3.4	5.4***
Play with my child(ren) frequently	4.0	5.2***
Protect my child(ren) from unsafe conditions	4.8	5.8***
Talk with other parents to share experiences	2.8	5.0***
Deal with the day-to-day stresses of parenting	3.3	5.1***
Understand my goals and values as a parent	3.5	5.7***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 69$.

*The retrospective t-test design revealed **significant improvement in parenting skills across all items.***

CHILD SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.9	4.8***
Willing to follow limits and rules	3.4	4.6***
Gets along with others	4.0	5.2***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 69$.

*On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes. The retrospective t-test design revealed **significant improvement in child skills across all items.***

PLANS FOR 2015-2016

Pathfinders plans to continue offering quality, research-based programming to justice-involved fathers. We will continue to offer *Parenting Inside Out* to fathers and we hope to offer more tailored interventions to fathers who are of concern to child welfare.

Additionally, we will be exploring educational and pro-social opportunities for fathers who have limited contact with their children.

Rosemary Anderson High School

2014-2015
Oregon Parenting Education Collaborative Report

Rosemary Anderson High School - Portland OIC is funded to support the school-based Young Parenting Education Program, providing parenting education classes with the *Nurturing Parenting* curriculum, mentoring services, academic support, workforce development, and post-program transitional services for young parents in Portland.

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Portland OIC
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Portland, OR 97217

PROGRAMMING OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	CUMULATIVE TOTAL
OPEC Parenting Education Series	Parenting Series Completed	4	6
	Parenting Classes	104	176
	Parents Attended	25	42
	Parents Attended 70% or More	25	39
	Children/Youth Attended	7	19
	Contact Opportunities (parents & youth)	852	1,896
Parent Workshops	Number of Workshops	3	5
	Parents Attended	49	64
	Children/Youth Attended	0	4
Parent Support Activities	Number of Sessions	20	54
	Parents Attended	50	143
	Children/Youth Attended	30	84
Home Visits	Number of Home Visits	36	143
	Total New Families	8	13
	Total New Children/Youth	9	16
Family Activities	Number of Activities	19	34
	People Attended	2,949	3,621

LESSONS LEARNED

This year was full of lessons! We learned that on-site child care improves the level of participation. We learned that consistent staffing is critical to engaging young parents in this work. We learned that our parents will step up and commit to a 16-week parenting series. We also learned once again about patience and time, both of these things are needed if you want to see success. It has taken years to get to where we are, and as we reflect on that process, we realize that...it's a PROCESS.

OREGON PARENTING EDUCATION COLLABORATIVE
THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

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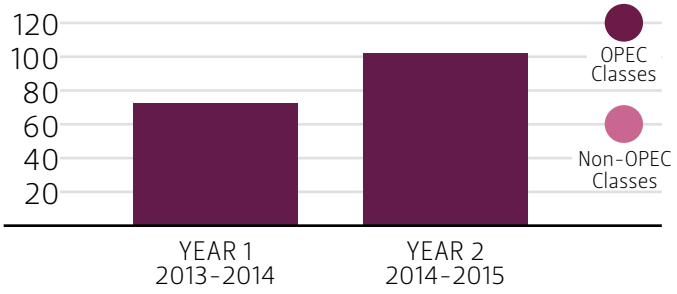
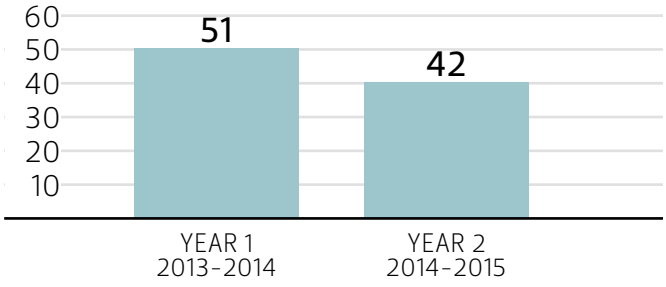
SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES
[NUMBER OF CLASSES]

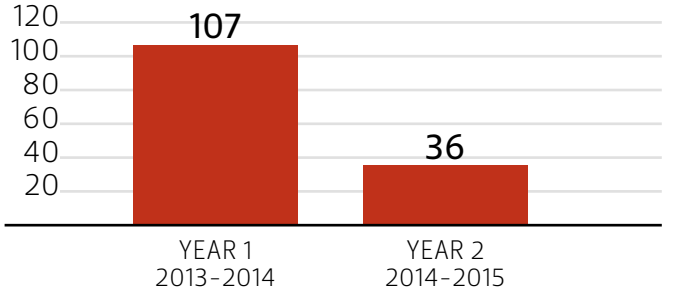


FAMILY PROGRAMS
[WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

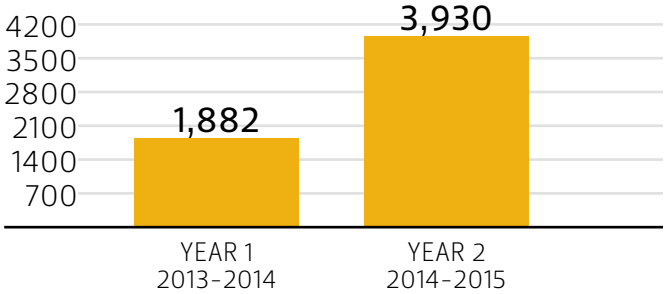


HOME VISITS & TOTAL CONTACTS

HOME VISITS



TOTAL CONTACTS



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

PARENT SATISFACTION
[PARENTING EDUCATION SERIES]

95%
of parents reported that the class was somewhat or very helpful

89%
of parents reported that they would recommend the class to others

DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES]

GENDER	
89%	women
11%	men

AGE	
16–27	age range
20	average age

COUNTY	
100%	multnomah county

18 parents

23 children

RACE/ETHNICITY	
39%	black/african american
28%	hispanic/latino
22%	white/caucasian
11%	native american

PARENTING STYLE	
61%	with partner
39%	by themselves

CHILDREN	
0–9	age range
3	average age
78%	age 0-6 years
1	children per family

CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	TOTAL TO DATE
Facilitators Trained in Curricula	OPEC Facilitators Trained	33	33
	Non-OPEC Facilitators Trained	3	3
Funds Leveraged	Funds Leveraged	$77,000	$92,000
	In-Kind Leveraged	$3,835	$5,810
	Total Leveraged	$80,835	$97,810
Advisory Meetings	Advisory Board Meetings	7	17
Programs With Schools	Programs in Collaboration with Schools	148	218

QUOTES

[FROM PROGRAM PARTICIPANTS]

I feel she's more able to talk to me without being scared.

I feel more calm and able to understand my daughter.

I learned that I wasn't the only one thinking parenting is hard.

It has helped me grow and understand my responsibility as a parent. I understand that it's important to take care of myself.

I am more mindful of my daughter's needs. I set aside time to bond, homework, and nurturing moments.

IMPROVED PARENT & CHILD SKILLS

PARENTING SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	2.9	4.6***
Show my child(ren) love and affection frequently	4.3	5.0***
Listen to my child(ren) to understand their feelings	3.4	5.1***
Help my child(ren) feel good about themselves	4.1	5.4***
Set and stick to reasonable limits and rules	2.9	4.1***
Know fun activities to help my child(ren) learn	3.8	5.4***
Find positive ways to guide and discipline my child(ren)	3.4	4.8***
Play with my child(ren) frequently	4.3	5.6***
Protect my child(ren) from unsafe conditions	4.9	5.8***
Talk with other parents to share experiences	3.1	4.3***
Deal with the day-to-day stresses of parenting	3.1	4.7***
Understand my goals and values as a parent	3.5	5.5***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 19$.

*The retrospective t-test design revealed **significant improvement in parenting skills across all items.***

CHILD SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	2.9	3.9***
Willing to follow limits and rules	2.9	4.1***
Gets along with others	3.9	4.7***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 19$.

*On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes. The retrospective t-test design revealed **significant improvement in child skills across all items.***

PLANS FOR 2015-2016

As an organization we are shifting and growing. Because of this, there are still some uncertainties moving forward. What we do know is that we will continue to provide young parent education services at our high school campuses and for our graduates in the Transitions Program. We may expand our services to provide parent education to more community members. We know that parent education is a vital component of combating cycles of poverty, addiction, abuse, and neglect. We are looking forward to the growth of this program and development of services for our community.

Self Enhancement, Inc.

2014-2015
Oregon Parenting Education Collaborative Report

Self Enhancement, Inc. is funded to support the Community and Family Program, which provides culturally-sensitive parent support classes in N/NE Portland, and to expand the programs reach to multi-ethnic families using the promising practice curriculum *Strengthening Multi-Ethnic Families*.

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Program Manager
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Maryetta Wells
Parent Educator
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Self Enhancement, Inc.
4803 NE 7th Ave
Portland, OR 97211

PROGRAMMING OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	CUMULATIVE TOTAL
OPEC Parenting Education Series	Parenting Series Completed	4	8
	Parenting Classes	49	99
	Parents Attended	73	133
	Parents Attended 70% or More	70	127
	Children/Youth Attended	51	85
	Contact Opportunities (parents & youth)	1,517	2,694
Parent Support Activities	Number of Sessions	45	95
	Parents Attended	211	296
	Children/Youth Attended	85	125
Home Visits	Number of Home Visits	112	177
	Total New Families	25	41
	Total New Children/Youth	27	46
Family Activities	Number of Activities	7	10
	People Attended	595	744

LESSONS LEARNED

During this year we were able to successfully navigate a significant amount of transition in our programming. We moved locations and are now in a much better facility for the purpose of serving children and families. We also were able to add additional staff in order to provide a more consistent presence for our child watch (child care) component. In addition to some of this transition that was going to happen naturally, SEI also was able to collaborate with additional grantees regarding their utilization of child watch in parent education groups. It was through this collaborative conversation at the OPEC Conference that someone shared with us that they utilize multiple on-call staff for child watch to ensure adequate coverage and replacements for primary staff when necessary. SEI is now planning to utilize this model as well and is planning our process for hiring and implementation for the new year budget cycle.

THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
MEYER MEMORIAL TRUST
THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

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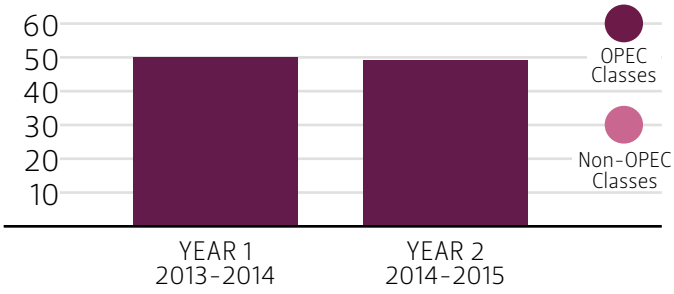
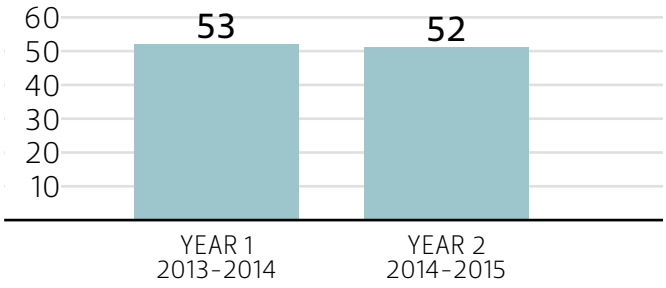
SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES
[NUMBER OF CLASSES]

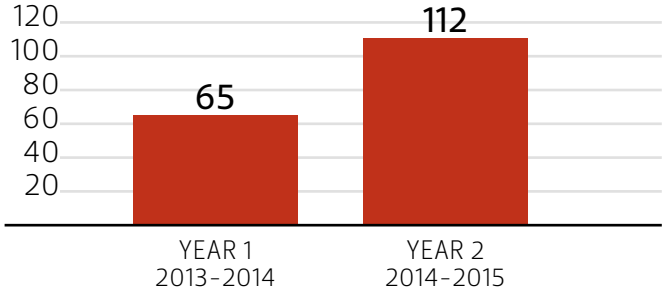


FAMILY PROGRAMS
[WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

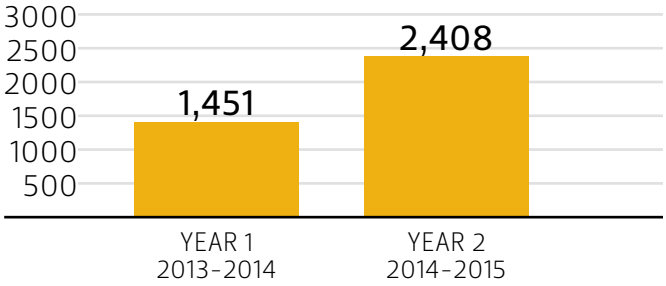


HOME VISITS & TOTAL CONTACTS

HOME VISITS



TOTAL CONTACTS



Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.

PARENT SATISFACTION
[PARENTING EDUCATION SERIES]

100%
of parents reported that the class was somewhat or very helpful

100%
of parents reported that they would recommend the class to others

DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES]

GENDER	
82%	women
18%	men

AGE	
24-39	age range
31	average age

COUNTY	
100%	multnomah county

28 parents

42 children

RACE/ETHNICITY	
36%	black/african american
28%	white/caucasian
25%	hispanic/latino
11%	other/unspecified

PARENTING STYLE	
50%	with partner
50%	by themselves

CHILDREN	
0-18	age range
4	average age
83%	age 0-6 years
2	children per family

CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	TOTAL TO DATE
Facilitators Trained in Curricula	OPEC Facilitators Trained	5	9
	Non-OPEC Facilitators Trained	4	8
Funds Leveraged	Funds Leveraged	$11,300	$11,300
	In-Kind Leveraged	$0	$1,125
	Total Leveraged	$11,300	$12,425
Advisory Meetings	Advisory Board Meetings	0	0
Programs With Schools	Programs in Collaboration with Schools	118	221

QUOTES

[FROM PROGRAM PARTICIPANTS]

I learned a lot about the development of my children and appropriate ways to interact and help them grow. No more screaming and yelling when I get frustrated.

I learned how to play and talk to my child.

[I liked] the ability to communicate with other parents and learn techniques that will enhance my family's way of life.

You learn a lot every time you come to class from the teacher and other parents.

IMPROVED PARENT & CHILD SKILLS

PARENTING SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	2.7	4.7***
Show my child(ren) love and affection frequently	3.5	5.2***
Listen to my child(ren) to understand their feelings	2.9	5.0***
Help my child(ren) feel good about themselves	3.4	5.0***
Set and stick to reasonable limits and rules	2.7	4.4***
Know fun activities to help my child(ren) learn	3.1	4.7***
Find positive ways to guide and discipline my child(ren)	2.5	4.5***
Play with my child(ren) frequently	2.8	4.6***
Protect my child(ren) from unsafe conditions	4.4	5.6***
Talk with other parents to share experiences	2.1	4.8***
Deal with the day-to-day stresses of parenting	2.4	4.8***
Understand my goals and values as a parent	2.3	4.9***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 28$.

*The retrospective t-test design revealed **significant improvement in parenting skills across all items.***

CHILD SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	2.6	4.1***
Willing to follow limits and rules	2.5	4.1***
Gets along with others	2.9	4.6***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 28$.

*On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes. The retrospective t-test design revealed **significant improvement in child skills across all items.***

PLANS FOR 2015-2016

SEI is strongly considering switching curriculum for our parenting class to *Nurturing Parenting*. After decades of utilizing *Parenting Plus: Strengthening Multi-Ethnic Families*, this will be a fairly significant transition for us. We are also very excited about the opportunities that we now have to fully build the interactive and trauma informed child watch group that we have visioned for the past two years. Fully developing that model will be a huge step that we plan to take this year.

Todos Juntos

2014-2015
Oregon Parenting Education Collaborative Report

Todos Juntos is funded to provide comprehensive parenting education to both English- and Spanish-speaking parents of children from birth to six years in the rural communities of Estacada and Sandy using the *Make Parenting a Pleasure* and *Haga de la Paternidad un Placer* curricula.

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Shawna Johnson
Site Coordinator
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Colton, OR 97017
shawnaj@todos-juntos.net
(503) 341-3381

PROGRAMMING OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	CUMULATIVE TOTAL
OPEC Parenting Education Series	Parenting Series Completed	4	8
	Parenting Classes	40	80
	Parents Attended	49	73
	Parents Attended 70% or More	41	65
	Children/Youth Attended	53	83
	Contact Opportunities (parents & youth)	1,020	1,560
Parent Workshops	Number of Workshops	5	5
	Parents Attended	47	47
	Children/Youth Attended	66	66
Parent Support Activities	Number of Sessions	3	3
	Parents Attended	1	1
	Children/Youth Attended	3	3
Home Visits	Number of Home Visits	0	2
	Total New Families	0	1
	Total New Children/Youth	0	3
Family Activities	Number of Activities	1	5
	People Attended	50	246

LESSONS LEARNED

After completing year two of our OPEC grant we have metamorphosed from providing parenting education into being a resource for our communities. Parents no longer look at parenting education as something that only "bad" parents take. Parents are reaching out to us and wanting knowledge. We have learned that quality is always better then quantity, providing a fun, interactive experience for the children will most likely bring the parents back. Parenting education is not just for the parents; each time we do a series the facilitators learn just as much. I have to say that working with OPEC has been a great experience and always professional, I love the learning experiences that they always provide. We have learned that you need to know your community prior to trying to do a class. Every community is different and you need to meet them where they are, not what is convenient for you.

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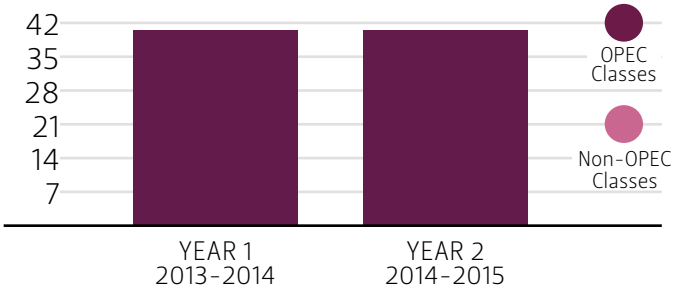
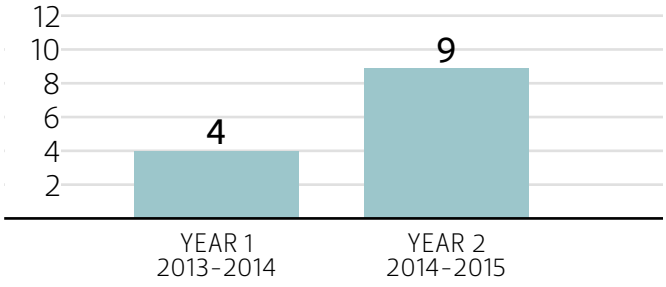
SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES
[NUMBER OF CLASSES]

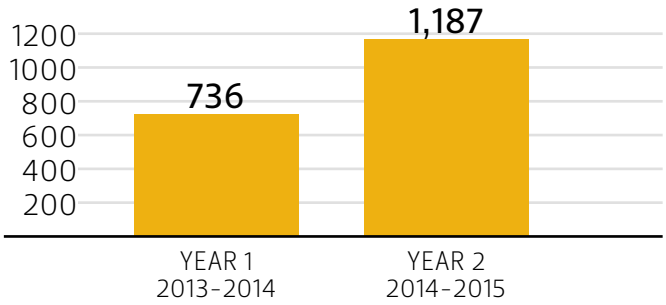


FAMILY PROGRAMS
[WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]



TOTAL CONTACTS

Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.



QUOTES
[FROM PROGRAM PARTICIPANTS]

Ignoring behavior that isn't that bad and noting the good behavior has increased the good behavior!

I'm more consistent which makes them more secure.

[My children] are calmer, listen better, more loving, and less aggressive.

It has given me good tools to use to be less stressed about things.

[My children] have noticed a change in the way I treat them and they are responding back with a different attitude.

I am more positive and confident in my ability to be a better parent.

Todos Juntos

2014-2015
Oregon Parenting Education Collaborative Report

DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES AND WORKSHOPS]

GENDER	
75%	women
22%	men
3%	did not specify

AGE	
25–57	age range
37	average age

COUNTY	
100%	clackamas county

76 parents

153 children

RACE/ETHNICITY	
72%	white/caucasian
25%	hispanic/latino
3%	asian/pacific islander

PARENTING STYLE	
79%	with partner
21%	did not specify

CHILDREN	
0–18	age range
6	average age
61%	age 0-6 years
2	children per family

CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	TOTAL TO DATE
Facilitators Trained in Curricula	OPEC Facilitators Trained	2	9
	Non-OPEC Facilitators Trained	0	1
Funds Leveraged	Funds Leveraged	$5,000	$5,000
	In-Kind Leveraged	$10,754	$17,314
	Total Leveraged	$15,754	$22,314
Advisory Meetings	Advisory Board Meetings	7	13
Programs With Schools	Programs in Collaboration with Schools	48	52

PARENT SATISFACTION

PARENTING EDUCATION SERIES

98% of parents reported that the class was somewhat or very helpful

100% of parents reported they would recommend the class to others

PARENTING WORKSHOPS

97% of parents reported that the workshop was somewhat or very helpful

97% of parents reported that they would use the information from the workshop

IMPROVED PARENT & CHILD SKILLS

PARENTING SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.1	5.0***
Show my child(ren) love and affection frequently	4.2	5.4***
Listen to my child(ren) to understand their feelings	3.3	5.1***
Help my child(ren) feel good about themselves	3.4	5.1***
Set and stick to reasonable limits and rules	3.6	5.0***
Know fun activities to help my child(ren) learn	3.4	4.9***
Find positive ways to guide and discipline my child(ren)	3.5	5.2***
Play with my child(ren) frequently	3.4	4.9***
Protect my child(ren) from unsafe conditions	5.0	5.6***
Talk with other parents to share experiences	3.2	4.8***
Deal with the day-to-day stresses of parenting	3.2	5.0***
Understand my goals and values as a parent	3.3	5.2***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 45$.

*The retrospective t-test design revealed **significant improvement in parenting skills across all items.***

CHILD SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.5	4.8***
Willing to follow limits and rules	3.2	4.8***
Gets along with others	4.0	5.2***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 45$.

*On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes. The retrospective t-test design revealed **significant improvement in child skills across all items.***

PLANS FOR 2015-2016

We are planning on doing a few brain development workshops in the fall in Estacada and Sandy. We are also planning on having at least one No-Drama Discipline workshop. The workshops have proved to be an excellent way to recruit for the 10-week series. We will do four 10-week series of *Make Parenting A Pleasure*. Two in English and two in Spanish. We are planning on adding another series of *Abriendo Puertas* also as funds allow.

Youth Contact

2014-2015
Oregon Parenting Education Collaborative Report

Youth Contact, Inc. is funded to provide additional *Incredible Years* classes for parents, foster parents, and child care providers of young children, with emphasis on reaching low-English language proficiency Latino and Somali families and delivering curricula in families' native language.

Lauren Christianson
Kids' Turn and Parenting Education Coordinator
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(503) 640-4222

Youth Contact, Inc.
447 SE Baseline
Hillsboro, OR 97213

PROGRAMMING OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	CUMULATIVE TOTAL
OPEC Parenting Education Series	Parenting Series Completed	4	8
	Parenting Classes	40	88
	Parents Attended	54	100
	Parents Attended 70% or More	54	91
	Children/Youth Attended	47	103
	Contact Opportunities (parents & youth)	1,079	2,303
Non-OPEC Parenting Education Series	Parenting Series Completed	3	8
	Parenting Classes	26	66
	Parents Attended	38	97
	Parents Attended 70% or More	37	91
	Children/Youth Attended	40	60
	Contact Opportunities (parents & youth)	746	1,448

LESSONS LEARNED

There were many lessons learned through our programming efforts this year.

- Child care is most effective when we limit the number of children who can receive services (25-30 max). Not only does this enable us to maintain appropriate teacher-children ratios, but it also ensures that staff can engage meaningfully with the children and attend to their individual needs using practices that align with those introduced throughout our parenting programs.

- Flexibility is essential when planning classes. This year, Youth Contact offered classes at different times and locations across the county to ensure that programs would be accessible and convenient for families. Most sessions were offered in the evening at neighborhood schools; however, our series for Somali parents were conducted during the day at an apartment complex where many of the families reside.

- Adequate staffing cannot be understated. We were grateful this year to hire a site coordinator, who could effectively manage the on-site logistics for parenting education programs in our community. In addition, Youth Contact was pleased to maintain a consistent team of child care providers who could work at multiple locations and provide care that is aligned with our curricula.

OREGON PARENTING EDUCATION COLLABORATIVE
THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
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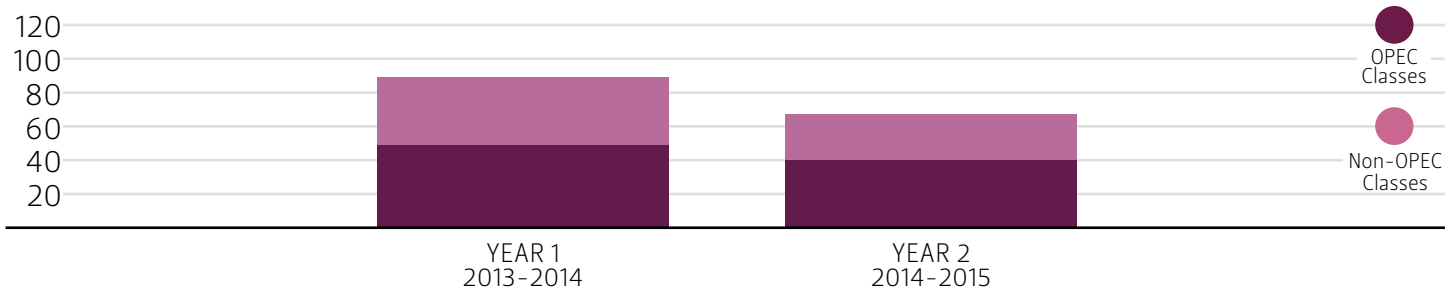
PARENTING EDUCATION SERIES

[NUMBER OF CLASSES]



TOTAL CONTACTS

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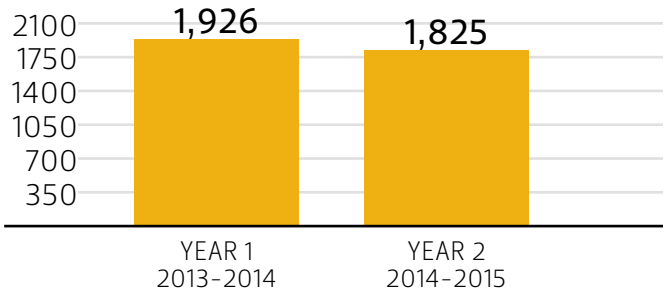

QUOTES

[FROM PROGRAM PARTICIPANTS]

[My son] is happier and more interested in reading with me now

I have learned to control my anger. Now, I listen to my children and am patient when they are having different feelings.

Being a good mom is hard, but it's not impossible. I try to listen to my children, help them with homework, and set rules and routines in the house that are appropriate for them.

I am less stressed, and my mood is more positive when I am with my children.

I have learned to be patient and to set boundaries. These have helped so much with behavior!

I am more loving toward my child and more understanding of where he is developmentally.

I am now able to discipline in a way that is more appropriate for my kids.

I am continuously applying what I have learned in class, and my children now greet me with a smile!

I learned so many things that I didn't know before and that has given me more confidence.

DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES]

GENDER	
72%	women
27%	men
1%	did not specify

AGE	
21-54	age range
34	average age

COUNTY	
100%	multnomah county

86 parents

211 children

RACE/ETHNICITY	
66%	hispanic/latino
19%	white/caucasian
14%	black/african american
1%	other/unspecified

PARENTING STYLE	
91%	with partner
9%	by themselves

CHILDREN	
0-17	age range
6	average age
60%	age 0-6 years
2	children per family

CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2014-2015 TOTAL	TOTAL TO DATE
Facilitators Trained in Curricula	OPEC Facilitators Trained	7	23
	Non-OPEC Facilitators Trained	0	4
Funds Leveraged	Funds Leveraged	$0	$0
	In-Kind Leveraged	$0	$0
	Total Leveraged	$0	$0
Advisory Meetings	Advisory Board Meetings	3	7
Programs With Schools	Programs in Collaboration with Schools	56	144

PARENT SATISFACTION

[PARENTING EDUCATION SERIES]

100%

of parents reported that the class was somewhat or very helpful

99%

of parents reported that they would recommend the class to others

IMPROVED PARENT & CHILD SKILLS

PARENTING SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	2.8	4.9***
Show my child(ren) love and affection frequently	4.1	5.5***
Listen to my child(ren) to understand their feelings	3.4	5.2***
Help my child(ren) feel good about themselves	3.6	5.4***
Set and stick to reasonable limits and rules	3.1	5.0***
Know fun activities to help my child(ren) learn	3.4	5.3***
Find positive ways to guide and discipline my child(ren)	3.3	5.3***
Play with my child(ren) frequently	3.4	5.1***
Protect my child(ren) from unsafe conditions	4.8	5.7***
Talk with other parents to share experiences	3.2	5.0***
Deal with the day-to-day stresses of parenting	3.2	4.9***
Understand my goals and values as a parent	3.7	5.5***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 87$.

*The retrospective t-test design revealed **significant improvement in parenting skills across all items.***

CHILD SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.5	5.0***
Willing to follow limits and rules	2.9	4.8***
Gets along with others	3.5	5.0***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 87$.

*On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes. The retrospective t-test design revealed **significant improvement in child skills across all items.***

PLANS FOR 2015-2016

In the coming year, we will offer two (2) *Incredible Years* programs, one (1) *Nurturing Parenting ABCs* series, and three (3) *Nurturing Parenting* community-based workshops. These sessions will be offered in English, Spanish, and Somali, and will be offered at locations across Washington County. To prepare for this programming, we will train at least two (2) facilitators on the *Nurturing Parenting ABCs* and *Nurturing Skills* curricula. This training will take place in Fall 2015, and enable us to increase our pool of group leaders who can confidently facilitate classes for parents and children.

We continue to be grateful for the opportunity to offer parenting education programs in our community, and are looking forward to the successes and challenges that next year will certainly bring.

APPENDICES

Appendix 1: Evaluation and Technical Assistance Overview

Appendix 2: Parent Voices

Appendix 3: Community Partner Perspectives

Appendix 4: Cohort 3/Expansion Hub Overview

Appendix 5: Cumulative Numbers for OPEC Hubs

Appendix 6: Cumulative Numbers for Small Grant Projects

Appendix 7: Parents with Children Age 0-6 Years Old

Appendix 1

EVALUATION AND TECHNICAL ASSISTANCE OVERVIEW

2014-2015

The funders for the Oregon Parenting Education Collaborative partnered with Oregon State University (OSU) to develop a systematic approach to supporting the funded projects through evaluation, professional development, and technical assistance. The following outlines the evaluation process and support provided to OPEC sites during 2014-2015.

EVALUATION PROCESS OVERVIEW

The OSU evaluation team used a *cluster evaluation* method for initiating, conducting, and analyzing information from the fifteen Hub and ten Small Grant sites. The main goal of cluster evaluation is to synthesize overarching lessons and/or impacts from a number of projects within a common initiative or framework. According to the Kellogg Foundation[1], cluster evaluations:

- provide accountability to the funder for the expected outcomes of the initiative
- lead to greater understanding of how an initiative's theory of change operates
- guide adjustments in funding strategies to better align with changing conditions of programs
- provide support to sites as they change activities
- explore how to sustain the benefits of the initiative beyond the specified funding period

Multiple perspectives were used to guide the OPEC evaluation process. By using a *knowledge-focused* perspective, this evaluation examined the lessons that can be learned from the programs' results and experiences in order to inform future efforts. In a *process-focused* perspective, participants' experiences in the program and the strengths and weaknesses of day-to-day operations were used to explore how programs can be improved. Finally, by employing a *participatory-focused* perspective, intended users and stakeholders, including program personnel, participants, and community partners, were directly involved in the evaluation.

Based on these perspectives, the cluster evaluation for OPEC sites involved multiple methods and used a combination of quantitative and qualitative data collection methods and research

[1] W. K. Kellogg Foundation (2007, September). *Designing initiative evaluation: A systems-oriented framework for evaluating social change efforts.* Battle Creek, MI: W. K. Kellogg Foundation. Retrieved from http://www.wkkf.org/knowledge-center/resources/2008/04/Designing-Initiative-Evaluation-A-Systems-Orientated-Framework-For-Evaluating-Social-Change-Efforts.aspx

analysis. Of particular interest was the number of participants reached by the programming efforts as well as the stories of how the programming has made a difference in individual lives. Information was also collected in order to present the strengths, challenges, and progress of the initiative within each site as well as collectively among all of the Hub grantees. In aggregate form, information on all sites is useful to monitor trends, relationships, and patterns across the initiative, which would not be evident from evaluation of a single site[1].

The following sections outline the various methods of qualitative and quantitative data collection employed over the fifth year of the multi-year OPEC evaluation. This includes data collected from site coordinators and staff through the online reporting system, site visits, telephone interviews, and surveys. In 2014-2015, additional information was collected from community partners and parents through focus groups.

Online Reporting System

Using the secure online system, coordinators and site staff can enter, edit, and view project data and narratives anytime, anywhere. In addition, the online system gives site staff access to sort features and report functions that summarize program activities for use in grant-writing and other methods of leveraging additional funds and resources. The online system has three main reporting features that are used in the evaluation: Quarterly Reports, Parenting Skills Ladders, and Parenting Workshop Evaluations.

Quarterly Reports

Quantitative and qualitative data were collected from OPEC sites on a quarterly basis. In the Quarterly Reports, sites entered information about their program activities, including parenting education classes, workshops, parent support activities, family events, and home visits. Site coordinators also reported on capacity building and community collaboration activities by quarter. Organizational capacity activities included advisory board meetings, facilitators trained in parenting education curricula, professional development for staff and facilitators, and funds leveraged. Community collaboration activities included program promotion and recruitment strategies, media awareness campaigns, and school collaboration. Within the quarterly reports, site coordinators also have the opportunity to write narratives on the successes and challenges of programming and capacity building.

Parenting Skills Ladder and Parenting Workshop Evaluation

The Parenting Skills Ladder (PSL) and Parenting Workshop Evaluation (PWE) tools were used by site staff to gather data from parents who participated in programming activities. Originally developed in 2001 by Pratt and Katzev [2] at Oregon State University, the PSL was revised in 2006 for use with ESPP II grantees and in 2010 for use with OPEC grantees[3]. The revised PSL is comprised of 15 items evaluating changes in parenting skills as a result of participation in parenting education events. Twelve items measure parents' knowledge, behaviors, and/or actions related to parenting and three items address children's behavior changes. The survey is designed as a retrospective pre-test in that parents rate themselves on two time points. At the end of a parenting education series, parents rate their *current* knowledge on the items and then rate what their knowledge was *before* the parenting series. The PSL was also used by sites in assessing the progress of parents involved in home visitation programs. Home visitors used their discretion in the timing of administering the instrument. For example, some home visitors administered the PSL after a parent had been involved with the program for a period of time while others administered it after the completion of a set of lessons. The PSL was available in both English and Spanish.

The Parenting Workshop Evaluation (PWE) was also developed by Pratt and Katzev to survey parents at the end of a one-time workshop or parent education event. Revised in 2006, the workshop evaluation asks participants to report on the helpfulness of the information and how often they will use the information and/or resources presented in the workshop. In addition, participants report on what they liked best about the session and what could have been improved. English and Spanish versions were provided to sites.

Both the PSL and PWE collect demographic information on participants. This includes the participant's age, race/ethnicity, gender, parenting status (single or with partner), number of children, and age of children. Information is synthesized across both the PSL and PWE to allow the evaluation team and site staff to report on the overall demographic background of clientele served.

Parent Focus Groups and Survey

Parents are viewed as key stakeholders in the OPEC programming and their opportunity to share thoughts on the parenting program with OSU staff helps inform both the program and the evaluation efforts. In order to understand the experiences of parents in parenting education programs, the OSU team sought the perspective of parents who were served by

[2] Pratt, C. C., McGuigan, W. M., & Katzev, A. R. (2001). Measuring program outcomes using a retrospective pretest methodology. American Journal of Evaluation, *21* (3), 341 – 349.

[3] OSU is currently assessing the reliability and validity of the revised PSL.

seven of the ten Small Grant projects – Northwest Family Services, Oregon Child Development Coalition, Pathfinders of Oregon, Rosemary Anderson High School, Self Enhancement, Inc., Todos Juntos, and Youth Contact. Four were conducted in English and three in Spanish. Three Small Grant Projects did not host focus groups. Native American Youth and Family Center had recently completed parent interviews as part of their organization's quality assurance efforts and did not feel like they could ask more of their parents. Likewise, in the coming year OSU will be conducting an in-depth study with Burmese parents involved in Immigrant and Refugee Community Organization's Small Grant program. Catholic Charities did not schedule a focus group due to a staff member's illness.

The target audience for the focus groups was parents who had participated in parenting education programs supported by the OPEC grant. OPEC coordinators established meeting dates and locations convenient for parents and recruited participants for the focus group interviews. All focus groups included a meal or snack for parents, children, and staff. Children then participated in on-site child care while their parent(s) talked with OSU staff and graduate students. The number of participants at each site ranged from 7 to14, with a total of 68 parents participating in the focus groups.

At the beginning of the focus group, parents completed a survey. This survey was aimed at following up with parents at least six months after they had completed a parenting series. After completing the survey, participants were asked a series of questions facilitated by a moderator. Parents' responses were recorded on audiotape and transcribed verbatim. During the focus group interviews, a co-facilitator made field notes on a laptop computer. Results of the Parent Focus Groups are summarized in Appendix 2.

Community Partner Focus Groups and Survey

In order to further understand Hubs' collaborative relationships and strategies within their communities, the OSU team sought the perspective of community partners in three Hub regions – Central Oregon, Douglas County, and Siskiyou County. The number of participants at each site ranged from 6 to 15, with a total of 29 community partners participated in the focus groups.

Community partner participants completed a short survey on collaboration in their community prior to the focus group. After completing the survey, participants were asked a series of questions facilitated by a moderator. Community partners' responses were digitally recorded and transcribed verbatim. During the focus group interviews, a co-facilitator made field notes on a laptop computer. Results of the Community Partner Focus Groups are summarized in Appendix 3.

Cohort 3/Expansion Hub Coordinator Survey

In an effort to further understand the capacity of Hubs over the course of their grants, coordinators of each of the Cohort 3 and Expansion Hubs funded in 2014-2015 were asked to complete an online Coordinator Survey through SurveyMonkey™ in June 2015. These surveys explored several aspects of organizational infrastructure, such as funding sources, budgets for parenting education programming, and advisory groups. In addition, sites were asked to report on their staffing patterns, including details about the coordinator, facilitators, and other staff members. Additional questions were related to home visiting programs, collaboration with community partners, and use of social media.

Results from the Coordinator Survey will be used as a baseline for the capacity of the Cohort 3 and Expansion Hubs to offer parenting education. A similar survey will be conducted at the end of the Hubs' OPEC funding to compare growth in these areas. Results of the Coordinator Survey are summarized in Appendix 4.

Cohort 3/Expansion Hub Project Self-Assessment

In November/December 2014, Cohort 3 and Expansion Hubs were asked to complete a Project Self-Assessment. The Project Self-Assessment includes items that are seen as common indicators of highly functioning programs. These common indicators were categorized under three domains, which have been documented as important to successful program implementation for community-based programs – Organizational Infrastructure, Community and Collaborative Relationships, and Parenting Education Programming. Completing the Project Self-Assessment gave Hub staff the opportunity to reflect on the strengths and challenges of their projects as well as identify areas for growth. Results of the Self-Assessment are summarized in Appendix 4.

PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE HIGHLIGHTS

Networking Activities

Conferences and other grantee meetings offer OPEC site staff the opportunity to learn from each other and from other leading experts. These gatherings with peers and experts provide information on best practices as well as strategies for addressing common issues experienced by the programs. OPEC grantee staff share program implementation, collaboration, and

sustainability strategies as well as discuss challenges faced by their programs. Networking activities coordinated by Oregon State University during the fifth year included:

- Hub and Small Grant Networking Conference
- Compilation of resource materials for conference participants
- Consultation with Foundation staff to plan and coordinate activities
- Coordinating periodic conference calls for Hub staff networking
- Connecting OPEC project staff based on common interests

Annual Networking Conference

The conference was attended by representatives from both OPEC Hub and Small Grant sites on October 2 and 3, 2014 in Lake Oswego, Oregon. Topics for the Networking Conference were selected based on evaluation results from the previous OPEC networking conference and gatherings, input of OPEC grantees, and information regarding training needs garnered through the project evaluation process.

A high priority need identified during the evaluation process centered on the challenge of providing quality child care during parenting education programs. As the OPEC initiative has evolved, the grantees have learned that it is not only important to offer a safe environment for children while their parents are participating in series, but that parents value the quality of the their children's experience in that setting. In an effort to improve the child care quality, some of the grantees had begun to develop policies, procedures, and programming models. Prior to the conference, OSU collected and organized resources developed by grantees as well as others. These resources were included as a 278-page section in the OPEC Resource Manual. During the conference, six of the grantees shared their strategies for providing quality child care during parenting education series.

Another primary focus of the networking conference was a session titled, *Using Social Media to Reach Parents*. This topic had been identified through end of year interviews with grantees. Site staff indicated they realized that social media could be an effective tool for promoting their programs and recruiting parents. However, many said they did not have sufficient knowledge and skills to use social media for such a purpose. Kimberly Allen and Nichole Huff, associate professors and Extension Specialists, from North Carolina State University led the session. The presenters covered the essentials for setting up and reaching parents via popular social media platforms including Facebook, Twitter, and Pinterest. Participants were able to set up accounts while at the conference and worked on a social media action plan.

Many of the conference participants indicated in either their quarterly reports or biannual interviews that they were implementing strategies learned in both the focal sessions. Other

sessions during the conference included presentations from each of the Hubs and Small Grant sites and updates about professional development for parenting educators, implementation fidelity, and the Early Learning Hubs. In addition, staff from Oregon Health Authority's Maternal and Child Health division conducted focus groups with the grantees to gain insight on the needs of families with young children. OSU also led discussions with the grantees regarding their experiences with the Early Learning Hubs in their regions.

Informal Networking

During 2014-2015, OPEC sites also shared resources and expertise informally. Examples of informal networking included:

- Sharing information, resources, and research articles via email and Facebook
- Sharing opportunities for OPEC colleagues to attend curricula and other professional development trainings
- Developing informal mentoring relationships with staff at different OPEC projects

Technical Assistance Activities

In addition to the networking opportunities, the OSU team (including consultant, Vicki Ertle) also provided direct and specific technical assistance to OPEC grantees. This support was provided in a variety of ways including site visits, phone conferences, development and distribution of resources, strategic planning information, and general project consultation.

OSU staff accompanied Foundation staff on visits or conference calls to all fifteen of the Hubs and the ten Small Grant sites as part of the review of renewal applications for 2015-2016 OPEC funding. Site visits gave the OSU evaluation team and funders the opportunity to:

- meet program staff, board members, and/or community partners
- develop rapport between site staff, OSU team, and funders
- learn more about the communities served
- consult on programming, evaluation, collaboration, and systems framework planning specific to each site
- determine immediate and future training needs
- learn more about the progress made toward site goals
- discuss technical assistance and networking needs
- answer questions regarding the evaluation or reporting requirements

Information from site visits is integrated into the evaluation, especially in the areas of lessons learned, successes and challenges, and the strategic planning process.

The OSU team facilitated phone conferences with site coordinators and, in some instances, additional project staff in each of the fifteen Hubs and ten Small Grants at the mid-point and at the end of the funding year. Information gained through telephone interviews with sites assisted the OSU team in the evaluation of overall outcomes and is integrated throughout the evaluation report. The phone conferences also allow the OSU team to identify specific challenges or concerns the grantees may be experiencing and to provide any needed additional support.

Individual phone and email consultations were provided throughout the year on a variety of topics including selection of curricula, programming challenges, and provision of existing tools and research that could be beneficial to sites. Particular attention was given to sites needing additional support for program implementation, program expansion, and strategic planning.

OSU hosted conference calls and webinars during the year for Hub grantees. The conference calls provided opportunities for grantees to share information on a variety of topics including follow-up on social media strategies and the fidelity study. The calls also allowed OSU faculty to update grantees on new resources and upcoming opportunities such as Parenting Education Week and the Oregon Parenting Educators Conference.

Planning Grants

In addition, OSU staff provided technical assistance to two regions that received OPEC Planning Grants (Washington County and Jackson/Josephine counties). Both of these regions were unsuccessful in their previous bids to receive OPEC Hub funding. Through the planning grants, each of these regions received a small amount of funding ($10,000) and technical assistance to lay the foundation for future OPEC Hub opportunities. OSU staff met with their community partners to outline the goals, objectives, and expectations for the OPEC initiative. OSU provided them with survey tools for both parents and community partners to assess regional needs. Both regions worked with their community partners to develop successful proposals for the 2015-2016 round of OPEC funding.

OPEC Fidelity Study

Since 2013, OSU served as a consultant with RMC Research on the OPEC Fidelity Study. The study resulted in a comprehensive implementation tool and a draft of a shortened tool. This work was funded by The Ford Family Foundation but overlapped with OPEC. During the spring of 2015, OSU revised the shortened tool and piloted it with four OPEC Hubs. Based on the pilot feedback, a final version of the tool along with a fidelity checklist for facilitators will be available in the fall of 2015.

Resource Development

Through separate funding from The Ford Family Foundation for 2014-2015, OSU was able to increase the FTE for staffing to develop supplemental resources for OPEC grantees and other organizations offering parenting education. Materials created included a comprehensive resource manual, monthly parent newsletter, a blog and social media posts for replication, and an OPEC website.

Professional Development System for Parent Educators

The funding from The Ford Family Foundation also allowed OSU to increase FTE devoted to building a professional development system for parenting educators. OSU staff have been able to convene a statewide steering committee to develop core knowledge areas and a tiered recognition system for parenting educators. They have also served as advisors to the newly formed professional association for parenting educators, Oregon Parenting Educators Network (OrPEN). In addition, a quarterly newsletter, social media venues, and links to professional development opportunities have been developed for parenting educators. Staff also worked with The Ford Family Foundation to provide the Foundations of Facilitation pilot training and will collaborate in offering the training in other parts of the state (Salem & Pendleton) in Fall 2015.

Other Technical Assistance

OSU staff also provided technical assistance to organizations and communities not currently served by an OPEC Hub. This technical assistance ranged from phone consultation on parenting education programming and evaluation to presentations on the OPEC mission and outcomes. Specific examples of other technical assistance include the Parenting Education Consortium and Parenting Education Week.

Parenting Education Consortium

The OSU team has worked collaboratively with the Oregon Health Authority's Maternal and Child Health Division to establish a parenting education consortium comprised of state level stakeholders. The consortium provides an opportunity for stakeholders to better understand the current systems that involve parenting education and to provide leadership in promoting effective parenting as core to optimal child health and development.

Oregon Parenting Education Week

In May 2015, the OSU team provided leadership for Oregon Parenting Education Week and the Oregon Parenting Educators Conference. Both were collaborations between OSU's Hallie E.

Ford Center for Healthy Children and Families and OPEC. The purpose of Oregon Parenting Education Week was to draw attention to the importance of parenting for a child's growth and development. The event included a proclamation by Governor Brown, a media kit for use by community-based organizations offering parenting education, the Parenting Educators Conference, and a seminar.

The week began with the Oregon Parenting Educators Conference, a statewide conference hosted by OSU faculty on OSU's campus. The conference featured over 30 workshops and was attended by over 500 parenting educators and other early childhood professionals. Evaluations from the conference were extremely positive. The conference has become an annual event to help meet the professional development needs of parenting educators. Each of the OPEC grantees were invited to send two parenting educators or staff at no cost to their organization.

Appendix 2

PARENT VOICES

2014-2015

Research indicates that participating in effective parenting education programs improves parents' confidence and competence in child rearing. Parenting education increases parents' knowledge of child development, strengthens parent-child relationships, builds positive parenting skills, and promotes age-appropriate care and activities that enhance a child's health, development, and social-emotional skills[1].

During the 2014-2015 grant year, over 1,386 parents participated in parenting education series associated with Oregon Parenting Education Collaborative (OPEC) Hubs and Small Grant projects and reported on changes in their parenting using the Parenting Skills Ladders. Overall, participants reported significant improvement in their parenting skills, knowledge, and behavior as well as their children's behavior on the Parenting Skills Ladder[2] (PSL). In addition to this quantitative data collected on the PSL, qualitative data was also captured through parent focus groups and anecdotal accounts shared by OPEC staff through their quarterly reports.

PARENT FOCUS GROUPS

Parents are viewed as stakeholders in OPEC programming and their opportunity to share thoughts on the parenting program helps inform both the program and the evaluation efforts. In order to further understand the experiences of parents in parenting education programs, the Oregon State University (OSU) team conducts parent focus groups annually. For the 2014-2015 program year, OSU sought the perspective of parents through focus groups with participants involved with the Small Grant sites. All ten of the Small Grant sites were invited to host parent focus groups, however, three sites chose not to participate for a variety of reasons, see Appendix 1 for more information.

A total of seven parent focus groups were held. Six focus groups were held with parents from the Portland Metro area, and one focus group was held in Hood River County. Four focus groups were held for parents who spoke English and three were held for parents who spoke

[1] DeBord, K. & Matta, M. (2002). Designing professional development systems for parenting educators Journal of Extension [On-line}, 40(2). Retrieved November 1, 2011 from http://www.joe.org/joe/2002april/a2.html

Family Strengthening Policy Center (2007). The parenting imperative: Investing in parents so children and youth succeed. Washington, DC: National Human Services Assembly. Retrieved November 1, 2011 from http://npen.org/pdfs/fsp-policy-brief22.pdf

[2] Results from the Parenting Skills Ladder can be found in the Parenting Education Hubs section under Parent and Child Outcomes

Spanish. The Spanish focus groups were facilitated by a native Spanish speaker. Hub coordinators were asked to recruit parents who had participated in parenting education programs supported by the OPEC grant. The following sites hosted focus groups: Northwest Family Services, Oregon Child Development Coalition, Pathfinders of Oregon, Rosemary Anderson High School, Self Enhancement Inc., Todos Juntos, and Youth Contact.

Across the seven sites, a total of 68 parents participated in the focus groups, with the number at each site ranging from 7 to 14. Demographic information was available for 66 parents (Table 1) and 159 children (Table 2).

Table 1

Demographics of Parents Participating in 2015 Focus Groups

	Demographics **66 parents**
Age Range of Participant	17 to 65 years
Average Age of Participant	33 years
Gender	75% Female 25% Male
Race/Ethnicity	30% White 53% Hispanic 3% Native American 14% Black/African American
Education	23% Less than 9th grade 14% 9th to 12th grade, no diploma 31% High School Diploma or GED 19% Some college, no degree 6% Associate's Degree 5% Bachelor's Degree 2% Graduate or professional degree
Employment	19% Part-time 35% Full-time 2% Retired 44% Do not work
Parenting Style	65% With a Partner 29% By Self 6% With a relative in the same home
Use of Services Designated for Low-Income Households	42% receive WIC 62% use Oregon Health Plan 20% had school-aged children who received free or reduced lunch

Table 2

Child Demographics from Parents Participating in 2015 Focus Groups

	Demographics 159 children
Age Range of Children	Under 1 to 18 years
Average Age of Children	7 years
Children Ages 0-6	49%
Range of Children per Household	1 to 7 children
Average Children per Household	2.48 children

Participants were asked to identify the most recent parenting class that they participated in. Fourteen of the participants (22%) participated in *The Incredible Years*, twelve (18%) participated in *Making Parenting a Pleasure,* eight (12%) participated in *Nurturing Parenting*, with twenty-two (21%) reporting another program such as *Abriendo Puertas, Parenting Inside Out,* or *Paternidad con Cariño.* Fifty-two (85%) of the participants attended their most recent class within six months of the focus group, four (7%) reported that their last class was 6-11 months prior to the focus group, and five (8%) participants took a class a year or more ago.

Parenting Survey

At the beginning of the focus group parents were asked to complete a survey rating their perspective of parenting and their experiences after the parenting programs. On the survey, parents rated their perspective on a range of items on a scale from 0 to 6 with 0 being "*Completely Disagree*" and 6 being "*Completely Agree.*" Table 1-3 display the mean, standard deviation, range, and percentage of parents that reported that they *slightly, mostly,* or *completely agreed* with an item.

Table 3

Parenting Behaviors: Means, Standard Deviations, Range, and Percentage of Parents Who Agreed with Each Item, *N* = 68

Item	Mean	Std Dev[a]	Range[b]	Percent Agreed
Parenting Behaviors				
I show my child love and affection frequently.	5.63	0.57	4 – 6	100%
I feel comfortable in my ability to protect my child from unsafe situations.	5.56	0.63	3 – 6	99%
I am confident in my ability to parent my child.	5.43	0.68	3 – 6	99%

Continued on next page

Table 3 (continued)

Parenting Behaviors: Means, Standard Deviations, Range, and Percentage of Parents Who Agreed with Each Item, *N* = 68

Item	Mean	Std Dev[a]	Range[b]	Percent Agreed
I have the ability to bounce back from challenges.	5.31	0.78	3 – 6	99%
I am able to set appropriate limits for my child.	5.22	0.71	4 – 6	100%
I feel confident in my ability to discipline my child in a positive way.	5.15	0.74	4 – 6	100%
I am confident I can find resources and services for my child.	5.13	0.85	3 – 6	96%
I am able to identify what my child is feeling.	5.09	0.75	3 – 6	97%
I have used activities that helped my child learn.	5.09	0.75	3 – 6	99%
I spend time with my child doing things he/she wants to do.	5.04	0.74	3 – 6	99%
I have age-appropriate expectations for my child's behavior.	5.04	0.74	3 – 6	99%
I find positive ways to manage my child's behavior.	5.03	0.73	3 – 6	99%
I am able to soothe my child when he/she is upset.	4.94	0.81	2 – 6	96%
I am able to meet my child's needs even when I am dealing with stress.	4.91	0.87	1 – 6	97%
I feel satisfied with the amount of support I receive related to parenting from my family and/or friends.	4.87	1.11	1 – 6	90%
I have healthy ways of coping with the everyday stresses of parenting.	4.85	0.80	3 – 6	94%
I get the emotional support I need from my family and/or friends to help me parent effectively.	4.82	1.05	1 – 6	91%

Note: Scale ranged from 0 to 6 with 0 indicating *completely disagree* and 6 indicating *completely agree.* [a] Standard deviation is a measure of the dispersion of a set of data from its mean. The more spread apart the data, the higher the deviation. [b] Range is the lowest and highest answer selected by participants.

The average ratings on the parenting behavior items ranged from 4.82 to 5.63. The items that parents agreed with the most were and *I show my child love and affection frequently* and *I feel comfortable in my ability to protect my child from unsafe situation.* The lowest ranking item was *I get the emotional support I need from my family and/or friends to help me parent effectively*, although this item still had an average rating of mostly agree.

Table 4

Child Behaviors: Means, Standard Deviations, Range, and Percentage of Parents Who Agreed with Each Item, *N* = 61

Item	Mean	Std Dev[a]	Range[b]	Percent Agreed
Child Behaviors				
My child knows he/she is loved.	5.69	0.56	3 – 6	98%
My child shows concern for others.	5.25	0.75	4 – 6	100%
My child gets along with others.	5.20	0.77	4 – 6	100%
My child is willing to follow rules and limits.	4.87	0.96	2 – 6	90%

Note: Scale ranged from 0 to 6, with 0 indicating *completely disagree* and 6 indicating *completely agree.* [a] Standard deviation is a measure of the dispersion of a set of data from its mean. The more spread apart the data, the higher the deviation. [b] Range is the lowest and highest answer selected by participants.

The average ratings on the child behavior items ranged from 4.87 to 5.69. All items were highly rated by parents, with parents mostly to completely agreeing that their child *knows he/she is loved, shows concern for others,* and *gets along with others.* The lowest rated item that their child *is willing to follow rules and limits*, but this item still had an average rating of slightly agree to mostly agree.

Table 5

Parenting Education Experiences: Means, Standard Deviations, Range, and Percentage of Parents Who Agreed with Each Item, *N* = 65

Item	Mean	Std Dev[a]	Range[b]	Percent Agreed
Parenting Education Experiences				
Overall my participation in the parenting series was helpful for my family.	5.59	0.61	4 – 6	100%
I see positive changes in my child's behavior as a result of the parenting series I attended.	5.38	0.78	2 – 6	98%
I experienced positive changes in my parenting behavior As a result of the parenting series I attended.	5.22	0.74	2 – 6	98%
I have continued to put into practice what I learned from the parenting series.	5.37	0.65	4 – 6	100%
I liked the interaction with other parents in the parenting education series	5.45	0.63	4 – 6	100%
I have continued to access parenting education opportunities since I participated in this parenting program	4.88	1.33	1 – 6	90%
I have stayed in contact with the other parents I met in this parenting class	4.27	1.48	1 – 6	73%

Note: Scale ranged from 0 to 6, with 0 indicating *completely disagree* and 6 indicating *completely agree.* [a] Standard deviation is a measure of the dispersion of a set of data from its mean. The more spread apart the data, the higher the deviation. [b] Range is the lowest and highest answer selected by participants.

The vast majority of parents highly rated their experiences and the changes that resulted from being involved in parenting education, with 100% of the parents agreeing that their participation in the parenting series was helpful for their family. Ninety-eight percent reported that they have seen positive changes in their parenting behavior and 98% reported positive changes in their children's behavior as a result of the parenting series that they attended. One hundred percent of the parents also agreed that they have put into practice what they have learned in the parenting series. In thinking about their experiences with the parenting education class, 100% liked the interaction with other parents and 73% have stayed in contact with parents they met in the class. Ninety percent of parents reported that they have continued to access parenting education opportunities since they participated in the parenting series.

Perspectives on Parenting Education

After completing the survey, parents were asked questions about their experiences in the parenting education program and their perspectives on several items including what they liked about the classes, what could be improved, how the classes have helped with parenting, differences they have seen in their child's behavior, changes in parenting practices, interest in other parenting programs, and ideas for reaching out to other parents.

Most Liked Features of Parenting Education Classes

During focus groups, parents were asked to identify what they liked regarding the parenting education program in which they had participated. Parents offered many positive comments, most often touching on how much they liked the personalities and teaching style of the **program facilitators**. Parents noted that they felt valued by the people who worked in the program because the facilitator or other person would often telephone them to remind them about class, or to make sure that they had a ride to class. They described the classes and facilitators as *supportive*, felt like *a home setting,* and it *feels like they are all part of my family.* Another father said that:

> *In this class, you're not just in your own head trying to figure all this out, but you're hearing what other people are doing. You're not on your own, and they help you focus it in the right direction.*

Parents also described the activities that they participated in during the class could often be transferred into games and activities they could use at home with their children. As one parent stated and many agreed, "*because of this program, I spend more time with my children and my spouse as a family."* Parents liked the **activities** feature so much that they wished that they could more often have a brief hands-on activity period during class with their children in order to practice those strategies under the coaching of a facilitator.

Some parents also liked the **comradery with other parents** who were struggling with the same questions and problems. They talked about what a relief it was to come to a place where others are transparent, willing to listen, and where they could find the support that they needed in order to get through the next week.

Another important skill that the parents identified from the parenting programs was **managing their own time and stress**. By separating the stress of their lives from the way that they wanted to parent their children, they were better able to focus on their families. Three parents across different focus groups mentioned that this allowed them to step back during times of stress and recognize that it is not helpful to discipline a child while feeling stressed or angry.

Parents also liked **having free childcare** during the classes, and several parents mentioned that it was important that their child like the childcare providers. They stated that because their children look forward to coming to class, that makes it much easier to leave home and come to class on time.

Parents from the focus groups that were conducted in Spanish stated that because of the timing of the class and their work schedules, it is very important that the program continue to offer a **free meal for the whole family**, because the mothers would not otherwise have time to prepare a meal for the children.

Finally, many parents stated that they made the programs **culturally relevant** to make it more comfortable for them. This strategy of customizing parenting classes to the particular population that is participating in that program is important because "*culturally there may be different words or phrases or customs that are ingrained in your culture, and you have to know how to talk about that."* Offering classes in Spanish was noted as important for many parents to access parenting information. Having classes that work with the schedules and unique needs of teen parents, low income parents, and parents who had been in prison made the participants feel more comfortable about sharing personal stories and accepting advice and support from one another.

Change in Parenting Practices

Parents generally reported that they **felt safe and supported** in their parenting classes, and that allowed them to share experiences from their own lives to relate to other parents and to receive advice from both students and teachers. One of the most common comments about what encouraged parents to change their parenting practices was the realization that their children were watching and modeling their behavior after them. As one parent stated, "*Our*

children are sponges: they are observing and copying everything we do." Another parent said, "*I've learned through parenting class how to be an example to my kids."* Parents talked about how their children started copying positive management of anger. Parents also shared that they have started to set an example of apologizing after making a mistake.

In addition to knowing how to **regulate their own behavior** better, parents also stated that they **understand what they can expect out of children of different ages**. This helped the parents to empathize with how their children experienced the world around them, and also helped them set realistic limits about their children's behavior.

New discipline strategies taught by the facilitators was one example of this process. One father stated that "*I spank less, and I have better techniques than spanking all the time."* Several other parents talked about new discipline strategies such as time outs, *"redirection when they are acting out, instead of yelling at them," and "talking to them about why they can't act that way and talk to them about the dangers behind it."*

One father elaborated on how the **relationship management** skill building elements of the class "*did not just help with our children, but also can be applied to our relationships with people in general."* A mother also noted that "*I learned different ways to show my child that I love him."*

Finally, parents shared that knowing more about what their children were going through on a developmental level made it easier for the parents to talk to their children about what was going on at school, and that having conversations with their children built trust in their relationships.

Child Behavior Differences

Many parents across the focus groups observed changes in their child's behavior as a result of the parents implementing new parenting strategies learned in class. These changes contributed to less stress for parents and families in general. **Parents reported that their children had positively responded to new discipline strategies, appeared to trust the parents more, and that their children were more openly affectionate.**

Parents attributed changes in their children's behavior to the changes in their parenting practices. One mother explained how the differences in how she was parenting her younger children created changes in her relationship to an older child:

> *I've seen a lot of changes in my younger children, but I've seen a little resistance with my 14 year old daughter because she's used to playing the mother role, and it has been hard to correct the other kids with her trying to correct them, too. It's hard to*

know that all the things I've been taught in parenting classes it works with the other kids, but it's like my older daughter doesn't believe that I'm going to stay this way. I do see good changes with my younger kids...and they're more respectful and I'm still learning.

Particularly, parents felt like getting themselves and their children on good schedules and establishing expectations for each other was very helpful. One parent noted the benefits of maintaining a schedule: "*I have time to give them more attention, and they in turn trust me more."* Many parents shared examples of how their children have more confidence to ask their parents to go on bike rides, play games in the park, and initiate activities like brushing teeth, reading books, and other bedtime routines.

Interest in Additional Parenting Programs

Parents indicated they were interested in additional parenting programs. In particular, they mentioned an interest in programs that were developmentally appropriate and focused on adolescence. There was also an interest in classes that focused on children with special needs, such as autism, physical disabilities, and issues that could result in Individualized Education Plans in a school setting. Parents said they would be interested in attending more parenting education classes, especially if they were accessible in terms of location and offered a meal for the family.

Many parents found that the classes were so useful that they were recommending the classes to their friends and family. Reasons for the recommendations focused on how useful the information in the classes was, and also on the welcoming and open environments that the facilitators and other parents created.

Suggestions for Future Classes by Specific Groups

There were unique suggestions mentioned within particular focus groups. For example, fathers talked about wanting more classes on how to continue empathizing with their young children as they grow older. Mothers who had attended the teen parenting classes, as well as several mothers in the Spanish focus groups, said that it would be helpful to have a class on how to effectively parent with a co-parent, and how to communicate with a future parenting partner.

Two different focus groups suggested that it would be helpful to have a class on how to deal with questions that children have after they have been taken away from their families by Child Protective Services.

Suggestions for Class Improvement

During the focus groups parents were asked what could be done to make the classes better. Parents valued the parenting education that they received yet also had suggestions to further improve the content and delivery of classes. The most frequent response across the groups was that the parents would like **more time in class, more classes to choose from as their children grew older, and more up-to-date materials**. Some parents suggested adding more weeks onto each series would be helpful, and possibly offering classes on Saturdays. They echoed prior comments about how important it is to hear from other parents during class, and wanted to make sure that time in class for the parents to share stories and express opinions is guarded.

In some cases, parents wanted more information on specific topics. Parents suggested content about raising children with special needs, and advice about parenting adolescents would be useful. Within the broad topic of adolescence, parents are most concerned about learning how to talk with their adolescents about sexual issues, bullying, and violence at school. Parents also emphasized how current classes shaped their understanding of child development and that they wish that they knew more about adolescent development so that they could continue to understand and empathize with their children. More up-to-date materials were also recommended, particularly regarding the videos and DVDs shown in class.

Ideas for Outreach

Parents offered many ideas as to what types of outreach made a difference for their attendance in parenting education classes and what ways they best felt additional parents could be reached. These suggestions included:

- Flyers at parks and grocery stores
- Booths at various community events, like parades and farmer's markets
- Information at educational centers and schools
- Personal referral through DHS for parents seeking custody
- Advertise on the outside of buses in metropolitan areas
- Word of mouth
- Multi-language outreach
- Online/Internet/Facebook/Twitter
- You-Tube videos with parenting tips
- Local radio stations
- Local television stations
- Working with the faith community

Overall, parents participating in the focus groups benefitted from their participation in a parenting education series. They learned and implemented parenting knowledge and skills they gained through the classes, as well as saw improvements in their children's behavior as a result of the class. Although they offered some suggestions for improving the classes, they were overwhelmingly satisfied with their experiences and interested in engaging in additional parenting education opportunities.

PARENT SUCCESS STORIES

In addition to the experiences shared by parents during the focus groups, some staff from the OPEC Hubs and Small Grant projects also provided anecdotal reports of observed change in individual parents. Following are selected stories highlighting the transformation experienced by some parents. Names have been changed for confidentiality purposes.

Central Oregon Hub: A young dad from a *Make Parenting a Pleasure* class was compelled to write a letter of gratitude for the class, the tools gained, and to the instructor. He states *"I come from a challenged lifestyle where I made poor choices that have affected the relationship between my children and myself. I am now searching for a better life and making choices that will benefit my children as well as myself. I came upon the Make Parenting a Pleasure class, and the relationship between my children and has only gotten better by practicing the tools and ideas I learned in class. When I first went to the class I was skeptical, I thought it would be like all the others, but it was not. It is an open class set on some class rules mainly based on the other participants respect level and anonymity. That makes the class good for me because I know what I am sharing is safe and doesn't leave the class. I wish there was more classes like this, where others can better themselves and the life of their children."*

Clatsop/Columbia/Tillamook Hub: At Northwest Parenting's *Making Parenting a Pleasure* class there was a huge transformation in one of the participants. She came to the class as a last ditch effort because she was at the end of her rope. She was angry because her children had been taken away and her mother was caring for them; her mother and her had a long and rough history and were very mad at each other. She seemed to have no real hope and was sad. By the end of the 10-week series she had gone from angry to optimistic, despite recent serious health problems. She is now in a cordial relationship again with her mother, which in turn gave her more visitation time with her children. She went from just four hours a week visitation to a full day due to just a change in attitude and demeanor with her children and her mother. It's amazing to see the good that everyone is capable of when led in the right direction.

Columbia Gorge Hub: A parent from the Hood River *Incredible Years* class wrote a letter to the Hood River News Editor about how beneficial the class was to her family: *My husband and I*

recently completed a wonderful parenting class at The Next Door with Karin Tauscher as our awesome teacher. She used the tried and true Incredible Years curriculum that gave us so many tools to help with our two-year old twins. The relationships we made with other class parents in the trenches will be so valuable too. Plus the class included childcare and dinner for a crazy-low, grant-supported price. This is one of many wonderful services provided to our community by The Next Door. Parents of kids ages 2-8 can sign up now for the next round of the class. It will be a wonderful investment in your family!

Coos/Curry Hub: Feedback from parents in DHS referred classes:
"I didn't know what I was in for when I started. I was scared, upset, and unsure. The Nurturing Center took away every negative sense I had or thought. The teachers, coaches, and child care staff set the pace for growth, love, health, and pride as a parent should have. Not only I, but my friends and family, have benefitted from the Nurturing Parenting curriculum. I have told many, many people – single dads, moms, families, community members – about the work this awesome place has done for me and others."

"Although I'm going through the most difficult time in my life and continue to struggle to fight for my family back, coming to the Nurturing Center for parenting class each week was the only sense of belonging I've felt – being never more alone in life than I am now. When I reached out for help and resources, I only heard "don't know what to tell you" from community resources that are supposed to help me and expect me to meet all expectations. However, here at the parenting center, my life coach was the one person to help me get on track and I can't thank everyone here enough. I love all of you and can't wait to show you I can do this and prove what a loving and good parent I truly am."

Native American Youth & Family Center Small Grant Project: One of our most engaged *Positive Indian Parenting* and Chxi San families has successfully reunified with her children after a period of homelessness and removal by the Department of Human Services. The family is housed, stable, and continues to engage in early childhood services at NAYA.

Pathfinders of Oregon Small Grant Project: Walter was referred to Pathfinders through Multnomah County's Justice Reinvestment Program (MCJRP). The MCJRP provides a continuum of community-based sanctions, services, and programs that are designed to help individuals stay out of prison. Walter had a long history of criminal charges, mostly for possession of illegal drugs. He attended and completed a treatment program and then enrolled in our *Parenting Inside Out* (PIO) class. Walter had perfect attendance in the class and served as a role model for the other fathers in the group. At the end of the PIO series, Walter not only graduated from our parenting class but he also graduated from the MCJRP program. He now lives with his two sons

again, and is successfully co-parenting them with their mother. Had Walter not had the chance to participate in the MCJRP program, he would have gone to prison and been separated from his children.

Todos Juntos Small Grant Project: We had a mother who started coming to the class the second week of class. She has two children under 3 years old. She started the series very bitter and critical of her oldest son. Every class she complained about how he wasn't anything special and was awful. All she could see were his faults. Never once did she look at the special child he really was. The other parents struggled to handle this person but they really stepped up and started trying to get her to see the positive in her children. By the fourth class her outlook started to change. She stayed after several classes to chat. Then one class she came in and said that she had a revelation this last week! She saw that her child was good and that he wasn't going to turn into an "asshole" (her words) if she changed how she was parenting. She started praising him for his good acts and he started changing. He wasn't head butting the other children at daycare, and he was starting to look you in the eye to speak. This family ended up making remarkable progress and she now sees that she has the power to change, and by doing so, it changed her son's future.

Umatilla/Morrow/Union Hub: One facilitator shared a story of mom and dad who attended her *Incredible Years* series as a couple. Both parents had talked, with some pride, of a paddle they had that had been passed down from generations. The father even chuckled about it breaking on the ground during a time of discipline. When the series was at the 7th session and discipline and modeling for children had been discussed, the father said, out loud to group, *"we should not hit our children because then they will learn to hit."* The facilitator was elated with the progress this father had made! The mother then shared about how she used get frustrated with 10 year old daughter who would "smart off." The mom talked about slapping her daughter; and now she knew that she should not rely on physical force to change behavior.

Umatilla/Morrow/Union Hub: A facilitator ran into one of the parents after the series was over. Here is an excerpt from that conversation: *"I want to thank you for allowing a single woman to take the class. It really has changed my views of what parenting is and what I have learned helps me to work with the children in my care. So, thank you for allowing opportunities to happen in our community and for helping to create a sense of community within our class. Did you know that another couple from our class now buys eggs from my family? I meet with another parent and we still talk about what we learned and are researching more about how to be better caregivers. This is just awesome and thank you."*

Youth Contact Small Grant Project: A few months ago, one of our program facilitators began working with a foster family that was having challenges at home. The challenges stemmed from a child who was placed in their care as a result of experiencing severe abuse and neglect with his birth parents. The child was having a difficult time adjusting to life with a new family, often struggling with basic rules, expectations, and even safety. His foster parents, though patient, were very concerned for his well-being and became concerned about their capacity to support him long-term, given his needs and tumultuous background.

Recognizing that a parenting program might help, our program facilitator suggested that the parents enroll in the *Incredible Years* series at a local elementary school. She explained that the class would be hard work and require their consistent effort/participation, but that it could really help them to support the child more effectively and meet his needs. The foster parents decided to come together – and did so each week! Both had excellent attendance and, according to the facilitator, participated actively in each class.

Little by little, the parents reported that the strategies taught in class were starting to positively impact the child – and family as a whole! They were using charts, setting clear boundaries, and offering positive praise to build his confidence. Slowly, the discussion about their inability to meet his needs began to fade away, and by the end, they reported that the child was making strong progress at home and adjusting to his new family!

Youth Contact Small Grant Project: This letter was written in Spanish by a parent who participated in one of our OPEC-funded parenting classes: Hello! My name is Maria. I have two kids, one six year old and one two year old. I am taking the education class for parents called *Los Anos Increíbles*. This class has educated me on strategies that I can use to parent my children. I have tried to use all of the things presented to me in this class. I have used them consistently and seen real changes in my children and myself. Those changes, I believe, show that I am on the right path to being a better parent. My husband, Angel, and I have used the strategies together – it makes us feel good to know that we are consistently following the recommendations of this class and that we are seeing results.

I had the chance to participate in a group with Latino families that was put together by a church. The group was about self-esteem, and some of the parents could not find a way to become closer with their children. The parents would say that part of the reason it was difficult to connect with their children was because when they (the children) were small, they (the parents) would not play with their children and they were not affectionate with them. While the parents were discussing this, I took it upon myself to interrupt and let them know about the class I was taking. I talked to them about the mission of a child, which is for him/her to simply

play. To the parents that felt distant from their children, I told them to start playing with them and become affectionate with them. I also told the mothers in the group that had small children to let the children play; take them to the park, and to leave their cell phones in the car or beside them and to actually play with the children. I told them if they played with their children and started giving them attention, we could prevent a lot of headaches in the future.
Thank you for listening attentively to this experience. – Maria

Coos/Curry Hub: To help with future planning and funding requests, we did a detailed data evaluation for the attendance at our Child Welfare Services (CWS) referred classes. Our CWS classes are the longest series we hold with a total of 24 classes in that series. Findings were that 74% of the CWS families who attended our classes were able to keep their children in their homes for the duration of their involvement in our program. Of the 98 CWS families that participated in our Coos County Strengthening, Preserving, and Reunifying Families Nurturing Center project, 73 families (equivalent to 74%) maintained stability with their children in the home (143 children) over the course of our 24 week program.

Summary

Overall, parents participating in parenting education series affiliated with the OPEC Hubs and Small Grant projects benefit from their involvement in the classes. They consistently report significant improvement in their parenting skills, knowledge, and behaviors as well as their children's behavior as measured on the Parenting Skills Ladder. These improvements on quantitative measurements are further supported by qualitative data shared by parents participating in focus groups and anecdotal evidence offered by OPEC staff.

Appendix 3

COMMUNITY PARTNER FOCUS GROUPS

2014-2015

Previous research has documented that successful parenting education programs have strong collaborative relationships with a variety of community partners[1]. OPEC community partners are individuals from a variety of organizations and agencies in the sites' local community. Partners often come from local non-profits, governmental agencies, school districts, community service organizations, community colleges, or other community entities.

Partners may serve on the sites' advisory board, provide funding or in-kind resources toward the sites' parenting education programming, or offer other parenting education in the community. Since one of the main goals of the OPEC program is to create a collaborative effort focused on strengthening parenting education in communities, partners play a key role in the implementation of Hub activities. They also provide a unique perspective on the OPEC sites' implementation of programming in their particular community or region. Aggregate data gathered are useful in further defining the characteristics of successful partnerships and barriers to collaboration at the local level.

In 2015, community partners who have worked with three OPEC Hubs in offering parenting education were invited to participate in focus groups about their collaborative efforts. In June and July 2015, a total of 29 community partners participated in the focus group and survey in these three communities (Central Oregon, Douglas County, and Siskiyou County).

Characteristics of Respondents and Agencies

Participants represented a wide range of agencies and organizations. This included community non-profits, government agencies (i.e. DHS, etc.), Head Start/Early Intervention, community colleges and universities, health care and mental health agencies, faith-based organizations, and other entities. Seven percent of organizations had been involved in parenting education for one year or less (*n* = 2), with 34% for two to five years (*n* = 10), and 59% for more than five years (*n* = 17). Eleven community partners (41%) reported serving on an advisory board for the OPEC collaboration. Some of the participants (33%) also served on their region's Early Learning Hub advisory group.

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[1] National Network for Collaboration. (1995). *Collaboration framework - Addressing community capacity.* Retrieved from http://www.uvm.edu/extension/community/nnco/collab/framework.html

Samuelson, A. (2010). Best practices for parent education and support programs. *What Works, Wisconsin – Research to Practice Series,* 10. Madison, WI: University of Wisconsin-Madison/Extension. Retrieved from http://whatworks.uwex.edu/attachment/whatworks_10.pdf

More than two-thirds of the participants (69%) reported making over 16 referrals per year to the OPEC Hub parenting education programs (*n* = 18). The remaining eight community partners (31%) made between 1 and 15 referrals a year.

Characteristics of Collaborations

Community partners were asked to what extent their OPEC site was supporting parenting education in the community. A ranking of 1-5 was used with 1 indicating *not at all* and 5 indicating *to a great extent.* The following characteristics were evaluated:

- Promoting networking and exchange of information among members of the collaboration
- Bringing together people and organizations who would not have worked together otherwise
- Taking active steps to include organizations and agencies that are representative of the community
- Sharing leadership among community members, parents, and agencies
- Integrating local services and supports through formal agreements (MOUs, referral process utilized)
- Coordinating efforts to avoid duplication of services
- Generating community awareness of the importance of parenting education
- Sharing resources to implement parenting programming (i.e., funding, facilities, other in-kind contributions)
- Expanding parenting education opportunities
- Increasing access to parenting education for targeted parent populations
- Enhancing the quality of parenting education programs

On average, most participants rated the OPEC Hub as engaging the community and partners to a favorable extent in the listed collaboration activities, see Figure 1.

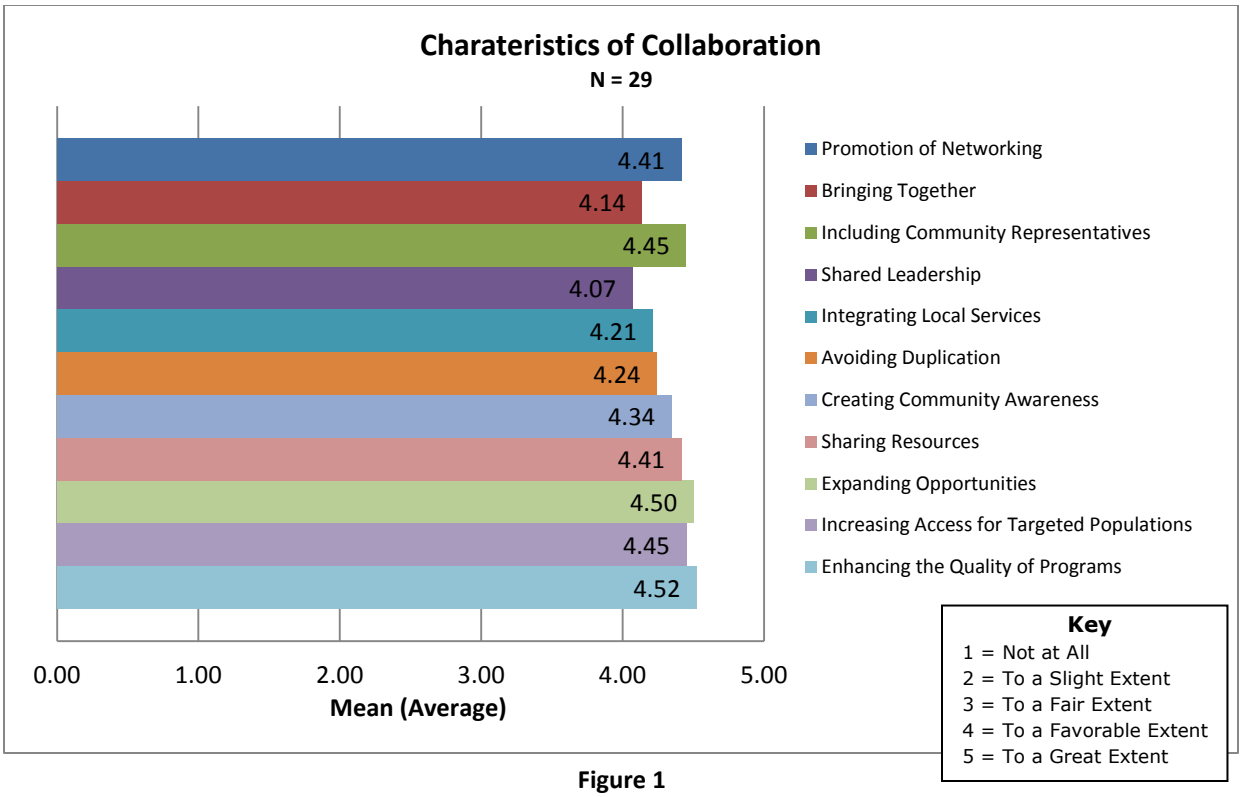

Figure 1

Respondents were asked to what extent they thought the collaboration with their local parenting education programs had the following characteristics:

- a common vision
- diverse, representative membership
- ample knowledge of local needs and resources amongst partners
- effective communication within the collaboration
- a collaborative decision making process
- a knack for pooling resources

All of the participants felt that their collaboration displayed these characteristics. Table 1 displays the distribution of participant responses for these items. All participants either agreed or strongly agreed with the statements. The most highly rated item was *knack for pooling resources,* with 61% strongly agreeing the statement. No community partner disagreed with any of the items.

Table 1

Perspectives on Collaboration (*N* = 29)

	N	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
Common vision	29	0%	0%	41%	59%	3.59
Diverse membership	28	0%	0%	64%	36%	3.36
Local knowledge	29	0%	0%	48%	52%	3.52
Effective communication	29	0%	0%	59%	41%	3.41
Collaborative decision making	28	0%	0%	50%	50%	3.50
Knack for pooling resources	28	0%	0%	39%	61%	3.61

Note: Scale ranged from 1 to 4, with 1 indicating *strongly disagree* and 4 indicating *strongly agree*.

Views on Parenting Education in the Community

Focus group participants were also asked about their views on parenting education in their communities. All participants felt that the parenting education program is benefiting families in their communities. The majority of participants (89%) thought parenting education is valued in their community. Eighty-three percent of participants felt the stigma of parenting education was reduced in their community as a result of the programming efforts. Table 2 displays the distribution of participant responses on these items.

Table 2

Perspectives on Parenting Education in the Community (*N* = 29)

	N	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
Parenting education is valued in my community.	28	0%	11%	64%	25%	3.14
The stigma is reduced in my community because of the current program efforts.	29	0%	17%	55%	28%	3.10
The parenting education program is benefiting families in the community.	28	0%	0%	43%	57%	3.57

Note: Scale ranged from 1 to 4, with 1 indicating *strongly disagree* and 4 indicating *strongly agree*.

Perspectives on Collaboration

During focus groups, community partners identified many positive aspects of OPEC collaborations. Participants indicated that the collaborative initiative benefited the communities, families, and the partner organizations. Community partners felt that the collaboration among programs directly supported the core missions of their own agencies and organizations. In general, participants expressed satisfaction with the shared mission and common commitment they found across community partner agencies. One partner noted the collaborative initiative helped connect the community agencies in many ways:

> *I think one of the strengths we have is we know each other by name and going to all of those different collaborative meetings really helps. So if you have something that you need help with, you can call that agency and you know someone.*

Another community partner recognized the benefits it brings to the families they serve through greater awareness of services available:

> *I think it's helpful because the different agencies and organizations that are represented offer different services to people. So I think we all become a little bit more aware of what each organization does when we are in a collaboration. So we can reach out to people and refer, kind of cross-refer. It's beneficial in our community.*

Benefits of Collaboration

OPEC community partners discussed the benefits that the initiative has brought over time. One of the major inroads they spoke of was how **perceptions of parenting education have changed** over time to see parenting education as more normalized.

> *It has changed in [town], and primarily it's because of people, the trainers building relationships with the parents. It really comes down to the trainers really fostering healthy relationships with the parents. So the perceptions are changing here. When I moved here 24 years ago getting a parenting class would have been difficult. Now it is a little bit more of an expected thing.*

The partners felt that once parents started coming to classes they were hooked, and have become stable participants in programs offered in their area.

> *I think that's really changed over last 10 years. So before there were people who were [saying] "I don't need help with parenting…," thinking of it as an insult. Where now you have 'groupies,' and they can't wait for the next class.*

The inroads seem to be with the high functioning parent population. Although a stigma still does exist in some ways about parenting education, non-mandated parent participation has been increasing.

> *I think before there was a lot of stigma attached to parenting classes, like only if you were court mandated or you had a problem and now that stigma's been removed. I've also noticed the [classes] are getting more functional parents. Maybe at the beginning we were getting more high-risk parents, but now we're getting parents that have a good foundation already, they just want to get even better.*

Community partners felt that OPEC collaborations allowed for the **consolidation of resources in providing staff training** that leads to improved quality of programs for families in their communities. Many community partners spoke to the increased ability for trainings and programs by pooling resources. For instance, one community partner shared that collaboration allowed for sharing of funds for training:

> *Another benefit of strong collaborations is not working in isolation. Not duplicating services. When I first came into my role, there was this side by side "Ok I'm planning this training, you're planning this training, wow those look kind of similar, maybe we should just partner and do that together." And that way we can help each other.*

The quality of these trainings has also improved because of the shared resources and their increased ability to fund upper-tier trainers and speakers.

> *By pooling the resources, we can bring in the top, countywide trainings. None of us could afford to bring in [listed names of speakers], but by pooling and everybody putting into the pot, we're able to bring into the small county some pretty top notch trainers in the state and even out of the state.*

Community partners from agencies representing more specific populations have benefited as well. One community partner working within child abuse noted:

> *We know that all these classes directly reduce child abuse. For us, it's big, a huge benefit, because we don't have to hire additional staff to do these trainings. We don't have to take that component on. We can buy into this process and be a partner there.*

Partners said the collaboration has **increased the amount of resources for parents**. This has been accomplished through agencies collaborating and understanding more about what each other offers, who each other are working with, and where they can point their families too:

I think for our organization, it's definitely another resource we are able to pass along to families. Which is helpful. When families call in that crisis mode, we have this and this or this.

One community partner discussed opportunities for families he has learned about in regards to parenting education because of the collaboration:

Speaking as a pastor who deals with some really interesting families… early in my career I didn't know where to send people so I would try to learn and do what counseling I could. So it's been really helpful to have a collaborative like this because there are a lot of situations where I'm not equipped.

These collaborations have also **benefited families through community partner knowledge**. When families attend parenting education programming, community partners can now **provide more resources** and insights about other means of support for these families:

I feel it's a real catchment opportunity to find these struggling parents and maybe beyond resourcing with parent education, they might have some other needs, whether it's mental health. So giving them some access to other resources, in addition to the parenting education, but it's just one more area to bring families in to help resource them.

The connections within the collaboration with child care workers have also benefited families in two ways. The child care workers themselves have improved their skills through trainings and they also know more about where to send parents for resources.

I've even noticed our child care providers have called asking about the parenting classes because they've been able to actually glean some information from them as well. So they've taken some of these different pieces, social-emotional classes, and found them of good use for their professional development. And then we'll get calls in the office about, "I have a parent who is really struggling" or "I have a grandma who is struggling what classes might be available for them to take?" So I think it's great that there is consistency so they know they are an ongoing resource, so they can guide and direct people to it. So it's great [that] it's extended out to people in the community and that they see it as a resource.

The increased amount of parenting education programming has also allowed for **a greater variety of courses to different populations to be offered**. One such area is Latino families, where classes offered in Spanish are becoming more common and available.

I feel they have worked hard to make sure there are offerings in Spanish, they have made a lot of progress here as well as other places, making sure there are plenty of opportunities for Spanish-speaking classes.

Another community partner mentioned how classes are becoming more culturally connected to the families and not just language appropriate.

Since these partners are not left alone to fund and coordinate their own programs and workshops, they've found the area has been able to provide a greater variety of opportunities and programs to the parents.

It's the same thing for foster parents. We offer some (trainings) through our agency but we also partner to have it done through the collaboration and it's good for the foster parents to have choices based on kids they have in the home and issues going on in the home.

Parents and community partners trying to put on programs also have benefited through having **a larger pool of known facilitators**. Instead of being limited to only the facilitators in their particular area, they now have access to more individuals who can facilitate and bring different teaching styles and knowledge to the table.

It broadens pool of people we can have teaching in our community because we have such a small, I mean we only have 10,000 people in our town. Finding people that can actually facilitate one of these classes can be really challenging so having this collaboration we have a much more broad spectrum of people to choose from.

Creating Awareness

The community partners indicated that the OPEC initiative had **increased awareness of parenting education** within their communities. In particular, partners mentioned that the increased community-wide efforts to let community partners and families know about programs and other quality activities has really increased since the initiative began.

I think we're building a wonderful community network about getting the word out about different activities, workshops, county-wide, one time workshops, the evidence-based ones. They go out to about 248 different organizations and individuals so they can tell people also about different things, I think that's really helping.

Some community partners particularly pointed to the **collective goals for the greater good** of the region and not just their pocket of the area or their own agencies as a key aspect to the growth and success.

It's not a bunch of agencies doing very separate things. We all realize the benefits of these classes and the parenting education we come together to find what's the best way to get these programs out. It helps us all market what's going on to each other.

Barriers to Community Collaboration

Although most focus group participants spoke positively about their community collaborations, they were able to identify some barriers to partnership. Barriers mentioned most often included:

- The stigma still attached to parenting classes. You only go if you have something wrong with you.
- The balance in equity of resources between the variously sized and populated areas of the regions that the OPEC Hubs occupy. This includes the different needs across the counties and areas.
- Objectives between agencies not being aligned.
- The distance between locations in a region.
- Transportation issues, including funding for this service inhibit parent participation.
- Lack of resources to cover all the needs to be covered within the community.
- Parental distrust of the systems, including parents' concerns about being told "how to parent" or that participation will result in their children being removed from their care.
- The challenge to find community members that can champion parenting education as a normal part of family life and make it acceptable for participation by all families.
- Finding ways to mix mandated and non-mandated parents fluidly in classrooms.
- Parents only coming to parenting education programs in a crisis and not before to prevent issues from happening.
- Issues with schools, particularly K-12 schools, in working effectively together to market parenting education.
- Time commitment and lifestyles of parents. Parents may not commit to face-to-face week-after-week trainings.

Suggestions for Improvement to Collaboration

Community partners were also asked to make suggestions for improving collaborative efforts. Comments focused not only on elements of the collaboration, but also to parenting education programming and marketing. Suggestions included:

- Create more smartphone apps and/or push parents to utilize apps more for parenting support.
- Utilizing more web-based programming, resources, and technology to keep parents connected after the series are over.

- Different class structures, perhaps utilizing longer classes that meet fewer times or having longer Saturday day-long type classes.
- More money to improve marketing.
- More funding for facilitators to travel to remote areas to hold classes.
- Increased amounts of classes offered for parents of teens.
- Increased amounts of classes in Spanish as well as classes offered for different pockets of high-risk families.
- More follow-up with families after classes to keep them engaged and aware of resources.
- Offer more one-day events or monthly events to keep parents connected and provide an entrance to parenting education programs.
- Re-brand parenting education in a major way to make it sound more fun.
- Reach out to schools, medical offices, probation offices, and other partners for more support and connections for the OPEC Hubs.
- Utilize home visits as a key way to make connections with families and explain resources available to them.

Involvement with the Early Learning Hubs

During the focus groups, participants were also asked how they perceive the newly formed Early Learning (EL) Hubs and their relationship with the OPEC Hub. In general, the reactions to the formation of the EL Hubs were a mix of positive reviews and a bit of existing confusion over the relationship of the EL Hubs and the OPEC Hubs. However, the community partners were quick to point out that the EL Hubs are a work in progress. As such, the alignments between the EL Hubs and the OPEC Hubs are still evolving. Overall, they have made efforts to see the coordination and collaboration happen.

> *I would say we've at least been pretty coordinated; I mean the launch came and how can we all work together all at the table? Some of these pieces of this grant will fit here, some here, it was very much a coordinated effort. And all the while we're in development of the [EL] Hub and it's just all the same players.*

One community partner noted the early benefits she's seen in the increased connection with K-12 and pre-K programs.

> *Working on the Pre-K-3 side, I think it has probably opened up K-12 partnerships for the parenting Hub. K-12 tends to be kind of a world of its own. And we're working really hard to set up some mutually reinforcing views between early childhood work and K-12, which are two very, very different worlds. I think that the parenting Hub*

work has benefited from that, in [getting] more involved than some of the K-12 districts they were not previously.

Another community partner mentioned the increased connections as everyone tries to piece together how this will work for all communities within their areas.

What I do see and have experience is our relationship, our partnership across county lines. And we are working more regionally in our thinking. But also realizing we have to be local because the needs are different locally. So there is that component on that level. I have partners in other communities, strengthening partnerships with who you work with. So on that level, within our counties and communities, we are tight. And people are still looking for their roles in each of the counties but some don't, so I think there has been a little more cross-pollination and integration among the counties.

The one aspect that still is a bit shaky for some areas and some partners is the confusion over how the OPEC Hub fits within the Early Learning Hub and the relationship the two Hubs have.

I would just say this, I do not even know [about] the Early Learning Hub, or where it even fits in the holes.

Overall, the community partners are committed to working through these changes and challenges as they figure out the structures and relationships involved in these new systems.

Appendix 4

COHORT 3/EXPANSION HUB OVERVIEW

2014-2015

In July 2014, the OPEC initiative continued to grow by funding three new Hubs and expanding the geographical reach of three existing Hubs:

Newly Funded Hubs
Clackamas County
Marion County
Sherman/Gilliam/Wheeler

Expansion Hubs (newly added counties in italics)
Clatsop/Columbia/*Tillamook*
Umatilla/Morrow/*Union*
Wallowa/Baker/*Malheur*

During the first year of each Hub's OPEC grant, project staff are asked to complete both a Coordinator Survey and a Project Self-Assessment. The Project Self-Assessment was collected in November and December 2014, at the beginning of the grant year. The Coordinator Survey was completed in June 2015, near the end of the grant year.

The Project Self-Assessment includes 47 previously identified indicators[1] for Organizational Infrastructure, Community and Collaborative Partnerships, and Parenting Education Programming. OPEC Hub leadership ranked the extent to which their program was currently addressing each indicator on a 0 to 5 scale with 0 = *Not at all* and 5 = *To a great extent*.

These assessments give insight to the existing capacity of the lead organizations. By identifying their strengths and weaknesses, Hubs can build on their assets and address areas for growth. In addition, the information gathered can be used to determine priority areas for technical assistance. Hubs will be asked to complete another self-assessment during the third year of their OPEC Hub funding.

[1] Rennekamp, D., Sektnan, M., & Bowman, S. (2010, February). *Enhancing the skills of parents program II: Overall report 2006 – 2009.* Corvallis, Oregon: Oregon State University, Extension Family & Community Development.

The Coordinator Survey collects information on the following topics: organizational infrastructure, staff members, child care providers, home visits, funding sources, costs to implement parenting education, community collaborations, and social media use.

The following is a summary of not only the information gathered through the Coordinator and Self-Assessment surveys but also the progress reported by the new and expansion Hubs during the 2014-2015 program year.

Organizational Infrastructure

A strong organizational infrastructure is a core element for building capacity to offer parenting education programming. There were 13 common indicators under the Organization Infrastructure domain on the Project Self-Assessment, see Table 1. The average ratings on these items ranged from 1.83 to 3.83. The Organizational Infrastructure indicator that Hubs believed most strongly they were already addressing was *leadership time has been committed to Hub development*. The next highest ranked indicator was *Hub grant recipient organization is recognized by other organizations in the region as a leader in parenting education.* The lowest ranked items were *a logic model has been developed for the initiative* and *involved staff from all participating organizations has clearly defined roles and responsibilities*. The overall mean for the Organizational Infrastructure items was 2.89.

Table 1

Indicators of Organizational Infrastructure

Organizational Infrastructure	Average	Min	Max
Leadership time has been committed to Hub development	3.83	3	5
Hub grant recipient organization is recognized by other organizations in the region as a leader in parenting education	3.50	1	5
Clear vision and mission have been developed	3.50	1	5
Challenges or obstacles to implementing a Hub initiative have been identified	3.33	1	4
Lead organization has stable funding and staff regardless of hub funding	3.17	1	4
Long term goals have been identified	2.83	1	4
A plan has been developed for Hub sustainability	2.83	0	4
Project has clearly defined outcomes	2.67	1	5
Initiative leaders have analyzed and can explain how they would like the Hub to fit within the larger community	2.67	0	5
Effective decision-making procedures are in place	2.67	0	4

Continued on next page

Table 1 (continued)

Indicators of Organizational Infrastructure

Organizational Infrastructure	Average	Min	Max
Hub organizations have identified diversified funding streams for supporting the initiative	2.50	0	4
A logic model has been developed for the initiative	2.00	0	4
Involved staff from all participating organizations has clearly defined roles and responsibilities	1.83	0	4
Organizational Infrastructure Mean	**2.87**		

Note: Scale ranged from 0 to 5, with 0 indicating not at all and 5 indicating to a great extent. [a]Min is the lowest answer selected by participants. [b]Max is the highest answer selected by participants.

Based on responses to the Coordinator's Survey, the six lead organizations for the OPEC Cohort 3 and Expansion Hubs have been in existence from 2 to 28 years, with an average of 18 years.

Target Audiences

Regarding target audiences for programs, coordinators reported a wide diversity of audiences reached by parenting education programs. All six sites targeted parents of ages zero to six, high-risk parents, and low-income parents. Most sites also indicated targeting other high-need families including child-welfare referred, Spanish-speaking parents, teen parents, and grandparents. Although all of the Hubs served a variety of audiences, no individual Hub indicated serving all of the audiences listed. Figure 1 shows the number of sites that targeted each audience with their parenting education programming during 2014-15.

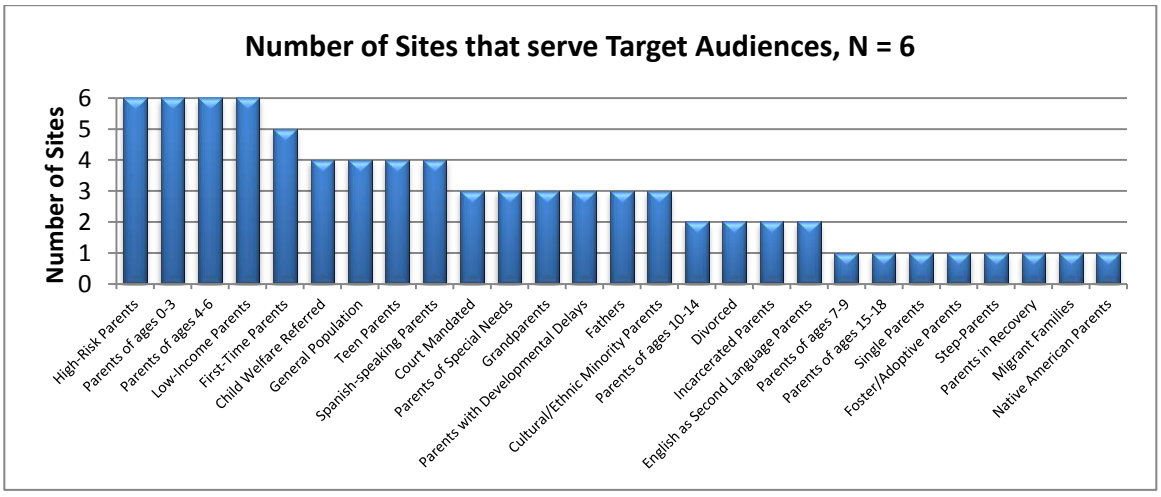

Figure 1

Advisory Boards

Five of the six Hub sites have an advisory board or council for parenting education. The Sherman/Gilliam/Wheeler Hub had a few initial advisory board meetings but was not able to establish a functioning advisory board.

As outlined in Figure 2, community representation on the advisory boards included child care, government officials, Head Start/Early Intervention, non-profit agencies, and school systems for five of the sites. Four sites listed council representation from health/behavioral care, social workers, mental health, and parents. Three sites reported advisory council representation from community college/universities and community volunteers. Two sites reported representation from community recreation. One site noted representation from the court/law enforcement. None of the sites reported community representation from either the business or faith-based sector.

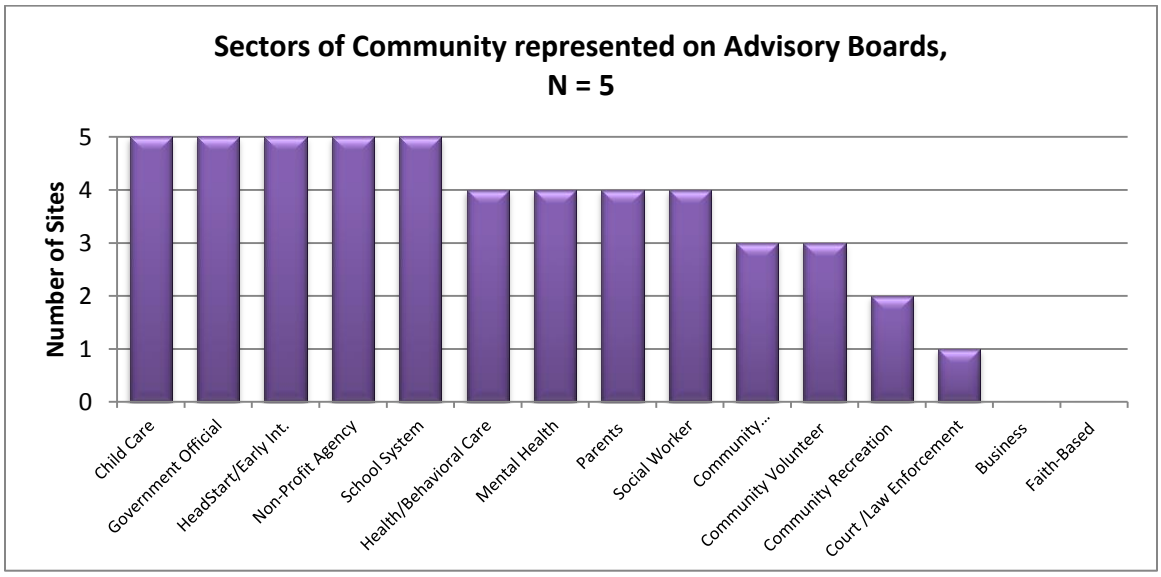

Figure 2

Four sites indicated that their advisory board meets monthly while one site indicated meeting on a quarterly basis. The number of board members varied from 12 to 38 among the sites, with an average of 21 members. One site has a rotation system in place for board membership, while the other four sites do not. Table 2 lists the number of advisory meetings held in 2014-2015 as reported in their quarterly reports.

Table 2

Number of Advisory Meetings

	Number of Advisory Meeting
Clackamas County	16
Clatsop/Columbia/Tillamook	11
Marion County	7
Sherman/Gilliam/Wheeler	3
Umatilla/Morrow/Union	12
Wallowa/Baker/Malheur	12

Staffing

OPEC Hub sites were asked to report on employees within their organization. Out of the six sites, the number of employees associated with parenting education programming in their entire organization (including coordinators, site coordinators, facilitators, and home visitors) ranged from 0 to 21, with an average of 6.6 employees per site. Both the Marion and Clackamas Hubs contract with outside entities to deliver their parenting education programs and therefore did not report employees in this role. On the Coordinator Survey, Hub sites reported specifically on staff in project leadership positions and site coordinator roles.

Project Leadership

OPEC Hub sites have a variety of people in project leadership positions. This can include the executive director of the organization as well as one or more primary directors/coordinators of the parenting education program for the organization. Staff in program leadership positions guide implementation, plan parenting education opportunities, make arrangements for classes, and/or supervise those teaching the classes. In 2015, 14 project leadership staff were reported across the six sites. Three sites reported three people in these positions, with two sites reporting two project leadership positions. Only the Sherman/Gilliam/Wheeler Hub reported having one project leadership position.

Out of the fourteen leadership staff, five had been there for one year, one had been with their organization for two years, two had been with their organization for four years, two had been with their organization between five and seven years, three had worked for their employer for ten or more years (21%), and one did not report the length with their organization. Over two-thirds (69%) of leaders have been in their current positions with their organizations for the duration of their employment. Four leaders started with the organization in a different position prior to assuming the leadership role on the project.

Seven of the leadership staff who reported their full time equivalency (FTE) were employed by the organization full-time. Three were employed between 0.70 FTE and 0.80 FTE, and four were employed at 0.50 FTE or less. The proportion of the leadership position that was funded by the OPEC project ranged from 0.3 to 1.0 FTE per person.

Acknowledging that staff members typically have multiple roles in an organization, respondents were asked to report the FTE for the various parenting education roles they filled (i.e., coordinator, facilitator, home visitor, child care provider, and office support). Individuals reported holding the coordinator position for between 0.1 to 0.8 FTE. Six held the coordinator role at less than 0.5 FTE, and seven held the coordinator role at 0.50 or higher FTE. In addition to the coordinator role, five individuals also held the role of facilitator for 0.1 and 0.2 FTE and one program coordinator also held the role of office support at 0.13 FTE. In addition, two of the program coordinators held roles as home visitors for 0.09 and 0.7 FTE and one of the coordinators had 0.08 FTE as a child care provider. Totaling FTE in all parenting education roles, individuals ranged from having 0.3 to 0.8 FTE on the OPEC grant, with an average of 0.49 FTE in these roles.

Combining all FTE for leadership staff positions, sites ranged from having 0.6 to 1.8 FTE of paid staff positions on the OPEC project in 2015. Clatsop/Columbia/Tillamook, Umatilla/Morrow/Union, and Wallowa/Baker/Malheur all reported a total of 1.8 FTE across the three people in leadership roles. Clackamas County reported a combined 0.8 FTE for two people in leadership roles. Marion County and Sherman/Gilliam/Wheeler reported one person with FTE paid out of OPEC funds for 0.8 and 0.6 FTE respectively. It is important to note that despite being involved in initiative efforts, some administrators may not charge FTE to the OPEC grant or charge only a minimal amount due to their time being in-kind from the organization as part of their overall duties.

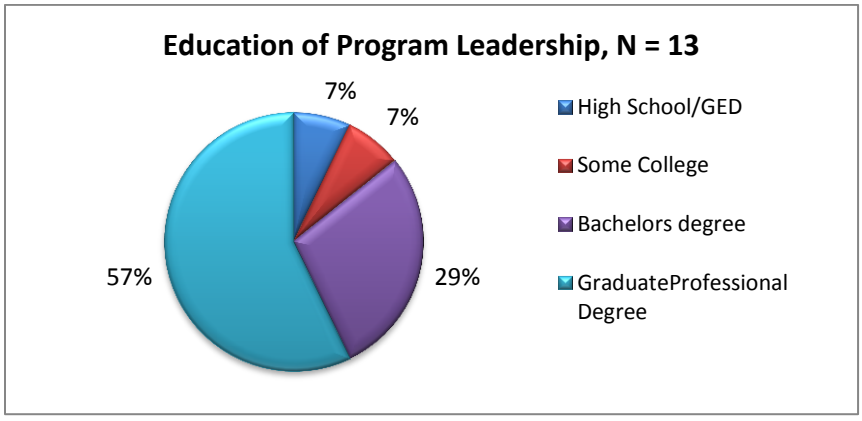

Figure 3

As shown in Figure 3, most program leaders (86%) reported that they had received at least a college degree, with four completing bachelor's degrees, and eight completing graduate degrees. One leader had some college credit and one leader reported having completed their education through High School/General Equivalency Diploma (GED).

Site Coordinators

Each respondent was asked to report information about their site coordinators. Site coordinators recruit families in a specifically targeted geographic area (i.e. ABC Elementary) and may serve as a logistical coordinator in that area. Three sites reported employing two to eight site coordinators within their organizations, altogether reporting thirteen coordinators. Site coordinators reported having five to seven tasks, such as printing recruitment material, contacting parents, coordinating food and/or child care, cleaning up after events, setting up meetings, and other duties.

The site coordinators salary ranged from $13.00 to $28.00 an hour, with an average low salary of $16.17 and an average high salary of $23.66. Site coordinators varied in the amount of hours they worked, reporting one to five hours per week on average. Out of the thirteen site coordinators, one of the site coordinators had completed high school as their highest level of education, one had completed an associate's degree, eight had completed a bachelor's degree, and three had completed a professional or graduate degree.

Funding

All six Hub sites reported on their organizational and parenting education budgets. Budgets for parenting education programming ranged from $23,000 to $800,000. The percentage of overall organization budgets that was designated to parenting education ranged from 1% (Umatilla/Morrow/Union) to 100% (Wallowa/Baker/Malheur) of their total budget.

Table 3

Total Organization and Parenting Education Budget in 2014-2015

sitename	Organization Budget	Parenting Education Budget
Clackamas County	$1,316,431	$191,637
Clatsop/Columbia/Tillamook	$300,760	$187,000
Marion County	$1,400,000	$150,000
Sherman/Gilliam/Wheeler	$300,000	$23,000
Umatilla/Morrow/Union	$10,093,000	$105,000
Wallowa/Baker/Malheur	$800,000	$800,000

Survey respondents were also asked what percentage of their organization's overall funding came from public (i.e. government agencies or grants, public schools, etc.) or private sources (e.g. foundations, businesses, etc.). The percentage of public funding sources ranged from 33% to 95%. Of the public sources, an average of 7% came from local sources, 83% from state sources, and 10% from national/federal sources. The percentage of private funding sources reported within budgets ranged from 5% to 67%. Of these private sources, an average of 1% was from local sources and 99% from state sources. Figure 4 displays the proportion of Hub organization's parenting education budget that came from public and private sources in 2015.

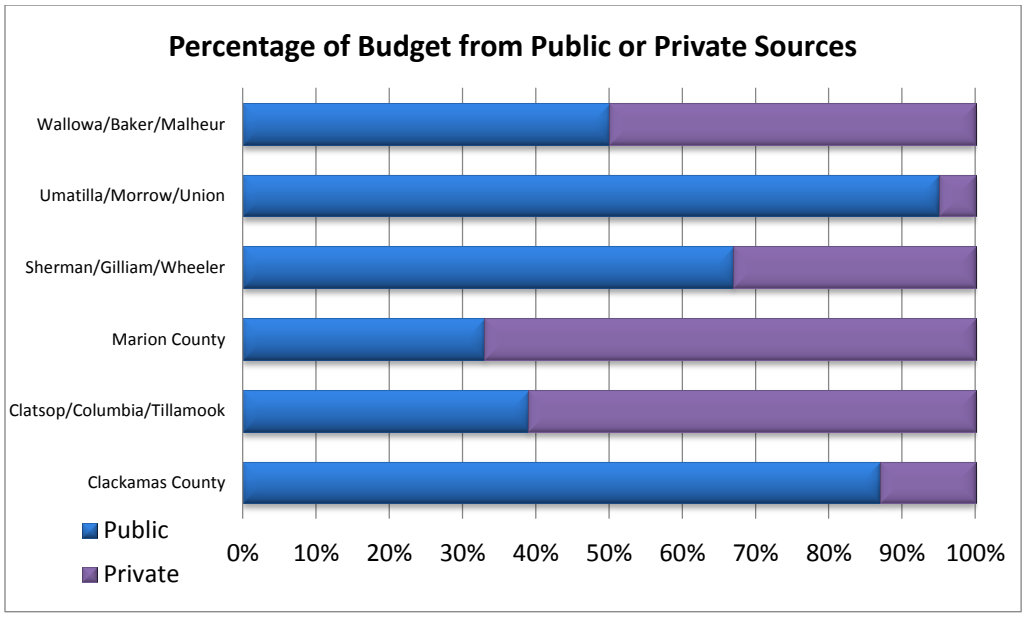

Figure 4

Resources leveraged are an indicator of increased capacity and efforts toward sustainable funding. On their quarterly reports for 2014-2015, Hubs report on two types of leveraged resources: *funds* and *in-kind support*. *Funds* may be in the form of new grants, contracts, or cash donations to the organizations. *In-kind support* refers to goods and services that are contributed rather than money. Two sites reported not leveraging any funds in 2014-2015, whereas the other sites reported leveraging between $42,185 and $762,009 in funds during the year. Four sites reported leveraging in-kind support ranging from $500 to $83,500 during the 2014-2015 year. In total, the Cohort 3 and Expansion Hubs reported leveraging over 5.6 million in leveraged funds and in-kind support.

Table 4

Total Resources Leveraged by Hub Site in 2014-2015

	Funds Leveraged	In-Kind Leveraged	Total
Clackamas County	$193,000	0	**4193,000**
Clatsop/Columbia/Tillamook	$42,185	$500	**$42,685**
Marion County	$540,000	$43,732	**$583,732**
Sherman/Gilliam/Wheeler	0	0	**0**
Umatilla/Morrow/Union	0	$21,505	**$21,505**
Wallowa/Baker/Malheur	$762,009	$83,500	**$845,509**
Total Cohort 3/Expansion Hubs	**$1,537,194**	**$149,237**	**$5,686,431**

Sites were asked about charging for participation in parenting education opportunities and incentives provided to parents for their attendance. Five of the six sites reported that they did not charge a fee for participation in the classes. Clatsop/Columbia/Tillamook charged a registration fee of $25 per family, but indicated that scholarships were available for their classes. All of the sites indicated that they provided incentives for participation in their classes. Incentives included gift cards, gift baskets, children's books, self-care items, free dinner, parenting resources, gas vouchers, child care, and family games.

Community Collaboration

Community and collaborative relationships are essential for the success and sustainability of the OPEC initiative. Hubs assessed this domain on 15 common indicators, see Table 5. The average ratings on these indicators ranged from 2.00 to 4.17. The Community Collaboration indicator that Hubs believed they were already addressing the most was a*dvisory council/group has been established for the initiative.* The next highest ranked indicator was *all known providers of parenting education have been invited to be a part of the hub initiative.* The lowest ranking item was *procedures developed for engaging new and emerging providers of family services in Hub initiative.* The overall mean for the community and collaborative relationships items was 3.03. This was the most highly rated domain by the Hubs.

Table 5

Indicators of Community and Collaborative Relationships

Community and Collaborative Relationships	Average	Min	Max
Advisory Council/Group has been established for the initiative	4.17	1	5
All known providers of parenting education within the community have been invited to be a part of the Hub initiative	3.83	1	5
Members of the collaborative trust and respect each other	3.33	1	5

Continued on next page

Table 5 (continued)

Indicators of Community and Collaborative Relationships

Community and Collaborative Relationships	Average	Min	Max
Advisory Council is representative of the community and clientele served	3.33	0	5
Collaboration with local schools is part of the Hub initiative	3.33	1	5
Efforts are being made to increase the level of community awareness of the importance of parenting education as part of initiative	3.33	0	4
Plans are being made to establish a shared identity for the initiative within the community	3.00	0	5
There is a system in place for all community agencies to make referrals for parenting education to service providers	3.00	0	5
There is an effective, formal communication system in place to keep all partners apprised of initiative developments	3.00	0	5
Advisory Council members are effective liaisons between their home organization and the group	2.83	1	4
Geographic barriers to collaboration are being addressed	2.83	1	4
Key political leaders & family advocates support the initiative	2.67	1	4
Responsibility for developing and contributing resources is shared	2.50	0	4
Collaborators have clearly defined roles & responsibilities	2.33	0	4
Procedures developed for engaging new and emerging providers of family services in hub initiative	2.00	0	3
Community and Collaborative Relationships Mean	**3.03**		

Note: Scale ranged from 0 to 5, with 0 indicating not at all and 5 indicating to a great extent. [a]Min is the lowest answer selected by participants. [b]Max is the highest answer selected by participants.

Hub Partnerships

Sites were asked to report on other organizations that were partners in parenting education programming in their region. For a list of common partners in parenting education, sites rated the level of intensity of their relationship in offering parenting education. Response options included *no involvement*, *coordination*, *cooperation*, and *collaboration*. Table 6 provides definitions and examples of the types of associations that fall under each of the collaboration elements.

Table 6

Definition and Examples of Cooperation, Coordination, and Collaboration[2]

COOPERATION	COORDINATION	COLLABORATION
Helping each other but not changing the basic way of doing business	*Common effort and association for the purpose of common benefit (i.e. helping each other in specific ways)*	*Working jointly with others on a common goal that is beyond what any one person or group can accomplish alone*
Examples include: sharing information, making referrals, coordinating schedules, listing each other's events in newsletters	Examples include: planning a specific event or project together, developing a community-based coalition to address an identified need, several agencies providing services to the same family	Examples include: developing common mission and goals, planning jointly, pooling resources, evaluating outcomes together

In 2015, Early Learning Hubs and Head Start were major partners with all sites at the collaboration level. All sites were also involved with the home visiting providers, Department of Human Services (DHS) Child Welfare, DHS Self-Sufficiency, mental health services, libraries, healthcare providers, and the school system, but the level of involvement varied across sites. Four sites partnered with relief nurseries and the Oregon Child Development Coalition, mostly at the collaboration level. Community colleges were primary cooperation and collaboration partners at five sites, but were not involved at all with the other site. Four sites reported partnering with the Juvenile Department and the faith-based community, but the level of collaboration varied. Three sites reported partnering with the business community, but only at the cooperation level. The level of collaboration with the Department of Justice (family/drug court) and Department of Corrections (prison/jail) varied across sites, ranging from collaboration to no involvement.

In general, Hubs reported involvement at the collaboration level with an average of 7.2 of the 11 listed organizations, and a range of 4 to 11 organizations per site. Coordination averaged 7.2 organizations per site (range 4-11), and cooperation averaged 3.0 organizations per site (range 0-7). Table 7 displays the percentage of Hubs that report partnering with each of the listed organizations at each collaboration level.

[2] Adapted from: Coordination-Collaboration handout from North Carolina Department of Health and Human Services (www.ncdhhs.gov); Forest, C. (2003). Empowerment skills for family workers: A worker handbook. Cornell University; and Mattessich, P.W., Murray-Close, M., & Monsey, B. R. (2001). Collaboration: What makes it work (2nd ed.). St. Paul, MN: Amherst H. Wilder Foundation.

Table 7

Percentage of Hubs Collaborating with each Community Partner in 2015

	Percentage of Hubs			
Community Partners	**No Involvement**	**Cooperation**	**Coordination**	**Collaboration**
Business	50%	50%	---	---
Community College	17%	50%	17%	17%
Department of Corrections (prison/jail)	50%	17%	17%	17%
Department of Justice (family/drug court)	33%	50%	17%	---
DHS Child Welfare	---	33%	17%	50%
DHS Self-Sufficiency	---	33%	17%	50%
Early Learning Hub	---	---	---	100%
Faith-Based Community	33%	17%	33%	17%
Head Start	---	---	---	100%
Healthcare Providers (hospitals, health department, pediatricians)	---	33%	50%	17%
Home Visiting Program (Healthy Families, Nurse Family Partnership, etc.)	---	---	17%	83%
Juvenile Department	33%	17%	17%	33%
Libraries	---	33%	33%	33%
Mental Health Services	---	33%	33%	33%
Oregon Child Development Coalition	33%	---	---	67%
Relief Nurseries	33%	---	17%	50%
School System	---	33%	17%	50%

Partner organizations supported the OPEC initiative in a variety of ways, but primarily with referrals, facilities, and financial support. Less often, but still important, were the provision of in-kind resources such as child care, food, and/or transportation by partners. Table 8 shows the average number of organizations that provide each type of assistance across all Hub sites.

Table 8

Average Number of Partner Organizations Providing Assistance

	Number of Partner Organizations	
	Average	**Range**
Referrals	11.7	6-17
Financial Support	3.8	1-10
Facility	6.0	1-10
Food	2.0	1-4
Childcare	2.2	1-3
Transportation	1.0	0-2

The way in which individual partner organizations contributed to parenting education programming differed by Hub site. For example, Head Start contributes by providing referrals and facility use to all six sites (100%) but only provides financial support and child care at four sites (33%). Partner contributions by percentage of sites and type are outlined in Table 9.

Table 9

Partner Organization Contributions by Percentage of Hubs

	Percentage of Hubs Receiving Types of Assistance					
Partner Organization	**Referrals**	**Financial Support**	**Facility**	**Food**	**Child Care**	**Transportation**
Business	33%	17%	---	17%	---	---
Community College	17%	---	50%	---	---	---
Department of Corrections	50%	---	33%	---	---	---
Department of Justice/Courts	83%	---	17%	---	---	---
DHS Child Welfare	83%	33%	---	---	---	17%
DHS Self-Sufficiency	83%	17%	---	---	---	---
EL Hub	50%	67%	33%	33%	17%	17%
Faith-Based	50%	---	33%	17%	33%	---
Head Start	100%	67%	100%	50%	67%	33%
Healthcare	83%	50%	17%	17%	17%	---
Home Visiting	100%	17%	33%	---	---	17%
Juvenile Department	50%	33%	33%	---	---	17%
Library	67%	33%	83%	17%	17%	---
Mental Health	83%	33%	---	---	---	---
OCDC	67%	---	67%	17%	50%	---
Relief Nurseries	50%	17%	33%	17%	17%	---
Schools	83%	---	67%	17%	---	---

Collaboration with Schools

Collaboration with local schools is an important strategy in successfully reaching and engaging families. For OPEC reporting purposes, the definition of school included preschools, Head Starts, and elementary schools. In addition to parenting education series and workshops held in schools, other program activities connected with schools could include open houses, summer food programs, kindergarten orientations, family fun nights, story reading hour, and developmental and health screenings. Most Cohort 3 and Expansion Hubs reported partnering with schools to sponsor and host programs in their facilities. Clackamas and Marion Hubs did not report any programs in school facilities in 2014-2015.

In 2014-2015, approximately 2,230 programs or class sessions conducted by these Hubs were held in school facilities. This included individual classes in a parenting education series, workshops, family activities, and family support sessions. In addition, 160 programs or class sessions were co-sponsored by schools, but not held in school facilities.

Promotion and Recruitment

Hubs used multiple strategies to publicize their parenting education opportunities in order to recruit parents and promote their programs in 2014-2015. Methods included newsletters, newspaper articles and ads, radio spots, TV announcements, websites, flyers, community bulletin boards, and social media outlets. Cohort 3 and Expansion Hubs reported over 900,000 million potential contacts with these strategies this year.

Social media is an important and increasingly popular vehicle for disseminating information and creating awareness about community organizations. Five of the Hub sites indicated that they use some type of social media to reach parents and other community members. Figure 5 shows the number of sites that use each type of social media (as of June 2015).

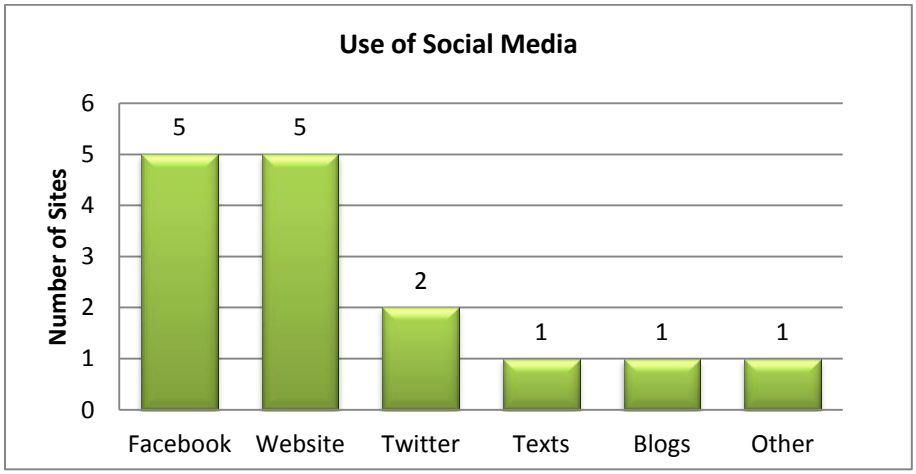

Figure 5

With the exception of Sherman/Gilliam/Wheeler, five sites reported using social media for their parenting education Hub. All five reported using Facebook and two sites reported using Twitter as a form of social media for their organization. Clackamas County was the only site to report using all five types of social media listed on the survey, and Clatsop/Columbia/Tillamook reported using Pinterest as their other form of social media.

Five sites also reported having a website for their organization or the Hub initiative. Websites often include information about their organization and programs, links to parenting resources, and calendars of parenting classes and community events. Websites are also often used to promote community awareness of parenting education for all parents. Table 10 lists the current website for each of these Hubs.

Table 10

Hub Websites

Hub Site	Website
Clackamas County	fesncc.com
Clatsop/Columbia/Tillamook	www.nworparenting.org
Marion County	earlylearninghub.org
Umatilla/Morrow/Union	www.umchs.org
Wallowa/Baker/Malheur	www.oregonbhf.org/parenting

Parenting Education Programming

The Parenting Education Programming domain included 19 common indicators, see Table 11. The average ratings on these indicators ranged from 1.83 to 4.17. The Parenting Education indicator that Hubs felt they were already addressing the most was *parenting education programs are delivered by formally trained facilitators* (most sites ranked this item with a 4 or 5). The next highest ranked indicator was *providers of parenting education utilize evidence-based curricula.* The lowest ranking items were *participation rate of target audience meets or exceeds the goals of service providers* and c*ommunity utilizes effective marketing efforts to recruit families to programs.* The overall mean for the Parenting Education Programming items was 2.94.

Table 11

Indicators of Parenting Education Programming

Parenting Education Programming	Average	Min	Max
Parenting education programs are delivered by formally trained facilitators	4.17	3	5
Providers of parenting education utilize evidence-based curricula	4.00	3	5
Organizations offer ancillary services in order for parents to attend parenting education programs (i.e. facilities, childcare, food, transportation)	4.00	3	5
Organizations involved in the initiative have a strong, positive history of providing parenting education	3.67	3	5
Parenting education programs offered in the community are culturally appropriate	3.67	3	5
Community organizations evaluate their parenting education programs	3.50	3	4
A comprehensive list of parenting education providers in the community has been created	3.33	1	4
Community has a varied menu of activities for engaging families in programs	3.33	2	4

Continued on next page

Table 11 (continued)

Indicators of Parenting Education Programming

Parenting Education Programming	Average	Min	Max
Programs evaluate the effectiveness of their facilitators	3.00	2	4
Community network is established for coordinating parenting education program opportunities	3.00	1	5
Initiative leaders can identify the gaps in parenting education within their community	2.83	1	4
There is an accessible calendar listing all parenting education opportunities within the community	2.83	0	5
There is a plan for decreasing the degree of stigma associated with parenting education in the community as part of the initiative	2.50	1	4
Parenting education program offerings are highly visible in the community	2.17	0	3
There is a system in place for providing on-going support for parenting education facilitators	2.17	1	4
Organizations have a sufficient retention rate of parents participating in their program	2.00	1	3
Initiative has contributed to a decrease in the fragmentation of programs available to families	2.00	0	4
Participation rate of target audience meets or exceeds the goals of service providers	1.83	1	3
Community utilizes effective marketing efforts to recruit families to programs	1.83	0	3
Parenting Education Programming Mean	**2.94**		

Note: Scale ranged from 0 to 5, with 0 indicating not at all and 5 indicating to a great extent. [a]Min is the lowest answer selected by participants. [b]Max is the highest answer selected by participants.

OPEC Hubs utilize a variety of strategies to engage parents in educational opportunities that lead to improved parenting outcomes, including:

- *OPEC funded parenting education series* are evidence-based and targeted to parents of children ages 0-6. Most series include 7 to 12 weekly classes using a specific curriculum.
- *Non-OPEC parenting education series* are either offered by grantees using other funding or conducted by partner organizations. These series may focus on older age ranges or use non-evidence-based curricula.
- *Parent workshops* include one-time events covering special topics or guest speaker presentations.
- *Parent support activities* are recurring programs that bring parents together around a common topic or activity in order to create community and support for parents and youth. Parent support activities often include multiple sessions and seek to enhance

interactions between parents and children or encourage connections with other parents.

- *Family activities* are one-time social, recreational, or educational events that sites plan, sponsor, and/or facilitate as part of their overall parenting education and outreach goals.
- *Home visitation* provides parenting education information to parents through a one-on-one approach in their own home. Home visitors often follow a set curriculum that can be adapted to the particular needs of the parents. Alternately, some home visitors may support parents in other ways, such as with community resources referral or case management.

Table 12 displays the number of programs and families reached through each type of activity by the Cohort 3/Expansion Hubs.

Table 12

Programming Numbers 2014-2015

Activity	Description	Total
OPEC Parenting Education Series	Parenting Series Completed	**37**
	Parenting Classes	**383**
	Parents Attended	**295**
	Children/Youth Attended	**371**
Non-OPEC Parenting Education Series	Parenting Series Completed	**12**
	Parenting Classes	**93**
	Parents Attended	**116**
	Children/Youth Attended	**168**
Parent Workshops	Number of Workshops	**99**
	Parents Attended	**3,107**
	Children/Youth Attended	**2,263**
Parent Support Activities	Number of Sessions	**573**
	Parents Attended	**1,771**
	Children/Youth Attended	**3,680**

Continued on next page

Table 12 (continued)

Programming Numbers 2014-2015

Activity	Description	Total
Family Activities	Number of Activities	**54**
	People Attended	**12,801**
Home Visits	Number of Home Visits	**2,230**
	Total New Families	**160**
	Total New Children/Youth	**272**

Facilitators

Hub sites have a range of trained facilitators available to teach parenting education series. Not all facilitators receiving training are readily available for program implementation. Therefore sites may not include all individuals they have trained in their "pool" of facilitators. The following information was reported by sites near the end of their first year of funding or expansion into new counties. At that time, the facilitator pool ranged from 4 to 35, with an average of 18 facilitators across all sites.

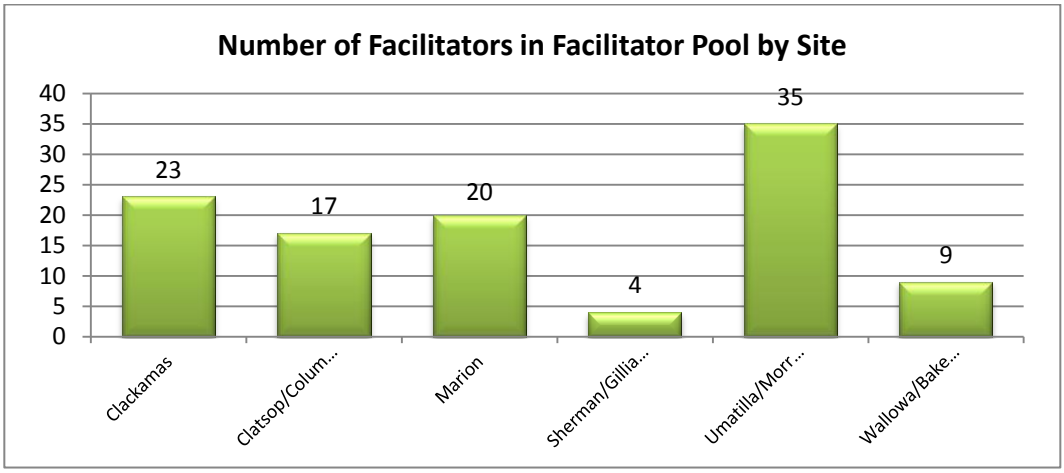

Figure 6

These facilitators are trained in a variety of evidence-based parenting education curricula. Since one person can be trained in multiple parenting education curricula, the total number of facilitators for all types of curricula was 161. The number of different curricula that sites had facilitators trained in ranged from one to twelve. Organizations had the most facilitators trained

in *Abriendo Puertas* (*n* = 49), followed by *Make Parenting A Pleasure* (*n* = 41), *Nurturing Parenting* (*n* = 34), *The Incredible Years (n* = 26), *Parents As Teachers* (*n* = 25), and *Parenting Now! (n*= 14). Four facilitators had been trained in *Parenting: The First Three Years* and six had been trained in *Active Parenting Now.* Seventeen facilitators in the pool were trained to implement other curriculum such as *Strengthening Families*, *Every Child Ready to Read, Second Step, After the Storm/Children in the Middle (divorce education)*, *Motheread/Fatheread*, and *Circle of Security*. For each curricula, Figure 7 displays the percentage of facilitators in the Hubs' facilitator pools as of June 2015.

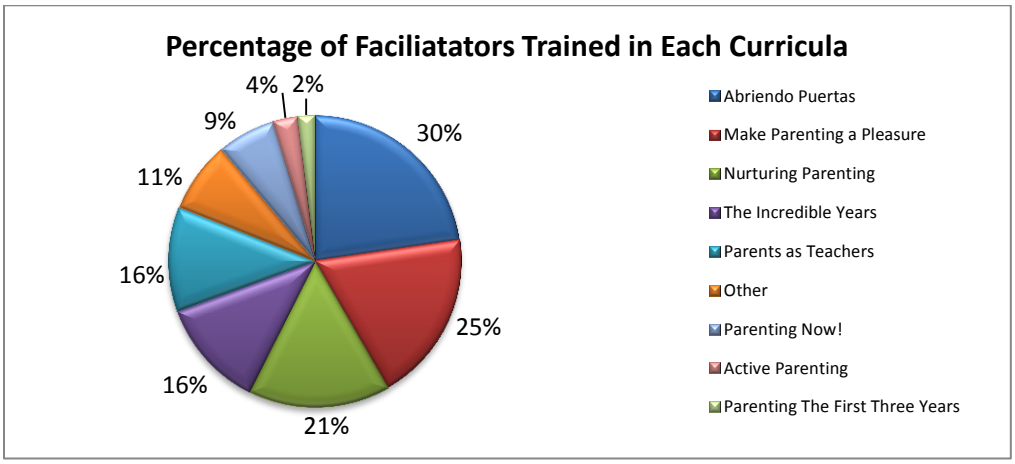

Figure 7

Although some Hubs have many facilitators in their facilitator pool, not all facilitators teach classes in a given year. The three Expansion Hubs reported the number of facilitators in their pool who had taught a class or series in the past year. In the past year, 78% of facilitators (26 of 61) across the three sites taught a class or series.

On their quarterly reports, sites also reported the number of facilitators they trained in the past year. Depending on the timing of the curricula training, some of these facilitators may be reported in their facilitator pool noted above, but some may not. It is impossible to distinguish between the pool of facilitators and the number trained with the current reporting system. Therefore we are reporting these numbers side-by-side but acknowledging that there may be overlap. In total, 109 facilitators were trained by the Cohort 3/Expansion Hubs in 2014-2015, with the number ranging from 1 to 39 across the sites. Table 13 displays the number of facilitators trained using OPEC funds as well as those trained using other funds by each Hub site during 2014-2015.

Table 13

Facilitators Trained by Hub Site in 2014-2015

	OPEC Facilitators	Non-OPEC Facilitators	Total
Clackamas County	1	0	**1**
Clatsop/Columbia/Tillamook	8	17	**25**
Marion County	33	6	**39**
Sherman/Gilliam/Wheeler	9	14	**23**
Umatilla/Morrow/Union	12	0	**12**
Wallowa/Baker/Malheur	9	0	**9**

During 2014-2015, 47 facilitators at four sites were trained in *Abriendo Puertas/Opening Doors* and 24 facilitators at four sites were trained in *Nurturing Parenting* (24 facilitators). Two sites trained facilitators in *Second Step* (29 facilitators). Five facilitators were trained in *Make Parenting A Pleasure*, one facilitator in *Parenting Now!*, two facilitators in *The Incredible Years*, and one facilitator in *Mind in the Making* during 2014-2015.

Sites varied in the way they employed facilitators. Facilitators could be employees of the organization, contracted, or employed by a partner organization. One site had facilitators who were both employees of the organization and partner organizations. Two sites had facilitators who were contract employees, employees of the organization, and employed by partners. One site only had facilitators who were contracted, and one site only had facilitators who were employees of the organization. One site did not report how their facilitators were employed.

The hourly salary for facilitators ranged from $12.00 to $26.00 per hour. The average lowest wage was $14.50 and the average highest wage was $18.50. Five sites paid their facilitators for preparation time. The time for which a facilitator could be paid for preparation generally ranged from a minimum of one hour to a maximum of four hours. In addition, four sites paid their facilitators mileage for travel to teach a class.

Education was reported for a total of 58 facilitators, see Figure 8. Overall, the majority of facilitators (80%) had attained a college degree. Three percent had an associate's degree, 23% had a bachelor's degree, and 54% held advanced graduate degrees. Three facilitators had some college and three had completed high school as their highest level of education.

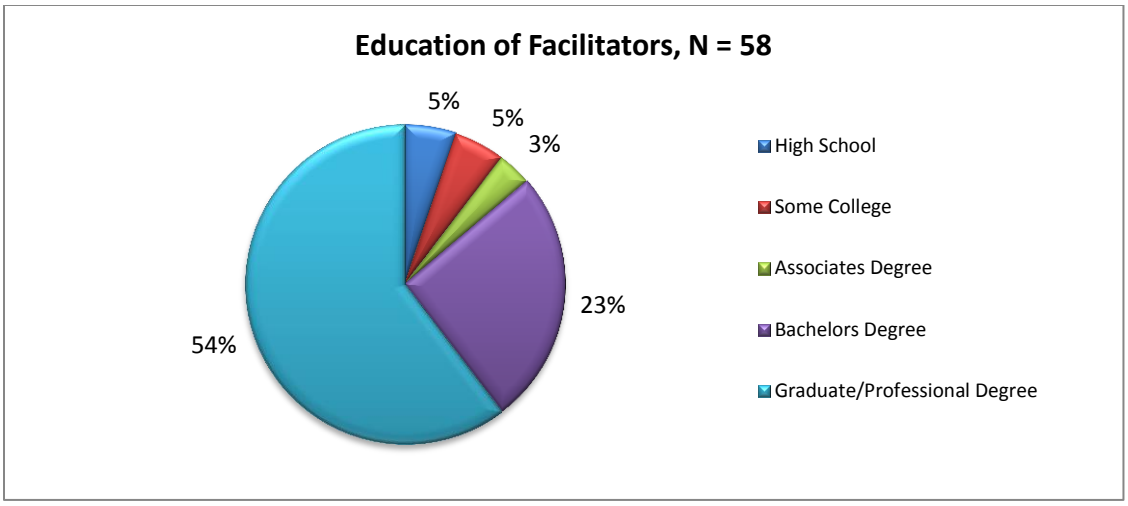

Figure 8

Child Care Providers

The three Expansion Hubs indicated that their organization utilized child care providers during their parenting education programs. These three Hub sites indicated utilizing between 4 and 20 child care providers, all of which were paid providers. The average number of child care providers utilized across the three sites was 11 providers. The hourly salary for child care providers ranged from $9.25 to $14.00 per hour. Only one of the sites indicated that they provided training for their child care providers. One site indicated that child care providers must be at least 18 years old and have passed a criminal background check. One of the Hubs who indicated not using child care providers stated that they contract services out and the agencies with whom they contract have their own child care providers and policies. It is something they intend to become more connected to in the coming year.

Home Visitation

Three out of the six Hub sites reported having a home visiting program – Sherman/Gilliam/Wheeler, Umatilla/Morrow/Union, and Wallowa/Baker/Malheur. All three Hubs offer home visits as part of the *Healthy Start* program, and two Hubs offer additional home visits using OPEC funding. Curricula used during home visits included *Nurturing Parenting, Parents As Teachers, Make Parenting a Pleasure*, and *Growing Great Kids*. During home visits, other services and information were also provided, including health resources and referral services. The Hubs typically provided weekly home visits, with families receiving services for an average of 13 to 18 months. Table 14 displays the number of home visits and total families and youth reached through home visitation in these Hub regions.

Table 14

2014-2015 Home Visits

	Total Home Visits	Total Families	Total Youth
Clatsop/Columbia/Tillamook*	837	73	111
Sherman/Gilliam/Wheeler	96	18	33
Umatilla/Morrow/Union	550	27	38
Wallowa/Baker/Malheur	747	42	90
Total Home Visits	**2,230**	**160**	**272**

* Although Clatsop/Columbia/Tillamook did not report having a home visiting program attached to their OPEC funding, they elected to report other home visits happening throughout their Hub region on their quarterly reports. These home visits are conducted by partner organizations or using other funding sources.

The Umatilla/Morrow/Union Hub reported seven home visitors currently employed by their organization, while Wallowa/Baker/Malheur reported four home visitors, and Sherman/Gilliam/Wheeler reported three. The hourly salary for home visitors ranged from $14 to $19 per hour. Education was reported for all 14 home visitors. Nine facilitators had attained a bachelor's degree, two facilitators had a graduate/professional degree, two had completed their associate's degree, and one facilitator indicated completing their education through high school.

Self-Assessment Summary

Overall, analysis of the self-assessment of the indicators of successful programs suggests that all three domains – parenting education, organizational infrastructure, and community collaboration – are being addressed to some degree across the six Cohort 3 and Expansion Hubs. Figure 9 displays the average rankings for each domain by Hub site.

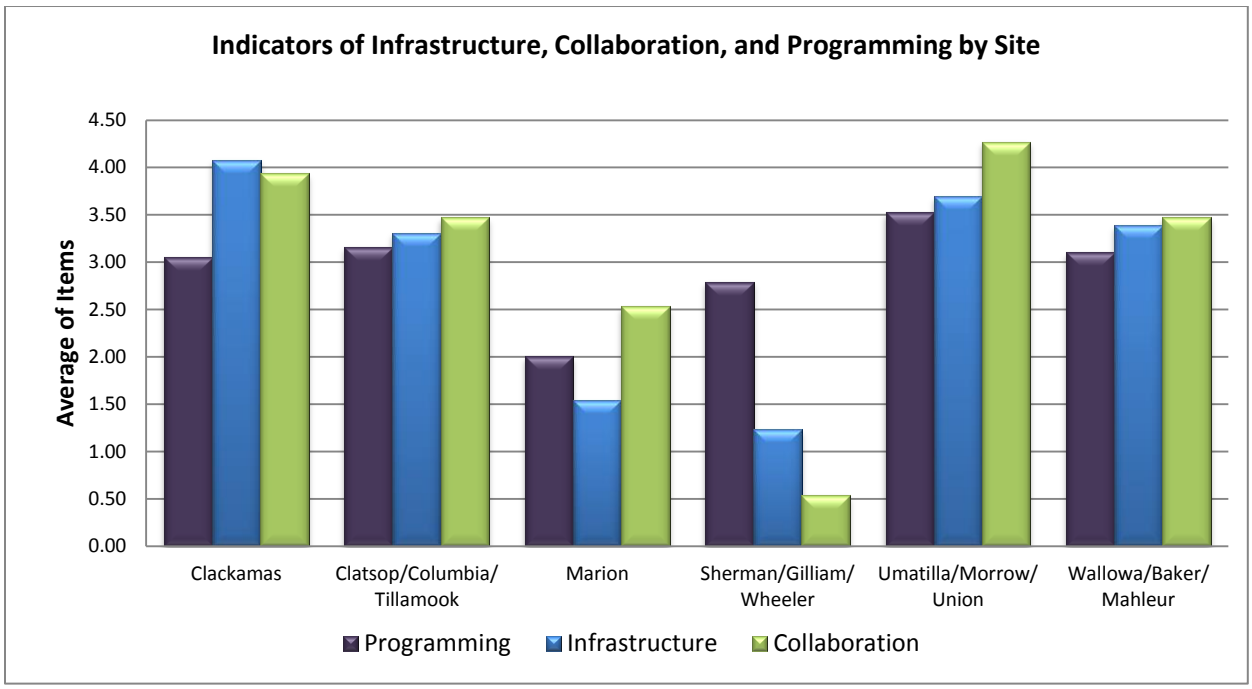

Figure 9

Surprisingly, the organizational infrastructure domain had the lowest overall mean in the self-assessment. Across all sites, indicators in the organizational infrastructure domain suggest that sites have extended efforts in establishing and defining the initial tasks required in developing a framework for their programs. These efforts have included the development and recognition of leadership for the initiative along with the development of vision and mission statements. As indicated from the data, the next steps to develop stronger infrastructures should focus on delineation of roles among staff, development of logic models, diversification and stability of funding, establishing effective decision making strategies, and articulating how the OPEC Hub fits within the larger community.

The parenting education programming domain had an average mean only slightly higher than the Organizational Infrastructure domain. This is not surprising since there was little organized, community-wide, parenting education coordination efforts in the three new Hub regions and the three existing Hubs were expanding into counties previously underserved in this domain.

Indicators suggesting a well-defined program (including trained facilitators, use of culturally appropriate and evidence-based curricula, provision of ancillary services, evaluation of program delivery, and logistics of program delivery) were rated highly. Indicators connected to the marketing and visibility of parenting education programs within communities along with increasing the participation rates of families were suggested for future development of programs.

Overall, community collaboration was identified as the strongest domain for this group of Hubs. This may be due an increased regional focus on collaboration through the Early Learning (EL) Hubs and Coordinated Care Organizations. All of the Expansion Hubs rated themselves highest in this domain as did the Marion County Hub. Although collaboration was not the highest rated domain by the Clackamas County Hub, it was still the second highest average among the six Hubs. Agencies for both the Marion and Clackamas County OPEC Hubs are also the backbone organizations for the EL Hubs in these single-county regions. When considering the variables associated with strong collaboration, it is impressive that the Expansion Hubs were confident in their collaboration efforts despite covering large geographic regions. These strong collaborations could be the result of the fiscal organizations for the Expansion Hubs having offered services in their regions for a number of years. While the Hub initiative has expanded their roles, they were already familiar with the other organizations serving families in their regions and in their expansion counties.

To continue to strengthen the collaboration capacity of all six of the Hubs, more attention needs to be paid to engaging new partners and key supporters while also further refining communication systems and the roles and responsibilities when working with existing collaborative partners. It is also essential that multi-county Hubs find ways to address geographic barriers associated with collaboration.

Of the three new Hubs, the Clackamas Hub gave themselves the highest ratings on the self-assessment in all three domains. This self-perception could stem from their experience as a government entity with many years of working in system development. The Clackamas Hub has a complex structure as its fiscal agency is host to many large initiatives, including the backbone for the county Early Learning Hub. In contrast to their high ratings, the Hub was slow to launch programming and did not hire a coordinator until the end of their first year of funding. It could be the leaders were overconfident in the foundation they thought already existed for initiative implementation.

At the other end of the ratings spectrum, the Sherman/Gilliam/Wheeler Hub self-assessment reflected their struggle to build a comprehensive initiative. The Parenting Education

Programming domain was rated highest by this Hub. However, their programming was very limited and they were unable to implement a curricula series. This is not surprising considering there had been very little parenting education programming in the region prior to OPEC funding and therefore no foundation upon which to build. This Hub rated collaboration significantly lower compared to the other five Hubs. Beyond their self-assessment, this challenge was evident in this Hub's inability to establish an advisory council, which impacted the majority of other indicators under this domain. In addition, their ratings for organizational infrastructure were also lower than any other Hub. Although there was Full-Time Equivalency (FTE) dedicated to OPEC, the individual assigned to the initiative was divided among multiple projects. Because of the extremely rural location of the three county region, the lead agency administration thought that the FTE would be sufficient to support the OPEC work. Unfortunately, they were naïve about the amount of time, effort, and resources needed to support the OPEC initiative even in a sparsely populated area.

The Marion County site also rated themselves fairly low across the domains. These ratings are to be expected as the backbone agency, Marion & Polk Early Learning Hub, Inc., is a new non-profit that was simultaneously launching the OPEC and Early Learning Hubs. Being a new organization, this Hub does not have experience in offering or coordinating parenting education.

Over time, Hub sites have the opportunity to increase their capacity in all three domains. As documented in previous years, the more experience that organizations have with technical assistance and professional development opportunities aimed at strengthening the indicators of successful programs, the higher their self-assessments over time. In this case, the three Expansion Hubs rated themselves higher on the self-assessments than did the new Hubs (with the exception of Clackamas County). The Expansion Hubs have been able to establish parenting education programs, provide organizational framework, and develop collaborative relationships with other community organizations and agencies over several years. This further supports the notion that long-term investment in technical assistance, professional development, and evaluation increases an organization's efficacy to implement a successful parenting education program. The self-assessment offers a guide for both new and established programs regarding the future development and assessment of their programs.

For a comparison of the mean and standard deviations across each domain by site, see Table 15.

Table 15

Mean and Standard Deviation of Self-Assessment Domains by Site

Domains by Site	2015	
	Mean	SD
Parent Education Programming		
Clackamas County	3.05	0.97
Clatsop/Columbia/Tillamook	3.16	1.12
Marion County	2.00	1.15
Sherman/Gilliam/Wheeler	2.79	1.58
Umatilla/Morrow/Union	3.53	1.35
Wallowa/Baker/Malheur	3.11	0.88
Organizational Infrastructure		
Clackamas County	4.08	0.49
Clatsop/Columbia/Tillamook	3.31	1.18
Marion County	1.54	1.27
Sherman/Gilliam/Wheeler	1.23	1.36
Umatilla/Morrow/Union	3.69	1.25
Wallowa/Baker/Malheur	3.38	0.51
Community and Collaborative Relationships		
Clackamas County	3.93	0.59
Clatsop/Columbia/Tillamook	3.47	0.92
Marion County	2.53	1.68
Sherman/Gilliam/Wheeler	0.53	0.52
Umatilla/Morrow/Union	4.27	0.70
Wallowa/Baker/Malheur	3.47	0.74

Scale ranged from 0 to 5, with 0 indicating not at all and 5 indicating to a great extent.

Appendix 5

CUMULATIVE NUMBERS FOR OPEC HUBS

All Hubs

ALL HUBS	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total
OPEC-Funded Parenting Education Series						
Number of OPEC Series	48	125	135	117	107	**532**
Number of Classes	495	1,164	1,316	1,227	1,142	**5,344**
Parents Attending	459	997	1,083	959	869	**4,367**
Parents Attend 70% or more	396	838	987	837	741	**3,799**
Children/Youth Attending	326	786	862	693	817	**3,484**
Total Series Contacts	7,684	16,492	19,301	17,475	17,406	**78,358**
Non-OPEC Funded Parenting Education Series						
Non-OPEC Series	141	178	146	161	181	**807**
Number of Classes	1,190	1,697	1,324	1,579	1,971	**7,761**
Parents Attending	1,426	1,662	1,455	1,440	1,724	**7,707**
Parents Attend 70% or more	1,427	1,564	1,375	1,328	1,564	**7,258**
Children/Youth Attending	1,197	1,173	1,081	997	1,416	**5,864**
Total Series Contacts	22,323	25,679	22,788	24,529	35,191	**130,510**
Combined OPEC and Non-OPEC Parenting Education Series						
Number of Series	189	303	281	278	288	**1,339**
Number of Classes	1,685	2,861	2,640	2,806	3,113	**13,105**
Parents Attending	1,885	2,659	2,538	2,399	2,593	**12,074**
Parents Attend 70% or more	1,823	2,402	2,362	2,165	2,305	**11,057**
Children/Youth Attending	1,523	1,959	1,943	1,690	2,233	**9,348**
Total Series Contacts	30,007	42,171	42,089	42,004	52,597	**208,868**
Family Programs						
Workshops, Total Number	44	134	194	247	275	**894**
Workshops, People Attending	2,538	4,740	5,814	6,005	7,704	**26,801**
Workshops, Children/Youth Attending	1,757	1,828	2,157	1,910	4,163	**11,815**
Family Activities, Total Number	59	187	165	243	214	**868**
Family Activities, Attendance	11,300	27,633	27,104	29,804	33,922	**129,763**
Parent Support Activities, Total Number	901	1,108	1,955	3,118	2,887	**9,969**
Parent Support Activities, People Attending	7,219	4,008	14,959	15,463	20,870	**62,519**
Parent Support Activities, Children/Youth Attending	9,481	6,202	14,336	16,640	23,972	**70,631**
Total Number of Family Programs	1,004	1,429	2,314	3,608	3,376	**11,731**
Home Visitation						
Number of Home Visits	6,436	12,897	13,812	13,813	13,696	**60,654**
Total New Families	661	824	961	961	997	**4,404**
Total New Children/Youth	734	770	1,024	1,218	1,172	**4,918**
Community Capacity						
Trained Facilitators OPEC	35	283	139	118	123	**698**
Trained Facilitators Non-OPEC	54	139	117	124	112	**546**
Advisory Board Meetings	81	176	168	163	177	**765**
Funds Leveraged	$548,301	$658,601	$1,657,748	$1,372,679	$2,204,181	**$6,441,510**
In-Kind Leveraged	$140,207	$460,653	$1,930,490	$834,134	$876,779	**$4,242,263**
Total Leveraged	$688,508	$1,119,254	$3,588,238	$2,206,813	$3,080,960	**$10,683,773**

Cohort 1 Hubs

COHORT 1 HUBS	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total
OPEC-Funded Parenting Education Series						
Number of OPEC Series	48	75	76	57	46	**302**
Number of Classes	495	721	720	603	518	**3,057**
Parents Attending	459	619	632	455	346	**2,511**
Parents Attend 70% or more	396	532	563	409	299	**2,199**
Children/Youth Attending	326	471	464	353	288	**1,902**
Total Series Contacts	7,684	10,242	10,372	8,559	6,590	**43,447**
Non-OPEC Funded Parenting Education Series						
Non-OPEC Series	141	115	94	99	113	**562**
Number of Classes	1,190	981	785	917	1,111	**4,984**
Parents Attending	1,426	938	858	819	957	**4,998**
Parents Attend 70% or more	1,427	913	837	769	864	**4,810**
Children/Youth Attending	1,197	887	750	684	799	**4,317**
Total Series Contacts	22,323	15,366	13,212	14,650	18,125	**83,676**
Combined OPEC and Non-OPEC Parenting Education Series						
Number of Series	189	190	170	156	159	**864**
Number of Classes	1,685	1,702	1,505	1,520	1,629	**8,041**
Parents Attending	1,885	1,557	1,490	1,274	1,303	**7,509**
Parents Attend 70% or more	1,823	1,445	1,400	1,178	1,163	**7,009**
Children/Youth Attending	1,523	1,358	1,214	1,037	1,087	**6,219**
Total Series Contacts	30,007	25,608	23,584	23,209	24,715	**127,123**
Family Programs						
Workshops, Total Number	44	61	100	121	109	**435**
Workshops, People Attending	2,538	3,716	4,521	4,312	3,951	**19,038**
Workshops, Children/Youth Attending	1,757	958	617	753	1,398	**5,483**
Family Activities, Total Number	59	52	68	63	66	**308**
Family Activities, Attendance	11,300	12,446	14,686	12,859	16,606	**67,897**
Parent Support Activities, Total Number	901	399	1,182	1,641	1,550	**5,673**
Parent Support Activities, People Attending	7,219	1,037	12,966	13,516	15,205	**49,943**
Parent Support Activities, Children/Youth Attending	9,481	1,242	12,687	14,656	15,795	**53,861**
Total Number of Family Programs	1,004	512	1,350	1,825	1,725	**6,416**
Home Visitation						
Number of Home Visits	6,436	9,708	9,770	11,233	9,426	**46,573**
Total New Families	661	495	846	887	804	**3,693**
Total New Children/Youth	734	417	904	1,153	912	**4,120**
Community Capacity						
Trained Facilitators OPEC	35	102	46	34	28	**245**
Trained Facilitators Non-OPEC	54	56	64	109	59	**342**
Advisory Board Meetings	81	92	93	89	78	**433**
Funds Leveraged	$548,301	$570,008	$1,517,985	$1,070,675	$1,173,527	**$4,880,496**
In-Kind Leveraged	$140,207	$231,731	$311,597	$471,840	$539,903	**$1,695,278**
Total Leveraged	$688,508	$801,739	$1,829,582	$1,542,515	$1,713,430	**$6,575,774**

* Cohort 1 Hubs include Central Oregon, Columbia Gorge, Coos/Curry, Linn/Benton, and Wallowa/Baker/Malheur

Cohort 2 Hubs

COHORT 2 HUBS	2011-2012	2012-2013	2013-2014	2014-2015	Total
OPEC-Funded Parenting Education Series					
Number of OPEC Series	50	59	60	50	**219**
Number of Classes	443	596	624	515	**2,178**
Parents Attending	378	451	504	419	**1,752**
Parents Attend 70% or more	306	424	428	365	**1,523**
Children/Youth Attending	315	398	340	348	**1,401**
Total Series Contacts	6,250	8,929	8,916	7,996	**32,091**
Non-OPEC Funded Parenting Education Series					
Non-OPEC Series	63	52	62	60	**237**
Number of Classes	716	539	662	788	**2,705**
Parents Attending	724	597	621	671	**2,613**
Parents Attend 70% or more	651	538	559	622	**2,370**
Children/Youth Attending	286	331	313	470	**1,400**
Total Series Contacts	10,313	9,576	9,879	14,847	**44,615**
Combined OPEC and Non-OPEC Parenting Education Series					
Number of Series	113	111	122	110	**456**
Number of Classes	1,159	1,135	1,286	1,303	**4,883**
Parents Attending	1,102	1,048	1,125	1,090	**4,365**
Parents Attend 70% or more	957	962	987	987	**3,893**
Children/Youth Attending	601	729	653	818	**2,801**
Total Series Contacts	16,563	18,505	18,795	22,843	**76,706**
Family Programs					
Workshops, Total Number	73	94	126	157	**450**
Workshops, People Attending	1,024	1,293	1,693	3,267	**7,277**
Workshops, Children/Youth Attending	870	1,540	1,157	2,360	**5,927**
Family Activities, Total Number	135	97	180	131	**543**
Family Activities, Attendance	15,187	12,418	16,945	12,902	**57,452**
Parent Support Activities, Total Number	709	773	1,477	1,006	**3,965**
Parent Support Activities, People Attending	2,971	1,993	1,947	4,213	**11,124**
Parent Support Activities, Children/Youth Attending	4,960	1,949	1,984	4,882	**13,775**
Total Number of Family Programs	917	964	1,783	1,294	**4,958**
Home Visitation					
Number of Home Visits	3,189	4,042	2,580	4,174	**13,985**
Total New Families	329	115	74	175	**693**
Total New Children/Youth	353	120	65	227	**765**
Community Capacity					
Trained Facilitators OPEC	181	93	84	52	**410**
Trained Facilitators Non-OPEC	83	53	15	33	**184**
Advisory Board Meetings	84	75	74	73	**306**
Funds Leveraged	$88,593	$139,763	$302,004	$297,654	**$828,014**
In-Kind Leveraged	$228,922	$1,618,893	$362,294	$293,144	**$2,503,253**
Total Leveraged	$317,515	$1,758,656	$664,298	$590,798	**$3,331,267**

* Cohort 2 Hubs include Clatsop/Columbia/Tillamook, Lane County, Lincoln County, Polk County, Siskiyou County, and Umatilla/Morrow/Union

Cohort 3 Hubs

COHORT 3 HUBS	2014-2015	Total
OPEC-Funded Parenting Education Series		
Number of OPEC Series	11	**11**
Number of Classes	109	**109**
Parents Attending	104	**104**
Parents Attend 70% or more	77	**77**
Children/Youth Attending	181	**181**
Total Series Contacts	2,820	**2,820**
Non-OPEC Funded Parenting Education Series		
Non-OPEC Series	8	**8**
Number of Classes	72	**72**
Parents Attending	96	**96**
Parents Attend 70% or more	78	**78**
Children/Youth Attending	147	**147**
Total Series Contacts	2,219	**2,219**
Combined OPEC and Non-OPEC Parenting Education Series		
Number of Series	19	**19**
Number of Classes	181	**181**
Parents Attending	200	**200**
Parents Attend 70% or more	155	**155**
Children/Youth Attending	328	**328**
Total Series Contacts	5,039	**5,039**
Family Programs		
Workshops, Total Number	9	**9**
Workshops, People Attending	486	**486**
Workshops, Children/Youth Attending	405	**405**
Family Activities, Total Number	17	**17**
Family Activities, Attendance	4,414	**4,414**
Parent Support Activities, Total Number	331	**331**
Parent Support Activities, People Attending	1,452	**1,452**
Parent Support Activities, Children/Youth Attending	3,295	**3,295**
Total Number of Family Programs	357	**357**
Home Visitation		
Number of Home Visits	96	**96**
Total New Families	18	**18**
Total New Children/Youth	33	**33**
Community Capacity		
Trained Facilitators OPEC	43	**43**
Trained Facilitators Non-OPEC	20	**20**
Advisory Board Meetings	26	**26**
Funds Leveraged	$733,000	**$733,000**
In-Kind Leveraged	$43,732	**$43,732**
Total Leveraged	$776,732	**$776,732**

* Cohort 3 Hubs include Clackamas County, Marion County, and Sherman/Gilliam/Wheeler

Appendix 6

CUMULATIVE NUMBERS FOR SMALL GRANT PROJECTS

Small Grant Projects

SMALL GRANTS	2013-2014	2014-2015	Total
OPEC-Funded Parenting Education Series			
Number of OPEC Series	38	41	**79**
Number of Classes	551	596	**1,147**
Parents Attending	433	513	**946**
Parents Attend 70% or more	389	462	**851**
Children/Youth Attending	348	360	**708**
Total Series Contacts	11,280	11,403	**22,683**
Non-OPEC Funded Parenting Education Series			
Non-OPEC Series	9	6	**15**
Number of Classes	80	60	**140**
Parents Attending	109	77	**186**
Parents Attend 70% or more	103	72	**175**
Children/Youth Attending	45	85	**130**
Total Series Contacts	1,496	1,474	**2,970**
Combined OPEC and Non-OPEC Parenting Education Series			
Number of Series	47	47	**94**
Number of Classes	631	656	**1,287**
Parents Attending	542	590	**1,132**
Parents Attend 70% or more	492	534	**1,026**
Children/Youth Attending	393	445	**838**
Total Series Contacts	12,776	12,877	**25,653**
Family Programs			
Workshops, Total Number	17	15	**32**
Workshops, People Attending	298	154	**452**
Workshops, Children/Youth Attending	240	130	**370**
Family Activities, Total Number	37	59	**96**
Family Activities, Attendance	2,672	5,584	**8,256**
Parent Support Activities, Total Number	204	217	**421**
Parent Support Activities, People Attending	353	371	**724**
Parent Support Activities, Children/Youth Attending	187	214	**401**
Total Number of Family Programs	258	291	**549**
Home Visitation			
Number of Home Visits	547	404	**951**
Total New Families	91	80	**171**
Total New Children/Youth	163	128	**291**
Community Capacity			
Trained Facilitators OPEC	58	51	**109**
Trained Facilitators Non-OPEC	27	16	**43**
Advisory Board Meetings	27	32	**59**
Funds Leveraged	$136,400	$567,700	**$704,100**
In-Kind Leveraged	$20,280	$37,829	**$58,109**
Total Leveraged	$156,680	$605,529	**$762,209**

Appendix 7

PARENTS WITH CHILDREN AGE 0-6 YEARS OLD

PARENTING SKILLS LADDERS and PARENT WORKSHOP EVALUATIONS

Hubs

Site	Number of parents who reported child age	Number who have a child under the age of 6	Percentage with child under 6
Parenting Skills Ladders & Parent Workshop Evaluations			
Central Oregon	163	130	**80%**
Clackamas County	66	59	**89%**
Clatsop/Columbia/Tillamook	150	133	**89%**
Columbia Gorge	61	54	**89%**
Coos/Curry	367	305	**83%**
Douglas County	123	97	**79%**
Lane County	336	324	**96%**
Lincoln County	87	82	**94%**
Linn/Benton	99	89	**90%**
Marion County	65	51	**78%**
Polk County	85	59	**69%**
Sherman/Gilliam/Wheeler	0	0	**---**
Siskiyou County	530	423	**80%**
Umatilla/Morrow/Union	217	194	**89%**
Wallowa/Baker/Mahleur	37	34	**92%**
Combined Total	**2386**	**2034**	**85%**

Small Grant Projects

Site	Number of parents who reported child age	Number who have a child under the age of 6	Percentage with child under 6
Parenting Skills Ladders & Parent Workshop Evaluations			
Catholic Charities	10	7	**70%**
Immigrant and Refugee Community Organization	10	4	**40%**
Native American Youth & Family Center	6	6	**100%**
Northwest Family Services	51	33	**65%**
Oregon Child Development Coalition	30	21	**70%**
Pathfinders of Oregon	66	53	**80%**
Rosemary Anderson High School	17	15	**88%**
Self Enhancement	28	26	**93%**
Todos Juntos	76	57	**75%**
Youth Contact	85	81	**95%**
Combined Total	**379**	**303**	**80%**

PARENTING SKILLS LADDERS

Hubs

Parenting Skills Ladders			
Central Oregon	104	82	**79%**
Clackamas County	66	59	**89%**
Clatsop/Columbia/Tillamook	45	43	**96%**
Columbia Gorge	45	42	**93%**
Coos/Curry	188	164	**87%**
Douglas County	61	47	**77%**
Lane County	336	324	**96%**
Lincoln County	72	68	**94%**
Linn/Benton	99	89	**90%**
Marion County	65	51	**78%**
Polk County	85	59	**69%**
Sherman/Gilliam/Wheeler	0	0	**---**
Siskiyou County	65	52	**80%**
Umatilla/Morrow/Union	39	30	**77%**
Wallowa/Baker/Mahleur	27	24	**89%**
Parenting Skills Ladders Total	**1297**	**1134**	**87%**

Small Grant Projects

Parenting Skills Ladders			
Catholic Charities	10	7	**70%**
IRCO	10	4	**40%**
Native American Youth & Family Center	6	6	**100%**
Northwest Family Services	51	33	**65%**
Oregon Child Development Coalition	30	21	**70%**
Pathfinders of Oregon	66	53	**80%**
Rosemary Anderson High School	17	15	**88%**
Self Enhancement	28	26	**93%**
Todos Juntos	45	35	**78%**
Youth Contact	85	81	**95%**
Parenting Skills Ladders Total	**348**	**281**	**81%**

PARENT WORKSHOP EVALUATIONS

Hubs

Parenting Workshop Evaluations			
Central Oregon	59	48	**81%**
Clackamas County	0	0	---
Clatsop/Columbia/Tillamook	105	90	**86%**
Columbia Gorge	16	12	**75%**
Coos/Curry	179	141	**79%**
Douglas County	62	50	**81%**
Lane County	0	0	---
Lincoln County	15	14	**93%**
Linn/Benton	0	0	---
Marion County	0	0	---
Polk County	0	0	---
Sherman/Gilliam/Wheeler	0	0	---
Siskiyou County	465	371	**80%**
Umatilla/Morrow/Union	178	164	**92%**
Wallowa/Baker/Mahleur	10	10	**100%**
Parenting Workshop Evaluations Total	**1089**	**900**	**83%**

Small Grant Projects

Parenting Workshop Evaluations			
Catholic Charities	0	0	---
IRCO	0	0	---
Native American Youth & Family Center	0	0	---
Northwest Family Services	0	0	---
Oregon Child Development Coalition	0	0	---
Pathfinders of Oregon	0	0	---
Rosemary Anderson High School	0	0	---
Self Enhancement	0	0	---
Todos Juntos	31	22	**71%**
Youth Contact	0	0	---
Parenting Workshop Evaluations Total	**31**	**22**	**71%**