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Year 7 Report 2016-2017

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Cumulative Summary

2010-2017

Year 7 Report

2016-2017

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OPEC 7-Year Cumulative Summary

2010-2017

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 Ford Family Foundation, the Meyer Memorial Trust, 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 investment in strong parenting is 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 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 OPEC funds specifically designated to support 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. Hubs also deliver (directly or through subcontracts or “mini-grants”) evidence-based parenting education programs.

OPEC has funded regional parenting Hubs through a phased process over the course of seven years. In July 2010, OPEC began its first round of funding for six regional parenting Hubs. In July 2011, six additional Hubs were funded. In July 2014, the initiative continued to grow by funding three new Hubs and expanding the geographical reach of three existing Hubs. Two communities received planning grants in 2014 and from these planning grants, two new Hubs were established in July 2015. Hub funding also ended in 2015 for two of the previous Hubs. One Hub (established in 2014) decided it did not have the infrastructure to adequately support a parenting education Hub and elected not to continue with its OPEC funding. In addition, the OPEC grant for one Hub (established in 2011) was not renewed for a fifth year. In July 2016, two existing Hubs expanded their geographical reach to include three new counties. At the time of this report, there are a total of 15 OPEC Hubs providing parenting education in 29 of 36 Oregon counties plus Siskiyou County, California.

In addition to Hubs, OPEC has funded several rounds of Small and Programming Grant projects over the past seven years. The purpose of the first rounds of the Small Grant program (2010-2016) was 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 of Small Grants provided three years of funding. The first round was funded in 2010 and included nine sites across the state. The second round was launched in 2013 and included ten sites in the Portland Metro area that target underserved populations. In 2016-2017, a new round of Programming Grants were awarded to nine organizations receiving funding to the expand access to best practice parenting education programs as well as enhanced community partnerships, particularly with the healthcare community. Four of the Programming Grants were awarded to existing Hubs to support collaborative parenting education programming efforts with healthcare partners. In addition, one Hub received a Programming Grant to support evaluation of a community grown, research-based parenting program that encourages parent-child interaction as well as community building.

In this report, the Oregon State University evaluation team synthesizes overarching outcomes for the first seven 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/Programming 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 of parenting education 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 fostering 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 Programming 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 Programming/Small Grant projects, evidence-based parenting education programming was expanded to new geographic regions, which increased accessibility for both universal and targeted audiences. OPEC sites used a variety of strategies to engage families in parenting education 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. Non-OPEC series may use evidence or non-evidence-based curricula or focus on older age ranges.

- *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 seven years of the OPEC initiative.

Table 1

Programming Numbers for Hubs and Programming/Small Grant Projects, 2010-2017

Activity	Description	Hubs ¹	Programming/ Small Grants ²	Total
OPEC Parenting Education Series	Parenting Series Completed	794	228	1,022
	Parenting Classes	8,025	3,037	11,062
	Parents Attended	6,464	2,354	8,818
	Children/Youth Attended	5,707	2,000	7,707
Non-OPEC Parenting Education Series	Parenting Series Completed	1,178	79	1,257
	Parenting Classes	11,595	838	12,433
	Parents Attended	11,047	840	11,887
	Children/Youth Attended	8,741	654	9,395
Parent Workshops	Number of Workshops	1,482	143	1,625
	Parents Attended	42,943	2,155	45,098
	Children/Youth Attended	18,545	1,769	20,314

Continued on next page

Table 1 (continued)

Programming Numbers for Hubs and Programming/Small Grant Projects, 2010-2017

Activity	Description	Hubs ¹	Programming /Small Grants ²	Total
Parent Support Activities	Number of Sessions	15,439	1,860	17,299
	Parents Attended	103,430	2,655	106,085
	Children/Youth Attended	121,247	2,345	123,592
Family Activities	Number of Activities	1,322	442	1,764
	People Attended	192,663	26,483	219,146
Home Visits	Number of Home Visits	90,602	8,473	99,075
	Total New Families	6,847	897	7,744
	Total New Children/Youth	7,621	1,415	9,036

¹Hub total does not include programs funded with Programming Grant funding.

²Small/Programming Grant total includes all programming reported by Small Grant projects from 2010-2016 as well as programming specifically funded by Programming Grant funds in 2016-2017.

Although there are fluctuations among the individual sites, the overall number of parenting education programs implemented and the number of parents participating have increased since the initiative began in 2010. While much of this increase can be attributed to the changes in the number of sites over time (see Figure 1), collectively, the sites continued to contribute to the overall growth and stability of an accessible and sustainable parenting education system.

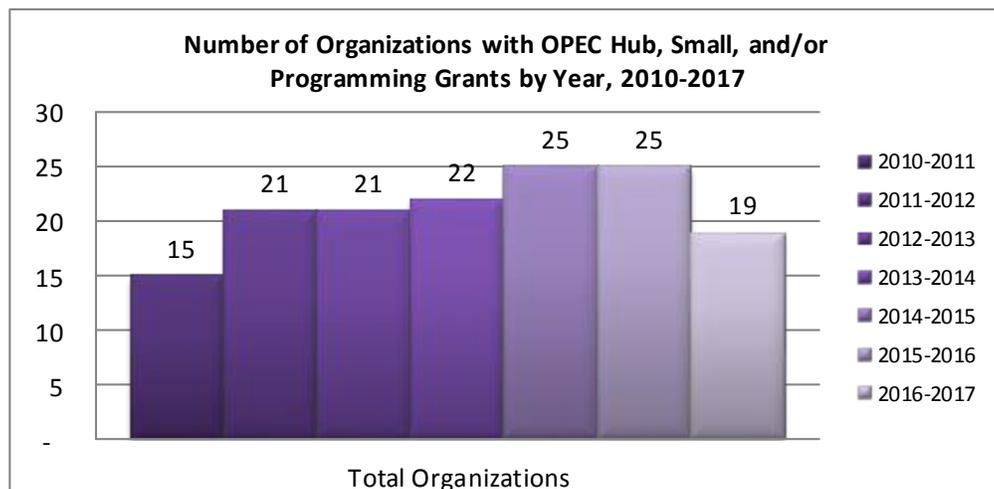


Figure 1

When viewing the number of series and classes over time, it is important to note that Hub funding is administered in a phased process in which Hubs can apply for full funding for three years, followed by step-down funding in the fourth year and beyond. Additionally, if a Hub expands their region (i.e., adds one or more counties to their Hub’s service area), their funding cycle starts over with the opportunity for full funding for an additional three years before step-down funding begins. In Year 7, nine of the Hubs were fully funded and six Hubs were in step-down funding (50% of full funding).

In spite of the decline with step-down funding, the number of OPEC funded series conducted by Hubs has increased by 217% when compared to the first year of the initiative. In addition to OPEC funded series, there has also been a 15% 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 more than doubled (151%) with more parents accessing OPEC-funded series in Year 7 than in the first year of the initiative.

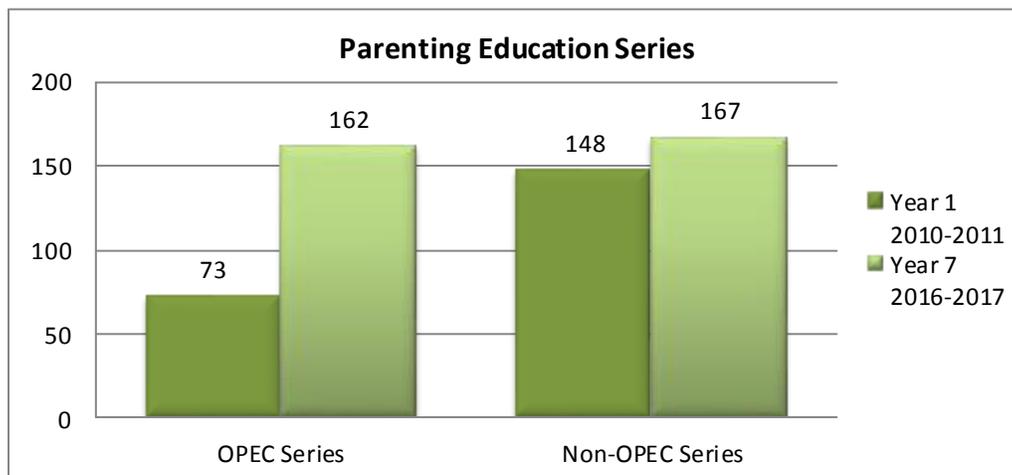


Figure 2

In addition to an increase in evidence-based series, there has also been a significant expansion of additional parenting education opportunities in comparison with the first year of OPEC (see Figure 3). This includes a 556% growth in the number of workshops, a 236% increase in Family Activities, and a 216% increase in Parent Support Activities. This tremendous surge in family programming resulted in double (157% increase) the number of adult and child participants between the first and seventh year of programming.

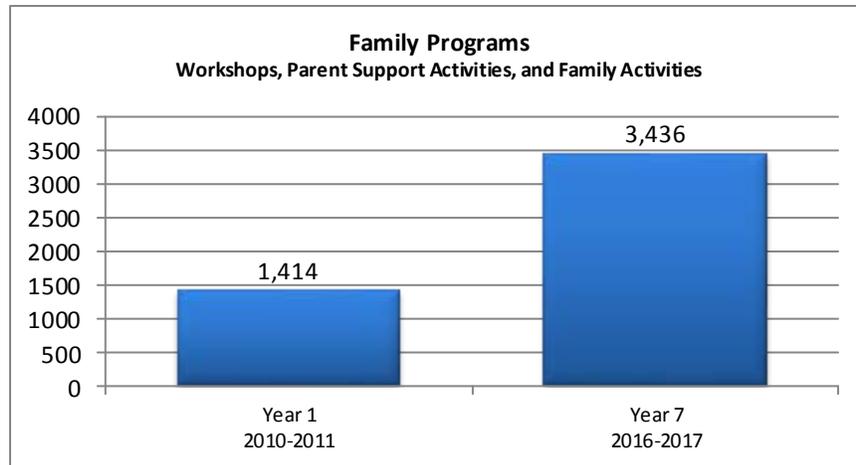


Figure 3

Demographic data from the Parenting Skills Ladder and Parenting Workshop Evaluation surveys provide 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 surveys between July 2010 and June 2017.

Table 2

	Hubs N = 18,468	Programming/Small Grants N = 2,451
Age Range of Participant	11 to 99 years	15 to 82 years
Average Age of Participant	35 years	32 years
Gender	69% Female 24% Male 7% Did Not Specify	70% Female 27% Male 3% Did Not Specify
Race/ethnicity	66% White 18% Hispanic 4% Native American 1% Black/African American 1% Asian 10% Other/Did Not Specify	31% White 43% Hispanic 2% Native American 9% Black/African American 7% Asian 8% Other/Did Not Specify
Parenting Style	62% With a Partner 24% By Self 14% Did Not Specify	65% With a Partner 28% By Self 7% Did Not Specify
Use of Services Designated for Low-Income Households	37% receive WIC 43% use Oregon Health Plan 27% had school-aged children who received free or reduced lunch	50% receive WIC 66% use Oregon Health Plan 36% had school-aged children who received free or reduced lunch

Continued on next page

Table 2 (continued)

	Hubs N = 15,727	Programming/Small Grants N = 2,305
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%	61%
Average Children per Household	1.79 children	2.02 children

Of note, families participating in programs funded by both Hubs and Programming Grants represented a diverse segment of the population, however, these demographics show that organizations using Programming Grant funds were reaching a higher percentage of families from diverse and underrepresented communities than OPEC Hub funds. In addition, the percentage of families accessing one or more services designated for low-income households was higher in the group of families participating in programs funded by Programming/Small Grants than those funded by Hubs.

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), if known by the OPEC site. Over the five-year period in which these data have been collected, approximately 19% of parents participating in OPEC funded parenting education series said they were involved with DHS. This number was lower for programs funded by OPEC Hub funding (18%) in comparison to programs funded by Programming Grant funds (22%).

Hubs and Programming 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.

Hub and Small/Programming Grant sites are required to administer the Parenting Skills Ladder (PSL), a retrospective pre/post survey, to all 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 seven 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 18,208 parents who participated in parenting education series through Hub and Small/Programming Grant sites from 2010-2017.

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)	3.5	5.1***
Play with my child(ren) frequently	4.1	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, $p < 0.05$. $N = 18,208$.

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in parent education classes. As reported by parents, there was significant improvement in their children's 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, $p < 0.05$. $N = 18,208$.

From 2010-2017, 25 parent focus groups were facilitated by OSU faculty and graduate students in Hub regions and at Small/Programming Grant project sites. Eighteen were held in English and seven in Spanish. A total of 217 parents have participated in the focus groups. Analysis of the

open-ended questions on the Parenting Skills Ladder and focus group responses supported the quantitative data. Together, they suggested that the vast majority of participants in the programs enjoyed the parenting education programs in which they participated and that they continued to seek out additional opportunities to access similar programs. They shared that they had benefitted from participation both in terms of enhanced parenting skills and strategies as well as improved family dynamics. Qualitative data provided by the parents indicated that they felt more confident in their parenting abilities and were able to take away parenting skills and specific tools to improve communication with their children. They also believed they had a greater knowledge and understanding of child development and age-appropriate behavior, which significantly improved their ability to establish reasonable expectations. Many parents shared that their children enjoyed participating in parenting education child care programs as well. Many Hubs and Programming Grant organizations offered free child care to families participating in parenting education series. Children enjoyed participating in activities, many of which targeted kindergarten readiness or other skills, and socializing with other children.

Parents also attributed changes in their child's behavior to skills and strategies they gained through participation in parenting education series. Parents reported that their children were positively responding to new parenting and discipline strategies, had fewer tantrums, were more cooperative and better able to get along with others, and were more willing to follow their parents' guidance. These changes contributed to increased patience with their children as well as less stress overall for families.

Overwhelmingly, parents were satisfied with their parenting education experiences. Of the 18,208 participants completing the satisfaction section of the Parenting Skills Ladder, 97% reported that the information and resources in the class or home visits were somewhat or very helpful. In addition, 97% of the parents responded that they were likely to recommend the classes to others. Of the 10,077 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 implementing 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 for parents of children of all ages in their regions. OPEC Hubs used an array of approaches in order to strengthen the capacity of their own organization and the capacity of other organizations in their communities to implement and sustain parenting education efforts. Ample dedicated FTE is essential to strengthening the capacity of Hubs to build partnerships,

lead coordination efforts, and implement parenting education programs. As a result of the OPEC grant, all Hubs have designated positions and FTE devoted to parenting education.

Table 5

Organizational Capacity Numbers 2010-2017

Activity	Description	Hubs
Facilitators Trained In Curricula	OPEC Facilitators Trained	918
	Non-OPEC Facilitators Trained	896
Professional Development	Sessions for Facilitators	1,123
	Sessions for OPEC Staff	1,416
Advisory Meetings	Advisory Board Meetings	1,302
Funds Leveraged	Funds Leveraged	\$15,228,517
	In-Kind Leveraged	\$5,669,162
	Total Leveraged	\$20,897,679

Hubs reported that a total of 1,814 facilitators were trained in parenting education curricula during the past seven 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 meeting 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 (and the first year of each expansion), Hubs were required to develop strategic plans that would help strengthen their organizations over time and sustain programs financially into the future. Through strategic planning, Hubs collected input from over 696 parents and 460 community partners to identify strengths and gaps in parenting education

in their 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 seven years, Hubs leveraged \$20.9 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.

Note for Small/Programming Grant Sites related to Organizational Capacity: Although non-Hub Programming Grant sites were not required to report on progress related to organizational capacity, many chose to do so because these efforts are seen as critical for high-quality parenting programming. Over the seven years of OPEC funding, Small/Programming Grant sites reported that they had trained a total of 197 facilitators to use evidence-based parenting education curricula. Programming Grant sites also reported leveraging \$2.1 million in new funds and in-kind donations to support their program efforts.

Hubs: Increasing Community Collaboration

Effectively meeting the needs of families and creating positive change within communities requires collaboration among organizations that work with parents and children. Successful collaboration can lead to the development of a shared vision, a common language, joint metrics, shared referrals, the capacity to leverage resources and funding, and reduced duplication and fragmentation of services. OPEC Hubs are striving to forge collaborative partnerships with multiple partners and view these partnerships as critical to long-term sustainability of parenting education services.

Hubs used many different methods to recruit parents for participation in parenting education programs. Marketing efforts included newsletters, newspaper articles and ads, radio spots, TV announcements, websites, flyers, community bulletin boards, and social media outlets such as

Facebook. Many Hubs shared that these efforts played an essential role in spreading awareness of their organization and the services provided, however, word of mouth and a “warm handoff” from others continued to be one of the most effective ways to get families in the door to parenting education class series. Hubs also initiated awareness campaigns with targeted messages on topics such as child abuse prevention, the importance of parenting, and normalizing parenting education.

OPEC programming involves a variety of community organizations that work collaboratively in offering parent education opportunities. Hubs partner with numerous organizations, including schools and school districts, Early Learning Hubs, Healthy Families/Healthy Start, Head Start, Department of Human Services (Child Welfare and Self-Sufficiency), Coordinated Care Organizations, juvenile departments, county corrections, county mental health programs, 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 includes preschools, Head Starts, and K-12 schools. Hubs connected their programs with school districts through the location of programs in school facilities, putting announcements and descriptions of parenting education programs in school bulletins and newsletters, and being involved in school events and ongoing activities. During the seven years of the OPEC initiative, 13,777 programs or class sessions have been held in school facilities with an additional 969 programs co-sponsored by schools, but held at other facilities in the community.

Hubs supported parents’ ability to prepare their children for kindergarten through parenting education and positive parent-child interactions as well as activities specifically designed to enhance the home learning environment and to build relationships between families and schools. Hubs encouraged parent efforts to increase their children’s early literacy skills 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 the transition to kindergarten.

From 2010-2017, a total of 457 community partners provided information about the parenting education collaboration in their Hub regions through an online survey or focus group.

Overwhelmingly, these partners indicate that the OPEC initiative is making a difference in their communities by:

- Promoting networking and exchange of information among collaborating partners
- Bringing together people and organizations who would not have worked together otherwise
- 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.

Lessons Learned

Over the seven years of the OPEC initiative, OPEC Hubs and Programming Grant organizations have shared lessons learned. These lessons learned reflect both successes as well as challenges, including those that have been overcome and those that are ongoing. Lessons learned shared by OPEC grantees include the following:

- Parenting education is a community need and recognition of this need continues to grow.
- Normalizing parenting education and recruiting families requires creativity.
- Each community has different strengths and different needs.
- Building relationships with partners is foundational to effectively supporting children and families and essential for a lasting initiative.
- Providing access to professional development leads to higher-quality programming.
- It's important to take time to celebrate successes – large and small.
- Change takes time.

Each of these lessons learned is addressed with greater depth in the 2016-2017 OPEC Evaluation Report.

Summary

Results from the last seven 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 targeted 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.



2016-2017 Year 7 Executive Summary

OPEC at a Glance

Year 7 Program Highlights

2,721 parents
participated in
329
parenting
education
series

1,474 new
families reached
with home visits

7,301 parents
attended
315
workshops

28,815 adults
and youth
participated in
210
family activities

45,478 parent
and youth
contacts made
through
parent support
activities

The Oregon Parenting Education Collaborative (OPEC) is a multi-year initiative supported by The Oregon Community Foundation (OCF), The Ford Family Foundation, the Meyer Memorial Trust, and The Collins Foundation in partnership with Oregon State University. In addition to these four foundation partners, funding for the initiative has been provided by OCF Donor Advised Funds and a private donor. OPEC supports expanded access to best practice parenting education programs, with a focus on programs reaching parents of children prenatal to age six (although OPEC grantees serve families with children of all ages), as well as efforts to develop and strengthen regional parenting education “Hubs.” OPEC is unique in its collaborative, foundation-led 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 2016-2017, there were 15 regional parenting Hubs serving 29 Oregon counties and Siskiyou County, California. In addition, the initiative also provided the first of a possible three years of funding for nine Programming Grant projects aimed at providing evidence-based parenting education classes and/or home visiting for specific groups of underserved parents in regions without a Hub as well as projects focused on expanding collaboration with healthcare partners. The OSU evaluation team synthesized the following overarching lessons and impacts for the program year.

Quality Programming. Through the 2016-2017 Hubs and Programming Grant projects, the OPEC initiative reached a significant number of participants through programming (at left) and demonstrated a positive impact on families and communities. Outcomes included:

- expanding access to evidence-based programming to new geographic regions
- increasing accessibility of parenting education for universal and targeted audiences
- reaching a culturally and socio-economically diverse audience (Approximately 62% of parents indicated using at least one service available to low-income families.)
- improved parenting skills and child outcomes

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

- committing staff FTE to the coordination and leadership of parenting education in their region
- strengthening advisory groups
- training facilitators in evidence-based parenting education curricula
- developing social media tools to reach parents and community members
- leveraging almost \$2.9 million in new funding and in-kind donations this year

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

- strengthened partnerships to plan, market, and implement parenting programs
- increased community awareness and positive perceptions of parenting education
- increased the number of referrals to parenting education programs
- improved collaborations and coordination among partners
- increased availability of culturally-responsive programming
- enhanced support of parenting education by key community leaders
- 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 2016-2017

Activity	Description	Hubs ¹	Programming Grants ²	Total
OPEC Parenting Education Series³	Parenting Series Completed	141	21	162
	Parenting Classes	1,431	213	1,644
	Parents Attended At Least One Class	1,631	316	1,947
	Parents Attended – Average	1,063	190	1,253
	Parents Attended 70% or More	976	180	1,156
	Children/Youth Attended	1,200	166	1,366
	Contact Opportunities (parents & youth)	23,276	3,548	26,824
Non-OPEC Parenting Education Series⁴	Parenting Series Completed	167	0	167
	Parenting Classes	1,684	0	1,684
	Parents Attended At Least One Class	2,167	0	2,167
	Parents Attended – Average	1,468	0	1,468
	Parents Attended 70% or More	1,393	0	1,393
	Children/Youth Attended	1,343	0	1,343
	Contact Opportunities (parents & youth)	28,601	0	28,601
Parent Workshops	Number of Workshops	302	13	315
	Parents Attended	7,178	123	7,301
	Children/Youth Attended	3,179	127	3,306
Parent Support Activities	Number of Sessions	2,878	13	2,911
	Parents Attended	20,992	54	21,046
	Children/Youth Attended	24,351	81	24,432
Home Visits	Number of Home Visits	17,322	867	18,189
	Total New Families	1,410	64	1,474
	Total New Children/Youth	1,677	89	1,766
Family Activities	Number of Activities	187	23	210
	People Attended	26,650	2,165	28,815

¹Hub total does not include programs funded with Programming Grant funding.

²Programming specifically funded by Programming Grant funds.

³OPEC Parenting Education Series refers to those series that are paid for partially or entirely from OPEC grant funds.

⁴Non-OPEC Parenting Education Series refers to other series supported by grantees that are not paid for by OPEC grant funds.



Demographics of Families Completing Evaluations for Parenting Series and Workshops

Number of Parents: 2,856

Number of Children: 5,620

Gender

22% Men

71% Women

7% Did not specify

Race/Ethnicity

61% White/Caucasian

2% Black/African American

25% Hispanic/Latino

1% Asian/Pacific Islander

2% Native American

9% Other/Unspecified

Age

Age Range: **12-87**

Average Age: **36**

Parenting Style

64% With Partner

21% By Themselves

15% Did not specify

Children

Average Age: **6**

Age Range: **0-18**

Age 0-6 Years: **62%**

Children per Family: **2**

Low-Income Resources

36% received WIC

45% used the Oregon Health Plan

27% received free or reduced lunches

27% received SNAP/TANF

Improved Parent and Child Skills

Hubs and Programming 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 also choose 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 1,479 parents who participated in parenting education through Hub and Programming Grant sites during 2016-2017.

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.3	5.0***
Show my child(ren) love and affection frequently	4.7	5.5***
Listen to my child(ren) to understand their feelings	3.8	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)	3.5	5.1***
Play with my child(ren) frequently	4.1	5.1***
Protect my child(ren) from unsafe conditions	4.9	5.6***
Talk with other parents to share experiences	3.3	5.0***
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. 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, $p < 0.05$. $N = 1,479$.

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	3.6	4.7***
Willing to follow limits and rules	3.2	4.5***
Gets along with others	4.0	4.9***

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, $p < 0.05$. $N = 1,479$.

Parent Satisfaction

Parenting Education Series

97% said the series was helpful

98% would recommend the series to others



Parent Workshops

98% found the workshops helpful

98% said they would use the information



Quotes from program participants

"I want my family to be the best it can be."

"I like finding common ground with other parents, and learning what is normal development and behavior."

"I feel we have better communication and ultimately a better relationship."

"I learned to love and raise a child."

"I have slowed down to respond rather than reacting and feeling out of control."

"I remind myself regularly of the tools I've learned and apply them. My parenting has totally changed."

"My children understand that I'm trying to learn how to be a better parent and help them be good kids."

"What we have learned has helped in the children dealing with their behavior."

"My children are more aware of their feelings. They are more empathetic of others' feelings."

"My child loved attending and playing with the other children."



Overall Challenges

Finding adequate funding to support the growing need for parenting education

Effectively supporting families in rural areas and from diverse linguistic and cultural communities

Recruitment and retention of families for parenting education series

Keeping online information and social media current

Staffing part-time positions, including parenting education facilitators and child care providers

Limited time and resources to focus on normalizing parenting education, innovation, and marketing

Limited access to professional development opportunities

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. Hubs reported that a total of **297 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 **176 sessions of professional development** opportunities accessible to facilitators, enhancing their ability to offer high quality programming. In addition, Hub staff offered or co-sponsored 164 training sessions for other early childhood professionals and partners in their region.

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 **283 advisory meetings** during the past year. Websites and other social media tools were utilized to connect parents and community partners to programming.



Sustainability. During 2016-2017, the Hubs reported their sustainability efforts via the online reporting system and staff interviews. Hubs reported that their advisory councils were 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 almost \$2.9 million in new funding and in-kind donations.**

Insights from OPEC Community Partners

In summer 2017, a total of 27 community partners participated in focus groups and surveys in three Hub and Programming Grant regions (Coos/Curry Hub, Jackson/Josephine Hub, and Youth Contact). Participants represented a wide range of agencies and organizations. Data from the focus groups and surveys 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 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 **14.2 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, and the normalizing of parenting education. These campaigns utilized similar marketing methods and reached over **1 million potential contacts**.

Collaboration. OPEC programming involves a variety of community organizations that work collaboratively in offering parent education opportunities. Hubs reporting collaborating with many different partners including: child care providers, including Head Start and Migrant Head Start; Early Learning Hubs; Healthy Families; relief nurseries; Education Service Districts (ESDs); public schools; higher education institutions; Department of Human Services (DHS); community action agencies; faith-based communities and organizations; health care providers, including Coordinated Care Organizations (CCOs); libraries; court and corrections systems, including juvenile departments; tribal communities; and other community non-profit organizations (e.g., Boys and Girls Club, Family Resource Centers, YMCAs, museums, culturally-specific organizations).

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, putting 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 **2,864 programs or class sessions were held in school facilities** or co-sponsored by schools but held in other facilities.

Supporting School Readiness through Parenting Education. Hubs supported parents' ability to prepare children for kindergarten through parenting education and positive parent-child interactions as well as activities specifically designed to enhance the home learning environment and to build relationships between families and schools. Hubs encouraged parent efforts to increase their children's early literacy skills 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 the transition to kindergarten. Hubs also partnered with elementary schools and early childhood providers to offer kindergarten transition activities.



Lessons Learned by OPEC Hubs

Strong, positive relationships with community partners are critical for sustainability

Working with new partners (Coordinated Care Organizations, Early Learning Hubs, Department of Human Services, community corrections) strengthens community efforts

Normalizing parenting education takes time and creative efforts, including marketing, social media, community partnerships, and word of mouth

Coordination and support is critical at local and regional levels to effectively meet community needs

It is important to celebrate all successes—large and small



Oregon Parenting Education Collaborative

INTRODUCTION

2016-2017

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 Ford Family Foundation, the Meyer Memorial Trust, 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 investment in strong parenting is 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 funded regional parenting Hubs through a phased process over the course of seven years. Each Hub can apply for multi-year funding with the possibility of full funding for three years, followed by 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 OPEC funds specifically designated to support 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. Hubs also deliver (directly or through subcontracts or “mini-grants”) evidence-based parenting education programs.

In July 2010, OPEC began its first round of funding for six regional parenting Hubs. In July 2011, six additional Hubs were funded. In July 2014, the initiative continued to grow by funding three new Hubs and expanding the geographical reach of three existing Hubs. Two communities received planning grants in 2014 and from these planning grants, two new Hubs were established in July 2015. Hub funding also ended in 2015 for two of the previous Hubs. One Hub (established in 2014) decided it did not have the infrastructure to adequately support a parenting education Hub and elected not to continue with its OPEC funding. In addition, the OPEC grant for one Hub (established in 2011) was not renewed for a fifth year. In July 2016, two existing Hubs expanded their geographical reach to include three new counties. At the time of this report, there are a total of 15 OPEC Hubs providing parenting education in 29 of 36 Oregon counties plus Siskiyou County, California.

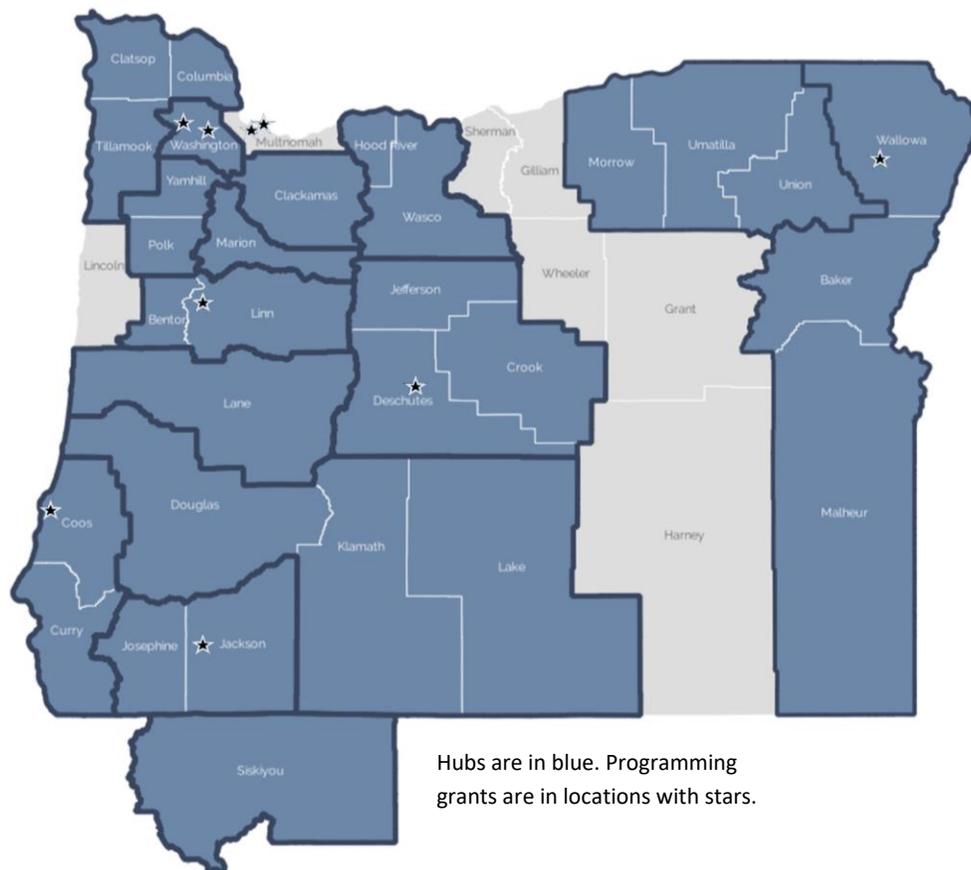
In addition to Hubs, OPEC has funded several rounds of Small and Programming Grant projects over the past seven years. The purpose of the first rounds of the Small Grant program (2010-2016) was to support expansion of access to or enhancement of proven programs to increase parent and family member understanding of the learning and development of young children through group classes and/or home visiting. Each round of Small Grants 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 included ten sites in the Portland Metro area that target underserved populations. In 2016-2017, a new round of Programming Grants were awarded to nine organizations receiving funding to the expand access to best practice parenting education programs as well as enhanced community partnerships, particularly with the healthcare community. Four of the current Programming Grants were awarded to non-Hub agencies to

support culturally-responsive parenting education programming as well as parenting education programming offered in healthcare settings. Four of the remaining Programming Grants were awarded to existing Hubs to support collaborative parenting education programming efforts with healthcare partners. In addition, one Hub received a Programming Grant to support evaluation of a community grown, research-based parenting program that encourages parent-child interaction as well as community building.

The OPEC initiative has plans for continued future expansion. In July 2017, an existing two-county Hub will shift agencies to expand support to a five-county region in Hood River, Wasco, Gilliam, Sherman, and Wheeler counties. OPEC funders are also taking proposals for planning grants to explore the possibility of Hubs supporting the four Oregon counties currently without a Hub (Grant, Harney, Lincoln, Multnomah).

This report provides a summary of the 2016-2017 accomplishments of the current 15 regional parenting Hubs, which served 29 Oregon counties and Siskiyou County, California, as well as a summary of nine Programming Grants.

Oregon Parenting Education Collaborative, 2016-2017



Report Structure

This report contains in-depth program results for Year 7 of the initiative, 2016-2017.

Sections include:

- Parenting Education Hubs
- Programming Grant Projects
- Individual Site Reports for Hubs and Programming Grants

Appendices include:

- Evaluation and Technical Assistance Overview
- Curricula Used for Series
- Parent Voices
- Community Partner Perspectives
- Progress Towards Goals
- Cumulative Numbers for OPEC Hubs
- Parents with Children Age 0-6 Years Old

Oregon Parenting Education Collaborative

PARENTING EDUCATION HUBS

2016-2017

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 these identified needs. Figure 1 displays the Hub regions in 2016-2017. Table 1 displays each Hub’s name, fiscal organization, and counties served by the Hub.

Oregon Parenting Education Collaborative Hubs, 2016-2017

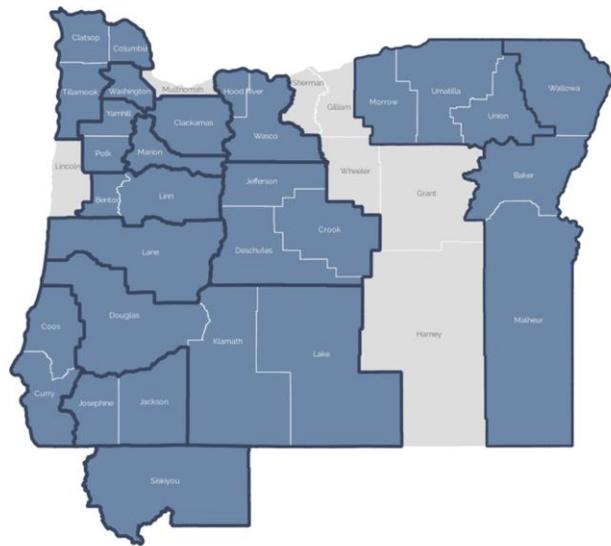


Figure 1

Table 1

Hub Grantees

Hub	Hub Name	Fiscal Organization	Counties Served
Central Oregon	<i>Parenting Education Hub of Central Oregon</i>	Central Oregon Family Resource Center	Deschutes, Crook, Jefferson
Clackamas County	<i>Clackamas Parenting Together</i>	Clackamas County Children, Youth & Families Division	Clackamas
Clatsop/Columbia/Tillamook	<i>Northwest Parenting Education and Support</i>	Clatsop Juvenile Department	Clatsop, Columbia, Tillamook
Columbia Gorge	<i>Columbia Gorge Parenting Education Program</i>	The Next Door, Inc.	Hood River, Wasco
Coos/Curry	<i>Pathways to Positive Parenting</i>	Southwestern Oregon Community College	Coos, Curry
Douglas/Klamath/Lake*	<i>Take Root</i>	Douglas Education Service District	Douglas, Klamath, Lake
Jackson/Josephine	<i>The Family Connection</i>	Southern Oregon Child and Family Council Inc.	Jackson, Josephine

Continued on next page

Table 1 (continued)

Hub Grantees

Hub	Hub Name	Fiscal Organization	Counties Served
Lane County	<i>LaneKids</i>	United Way of Lane County	Lane
Linn/Benton	<i>Parenting Success Network</i>	Linn-Benton Community College	Linn, Benton
Marion County	<i>Marion Early Learning Hub, Inc.</i>	Marion & Polk Early Learning Hub, Inc.	Marion
Polk/Yamhill*	<i>Mid-Valley Parenting</i>	Polk County Family & Community Outreach Department	Polk, Yamhill
Siskiyou County	<i>Siskiyou Parenting Hub</i>	First 5 Siskiyou	Siskiyou (California)
Umatilla/Morrow /Union	<i>Union-Umatilla-Morrow Parent Education Collaborative</i>	Umatilla-Morrow County Head Start, Inc.	Umatilla, Morrow, Union
Wallowa/Baker /Malheur	<i>Northeast Oregon Parent Education Hub</i>	Building Healthy Families	Wallowa, Baker, Malheur
Washington County	<i>Parenting Together Washington County</i>	Washington County Health & Human Services	Washington

*Hub expanded its region in 2016-2017, newly added counties in italics

The grant funds that Hubs receive from OPEC are intended to support both expanded program delivery and the costs of coordinating, strengthening, and planning related to parenting education in the Hub’s region. Grant funds can be used for the delivery of evidence-based parenting education programs, including home visiting and/or class series (conducted by the Hub organization or sub-contracts with partner agencies) reaching parents of children prenatal through age six, although Hubs are encouraged to serve families with children of all ages. Costs can include purchase of curricula and other materials; facilitator training, preparation, and delivery time; food, incentives, and/or child care for participants; and transportation for participants, as appropriate. Hub organizations can use grant funds to pay for coordination and administration costs for efforts related to 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 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 on 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 2016-2017:

- **Expanded the menu of parenting education programs offered by their organizations**
 - 152 OPEC funded and 162 non-OPEC funded parenting education series
 - 314 individual classes (16% in Spanish) reaching 2,571 parents and 2,570 youth
 - 293 family workshops including 6,968 parents and 3,001 youth
 - 2,844 parent support sessions serving 20,840 parents and 24,306 youth
 - 198 family activities with 27,917 adults and youth attending
 - 16,506 home visits with 1,398 new families and 1,676 new youth

- **Reached parents and children representative of universal and targeted audiences**
 - 62% were White/Caucasian, 24% were Hispanic/Latino, 3% were Native American, 1% were Black/African American, 1% were Asian/Pacific Islander, 9% were other/mixed ethnicity or did not specify ethnicity/race
 - 87% of participating parents reported having a child 0–6 years of age
 - 71% were women, 22% were men, 7% did not specify gender
 - 65% were parenting with a partner, 20% were parenting by themselves, 15% did not specify parenting style
 - 62% 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, SNAP/TANF)
 - 9% of parents reported being 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
 - 98% of the parents responded that they were likely to recommend the series to others
 - 98% of workshop participants described the workshops as helpful
 - 98% of the workshop 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 297 new facilitators in parenting education curricula
- Offered 431 sessions of professional development for facilitators and staff
- Held 283 advisory group meetings
- Identified sources for new funding and in-kind donations, leveraging \$2.9 million
- **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 14.2 million potential contacts
 - Reached an estimated one million potential contacts through awareness campaigns with targeted messages on parenting topics
 - Partnered with schools to offer 2,713 programs in school facilities, and 151 additional programs co-sponsored by schools but held in other facilities

COMPREHENSIVE 2016-2017 OUTCOMES

OPEC Hubs provide leadership for 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 and school readiness
- Decrease in parent stress
- Increase in parent knowledge of age-appropriate behavior
- Increase in parent-school involvement
- Improved family-school relationships
- Increase in family literacy activities

- Increase in parental networks and informal support systems with other parents in the community

OPEC Hubs used a variety of strategies to engage parents and family members 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 2016-2017. Programming results include information about the types of programs in which parents participated, their experiences with the programs, and the impacts seen 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. Series typically include weekly classes for a period of 7-12 weeks, depending on the curriculum. 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 Hubs also offer non-OPEC series that are funded through other resources or are conducted in collaboration with or 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 1.

Table 1

Parent Education Series in 2016-2017

Activity	Description	Total
OPEC Parenting Education Series	Parenting Series Completed	152
	Parenting Classes	1,548
	Parents Attended At Least One Class	1,794
	Parents Attended – Average	1,153
	Parents Attended 70% or More	1,066
	Children/Youth Attended ¹	1,289
	Contact Opportunities (parents & youth)	25,042

Continued on next page

Table 1 (continued)

Parent Education Series Offered by Hubs and Partners in 2016-2017

Activity	Description	Total
Non-OPEC Parenting Education Series	Parenting Series Completed	162
	Parenting Classes	1,644
	Parents Attended At Least One Class	2,086
	Parents Attended – Average	1,418
	Parents Attended 70% or More	1,350
	Children/Youth Attended ¹	1,281
	Contact Opportunities (parents & youth)	27,698
Combined Total (OPEC and Non-OPEC)	Parenting Series Completed	314
	Parenting Classes	3,192
	Parents Attended At Least One Class	3,880
	Parents Attended – Average	2,571
	Parents Attended 70% or More	2,416
	Children/Youth Attended ¹	2,570
	Contact Opportunities (parents & youth)	52,740

¹ Children/Youth may have participated in on-site child care or in a separate child-focused program provided by organizations specifically for families attending the parenting series.

Total Series

During 2016-2017, Hubs completed a total of 152 OPEC funded parenting education series, totaling 1,548 individual classes. As part of the initiative, Hubs also reported a total of 162 non-OPEC parenting education series, totaling 1,644 classes. Table 2 includes the number of OPEC and non-OPEC series conducted at each site in 2016-2017.

Table 2

OPEC and Non-OPEC Parenting Education Series by Site

	OPEC Series	Non-OPEC Series	Total
Central Oregon	5	13	18
Clackamas County	16	4	20
Clatsop/Columbia/Tillamook	7	3	10
Columbia Gorge	6	7	13
Coos/Curry	6	2	8
Douglas/Klamath/Lake	9	1	10
Jackson/Josephine	16	0	16
Lane County	4	24	28
Linn/Benton	4	81	85
Marion County	20	3	23
Polk/Yamhill	18	8	26
Siskiyou County	12	6	18
Umatilla/Morrow/Union	14	3	17
Wallowa/Baker/Malheur	8	1	9
Washington County	7	6	13
Total All Hubs	152	162	314

Of the 152 series funded by OPEC in 2016-2017, 74% (1,142) were in English, 24% (364) were in Spanish, and 3% (42) were conducted in another language, including Arabic, Nepalese, or an English-Spanish hybrid. Of the 162 Non-OPEC series, 91% (1,497) were in English and 9% (147) were in Spanish.

When viewing the number of series and classes over time, it is important to note that the number of Hubs and counties served has varied over the years. The OPEC initiative began in July 2010 with six parenting education Hubs. Six more Hubs were added in Year 2, three Hubs were added in Year 5, and two Hubs were added in Year 6. In addition, three Hubs expanded to new counties in Year 5 and two Hubs expanded to new counties in Year 6. Two Hubs also did not continue as part of the initiative after Year 5.

Hub funding is administered in a phased process, in which Hubs can apply for full funding for three years, followed by step-down funding in the fourth year and beyond. Additionally, if a Hub expands their region, their funding cycle starts over with the opportunity for full funding for an additional three years before step-down funding begins. In Year 7, nine of the Hubs were fully funded and six Hubs were in step-down funding (50% of full funding). Changes in the number of Hubs, the number of counties served, and funding level likely account for some of

the fluctuation in the number of series and classes offered over time. Figure 2 displays the number of Hubs and counties served for each year of the OPEC initiative.

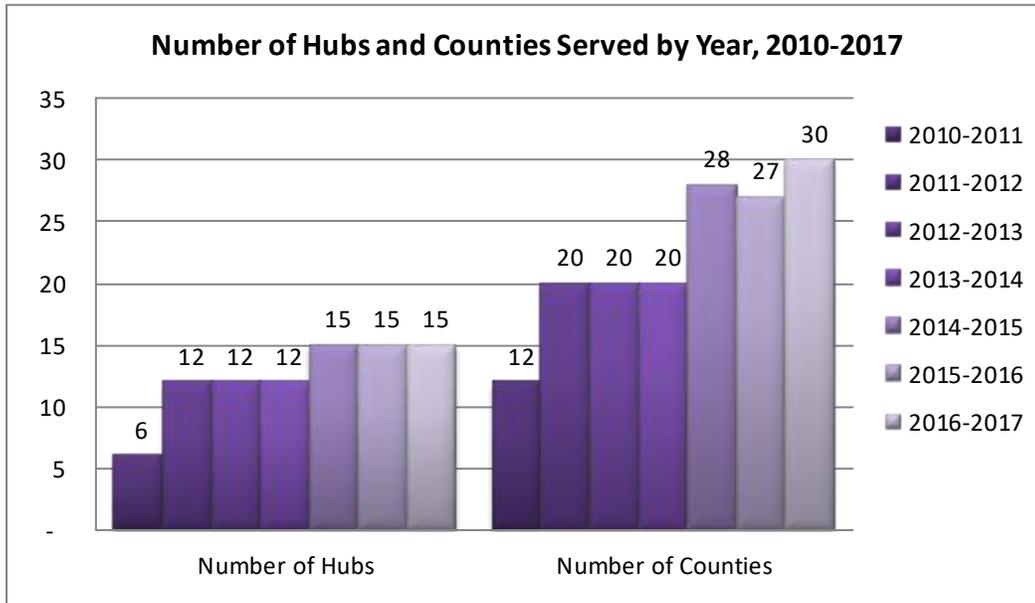


Figure 2

Figure 3 displays the number of OPEC and non-OPEC series conducted by Hubs during each year of the initiative. Figure 4 displays the number of classes conducted by Hubs for OPEC and Non-OPEC series.

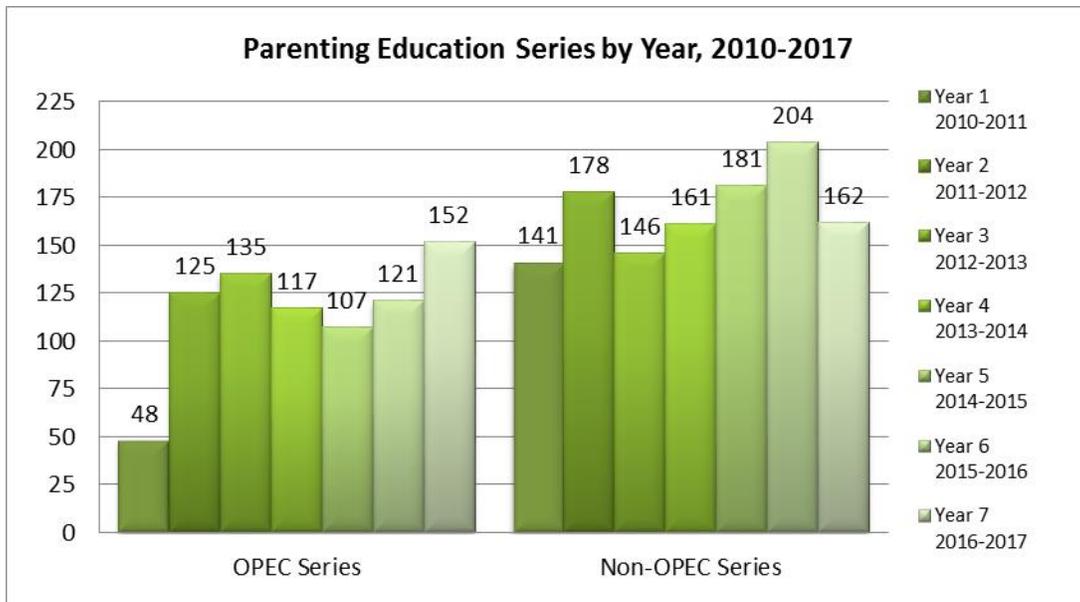


Figure 3

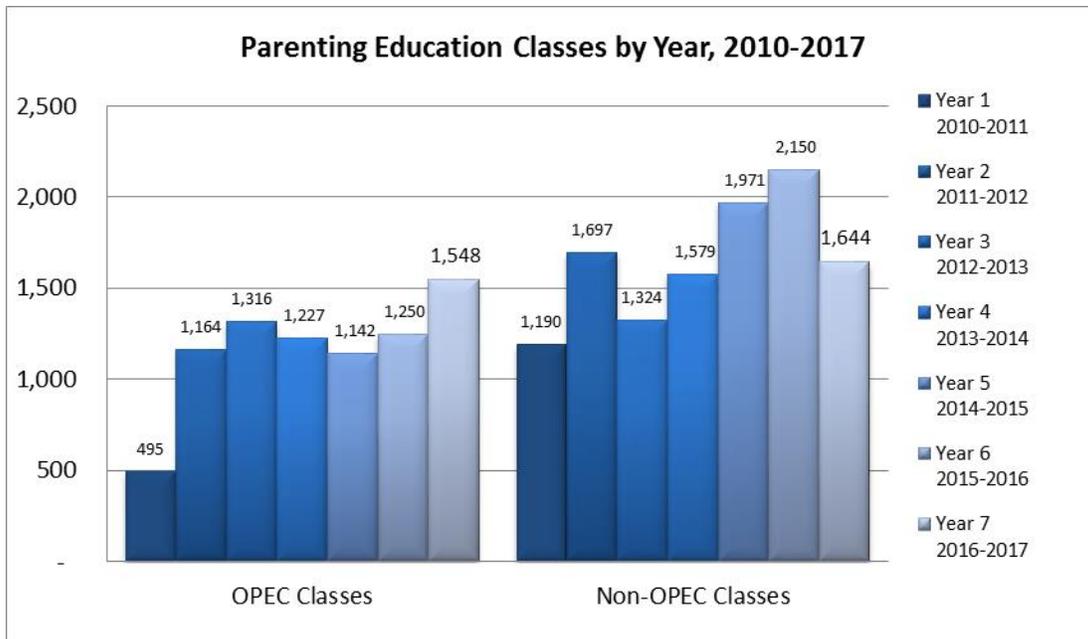


Figure 4

Curricula Used

Hubs used a variety of parenting education curricula during 2016-2017. This included evidence-based curricula such as *Make Parenting A Pleasure*, *Nurturing Parenting*, *The Incredible Years*, *Parenting Now!*, and *Parenting: The First Three Years*. Table 3 includes the number of series offered in each curriculum for OPEC and non-OPEC series.

Table 3

Curricula used for OPEC and Non-OPEC Parenting Education Series, 2016-2017

	OPEC Series	Non-OPEC Series	Total
<i>Nurturing Parenting</i>	43	16	59
<i>Make Parenting A Pleasure</i>	37	11	48
<i>Parenting: The First Three Years</i>	4	30	34
<i>Abriendo Puertas</i>	26	0	26
<i>The Incredible Years</i>	11	7	18
<i>Parenting Now!</i>	15	1	16
Other	16	97	113

Nurturing Parenting and *Make Parenting A Pleasure* were the most commonly used curricula in 2016-2017, followed by *Parenting: The First Three Years*, *Abriendo Puertas*, *The Incredible Years*, and *Parenting Now!*. Other curricula used for OPEC series included *Active Parenting* (5), *Nurturing Fathers* (4), *Parenting Inside Out* (3), *Live and Learn with Baby* (1), *Attentive Parenting/Ready Together* (1), *Nurturing ABCs* (1), and *Raising Emotionally Healthy Children* (1). Non-OPEC series included both evidence-based and non-evidence-based curricula. Examples of

other curricula used for non-OPEC series included *Strengthening Families, Juntos - Together, Live and Learn, Active Parenting, Creative Development, Circle of Security, Parents and Toddlers Together, Love and Logic, and Conscious Parenting*. For a list of curricula used by each site, see Appendix 2.

Series Participation

When reporting the number of parents served, the online reporting system allows Hubs to report class attendance in several ways, including average participation, participation in at least one class, and participation in 70% or more classes in a series.

Average participation: Rather than tracking individual parents and children across time, parent participation has been collected in aggregate form, which reflects the *average* number of participants who attended over the length of the series. An average of 1,153 parents attended OPEC parenting education series, and an average of 1,418 parents attended non-OPEC parenting education series in 2016-2017. There were 1,289 children and youth who came with their parents for OPEC series and 1,281 for non-OPEC series. Children/youth may have participated in on-site child care or in a separate child-focused program provided by organizations specifically for families attending the parenting series. Table 4 displays the average number of parents and youth attending 2016-2017 OPEC-funded series by site.

Table 4

Parents and Children/Youth Attending OPEC Funded Series by Site

	Parents	Children/Youth	Total
Central Oregon	45	37	82
Clackamas County	141	147	288
Clatsop/Columbia/Tillamook	59	50	109
Columbia Gorge	62	34	96
Coos/Curry	51	35	86
Douglas/Klamath/Lake	60	39	99
Jackson/Josephine	131	137	268
Lane County	27	36	63
Linn/Benton	25	22	47
Marion County	176	259	435
Polk/Yamhill	107	137	244
Siskiyou County	84	121	205
Umatilla/Morrow/Union	66	62	128
Wallowa/Baker/Malheur	43	95	138
Washington County	76	78	154
Total For All Hubs	1,153	1,289	2,442

Participation in at least one class: In contrast to the average number of parents attending a series, ‘Parents Attending at Least One Class,’ represents the total number of parents with whom the site had contact at least once during a series (added in 2015-2016), see Table 5.

Participation in 70% or more classes in a series: ‘Parents Attending 70% or More’ is the number of parents who completed the majority of classes in a series. In 2016-2017, approximately 59% of parents participating in OPEC funded parenting education series and approximately 65% of parents participating in non-OPEC parenting education series completed 70% or more of the series.

Hubs use a number of best practices to improve the retention rates of families participating in series. Best practices may include choosing locations convenient to families (e.g., local schools, churches, or community organizations), providing on-site child care, serving family meals, providing transportation, offering incentives (e.g., reduced child care tuition, gift cards, date nights in place of the final class session), and offering series at no cost or low cost to families. Despite these best practices, many barriers exist that can make it challenging for families to complete a series. Table 5 displays the retention rate, the number of parents attending at least one class, and the number of parents attending 70% or more of the classes in 2016-2017 OPEC funded series by site.

Table 5

Retention of Parents for OPEC-Funded Series by Site

	Attended At Least One	Attended 70% or More	Retention
Central Oregon	68	45	66%
Clackamas County	238	129	54%
Clatsop/Columbia/Tillamook	74	58	78%
Columbia Gorge	87	57	66%
Coos/Curry	97	46	47%
Douglas/Klamath/Lake	105	62	59%
Jackson/Josephine	218	124	57%
Lane County	40	25	63%
Linn/Benton	45	20	44%
Marion County	236	155	66%
Polk/Yamhill	173	91	53%
Siskiyou County	148	84	57%
Umatilla/Morrow/Union	119	61	51%
Wallowa/Baker/Malheur	58	41	71%
Washington County	88	68	77%
Total All Hubs	1,794	1,066	59%

Hubs had a total of 25,042 contact opportunities through OPEC funded series and 27,698 contact opportunities through non-OPEC parenting education series during 2016-2017. Contact opportunities are the total number of contacts (with both parents and youth) that Hubs made 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 then added together. A combined total of 52,740 contacts were made through OPEC and non-OPEC series in 2016-2017.

Family Programs

OPEC Hubs offer a variety of family programs as part of their parenting education menu. Family programs include parent workshops, parent support activities, and family activities/events. These events help parents and children become more comfortable with the organization and program staff as well as 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, such as the multi-session, evidence-based series that are known to have the greatest impact on parenting behaviors. Although OPEC funds may not financially support all of these programs, the OPEC grant provides the underlying infrastructure and coordination that make them possible.

In 2016-2017, Hubs held a total of 3,335 family programs, reaching 83,032 parents and children. 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 2016-2017

Activity	Description	Total
Parent Workshops	Number of Workshops	293
	Parents Attended	6,968
	Children/Youth Attended	3,001

Continued on next page

Table 6 (continued)

Family Programs in 2016-2017

Parent Support Activities	Number of Sessions	2,844
	Parents Attended	20,840
	Children/Youth Attended	24,306
Family Activities	Number of Activities	198
	People Attended	27,917

Parent Workshops

Parent workshops include one-time events covering special topics or guest speaker presentations. During 2016-2017, a total of 293 workshops were reported by Hubs. Thirty-five percent of these workshops used OPEC funds. The number of workshops ranged from 5 to 43 across Hubs. A total of 6,968 parents and 3,001 children attended workshops during the year across all Hubs. Workshops focused on a variety of topics, including: kindergarten readiness (e.g., *Ready for Kindergarten!*; *Every Child Ready to Read*; *VROOM*); abuse prevention (e.g., *Darkness to Light*); divorce and co-parenting (e.g., *Child in the Middle*; *Helping Children Cope Through Divorce*); health and safety (e.g., *I CAN Keep My Child Healthy*; *Infant CPR*), community resource awareness (*TANF Family Support*; *WIC*); and child development, parenting, and positive discipline (e.g., *Positive Discipline*; *Brain Building Activities for Babies*; *The Parenting Toolbox*; *Sibling Rivalry and Temper Tantrums*). Although most workshops were open universally to parents and caregivers, some workshops targeted specific groups (e.g., *Bootcamp for New Dads*; *The Challenges and Rewards of Raising Grandkids*).

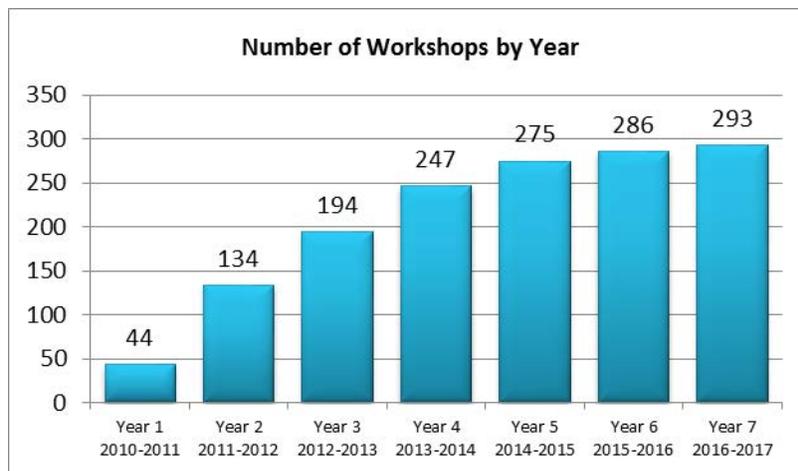


Figure 5

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 2016-2017 year, Hub sites reported 2,844 parent support sessions. Nine percent of the parent support activities used OPEC funds. Examples of these sessions included *parent/child playgroups and activities (e.g., Mommy/Daddy & Me Yoga), early literacy groups, parent support groups (e.g., adoption, breastfeeding, special needs), library story times, parent luncheons, parent cafés, cooking and nutrition classes, health screenings, cultural events, and music activities*. Approximately 20,840 parents and 24,306 children and youth participated in these parent support activities, for a total of 45,146 participants.

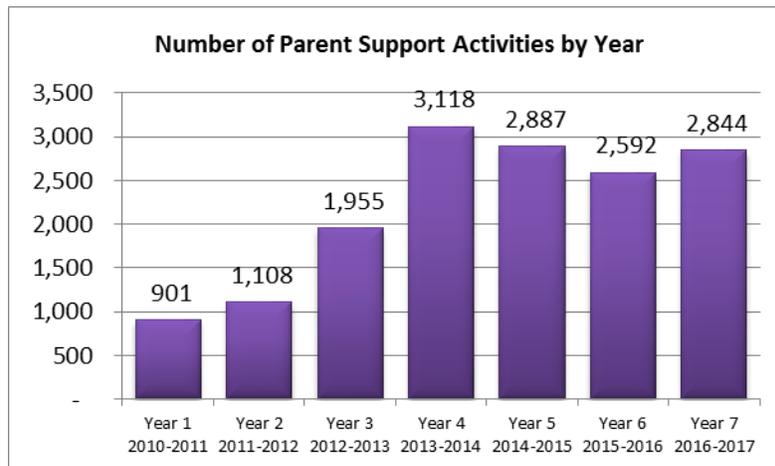


Figure 6

Family Activities

Family activities are one-time social, recreational, or educational events that Hubs plan, sponsor, and/or facilitate as part of their overall parenting education and outreach goals. During the 2016-2017 year, Hubs sponsored a total of 198 family activities, with the number of activities ranging from 1 to 62 per site. Thirty percent of the family activities used OPEC funds. Approximately 27,917 adults and youth participated in these family activities. Examples of family activities included: *kindergarten readiness programs (e.g., school open houses; Get Prepped for Preschool), family nights out (e.g., Family Swim Night; Family Movie Night), arts and crafts activities, STEM activities, early learning or kindergarten fairs, parent dinners, music activities (e.g., World Beat Festival), literacy events, community baby showers, community*

dinners, health/resource fairs, holiday celebrations (e.g., Festival of Lights), and cultural activities (e.g., Fiesta Mexicana).

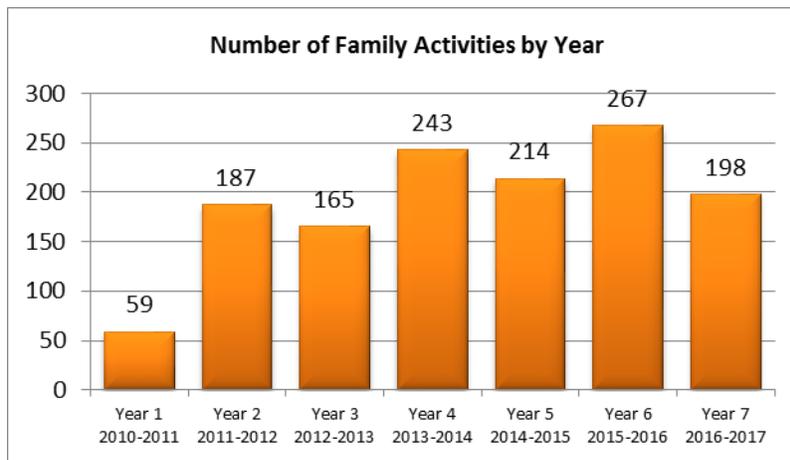


Figure 7

Home Visitation

Home visitation provides parenting education to parents through a one-on-one approach in their own home, typically while their children are present. Home visitors often follow a set curriculum that can be adapted to the particular needs of the family. Alternately, some home visitors may support parents in other ways, such as with community resource referrals or case management. For the purpose of this report, home visits have been divided into three categories based on funding source(s) and type:

- *OPEC Home Visits* are visits that include a dedicated parenting education component or curricula, and were funded by OPEC funds or a combination of OPEC and other funding.
- *Non-OPEC Home Visits* are visits that include a parenting education component or curricula, but did not use any OPEC funds.
- *Other Home Visits* are visits that are primarily for case management and did not include parenting education as the primary purpose of the visit. These could include the provision of basic needs such as food, diapers, transportation vouchers, and resource referral. *Other Home Visits* can be funded by OPEC or other funding sources.

The use or expansion of home visitation is included as a specific objective of the OPEC grant for two Hubs – Wallowa/Baker/Malheur and Umatilla/Morrow/Union. In addition, as part of their overall Hub initiative, seven Hubs reported numbers related to non-OPEC home visits in order to capture the scope of parenting education efforts supported by their Hub in their region. Three Hubs also conducted additional home visits that did not include a dedicated parenting education component or curriculum. Table 7 displays the number of home visits along with the

total families and youth reached through home visitation in each of the three categories (OPEC, Non-OPEC, and Other). Home visits were either delivered by the Hub organization using OPEC or other funding sources or by partner service providers in the region.

Table 7

OPEC, Non-OPEC, and Other Home Visits, 2016-2017

OPEC Home Visits			
	Total Home Visits	Total Families	Total Youth
Umatilla/Morrow/Union	175	34	52
Wallowa/Baker/Malheur	1,062	49	80
Total OPEC	1,237	83	132
Non-OPEC Home Visits			
	Total Home Visits	Total Families	Total Youth
Central Oregon	6,914	707	525
Clackamas County	1,063	119	121
Clatsop/Columbia/Tillamook	1,007	52	49
Columbia Gorge	1,615	36	121
Linn/Benton	308	46	67
Umatilla/Morrow/Union	1,500	114	193
Wallowa/Baker/Malheur	24	6	6
Total Non-OPEC	12,431	1,080	1,082
Other Home Visits			
	Total Home Visits	Total Families	Total Youth
Clackamas County	477	159	389
Lane County	2,298	51	49
Wallowa/Baker/Malheur	63	25	24
Total Other	2,838	235	462

Overall, Hubs reported a total of 16,506 home visits, with 1,398 new families and 1,676 new youth. Curricula used during OPEC home visits included: *Make Parenting A Pleasure*, *Growing Great Kids*, *Nurturing Parenting*, *Nurturing Fathers*, and *Parents as Teachers*. Curricula used during non-OPEC home visits included: *Nurturing Parenting*, *Parents as Teachers*, *Growing Great Kids*, *The Incredible Years*, *Make Parenting A Pleasure*, *Partners for a Healthy Baby*, *Creative Curriculum*, and *Conscious Discipline*. Seven percent of all home visits reported (1,237) were conducted using OPEC funds. Twenty-two percent of the families were receiving the

home visits through Healthy Families Oregon. The remaining home visits were reported as part of collaborative efforts with OPEC partners or other funding sources.

Demographics of Parents

As a whole, parenting education programs offered through Hub organizations aim to reach a universal audience of parents. However, Hubs use a multipronged approach to reach families. This approach includes providing parenting education opportunities (e.g., class series, family activities) that are open to all families in a given community or county as well as offering targeted parenting education opportunities that support families from specific backgrounds or with specific needs (e.g., culturally-specific parenting education, programs for teen parents). Demographic data from the Parenting Skills Ladder (PSL) and Parenting Workshop Evaluation (PWE) describe the families reached by the OPEC Hubs across their parenting education offerings. Of the 2,741 participants who completed one of the surveys between July 2016 to June 2017:

- 71% were women, 22% were men, 7% did not specify gender
- 62% were White/Caucasian, 24% were Hispanic/Latino, 3% were Native American, 1% were Black/African American, 1% were Asian/Pacific Islander, 9% were other/mixed ethnicity or did not specify ethnicity/race
- 65% were parenting with a partner, 20% were parenting by themselves, 15% did not specify parenting style
- The age range for class participants was between 12 and 87¹. The average parent was 35 years
- Parents reported having a total of 5,375 children aged 0-18 years, with an average of two children per household
- 87% of participating parents reported having at least one child between 0–6 years of age²

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 7 for list of percentage of parents reporting children age 0-6 by site.

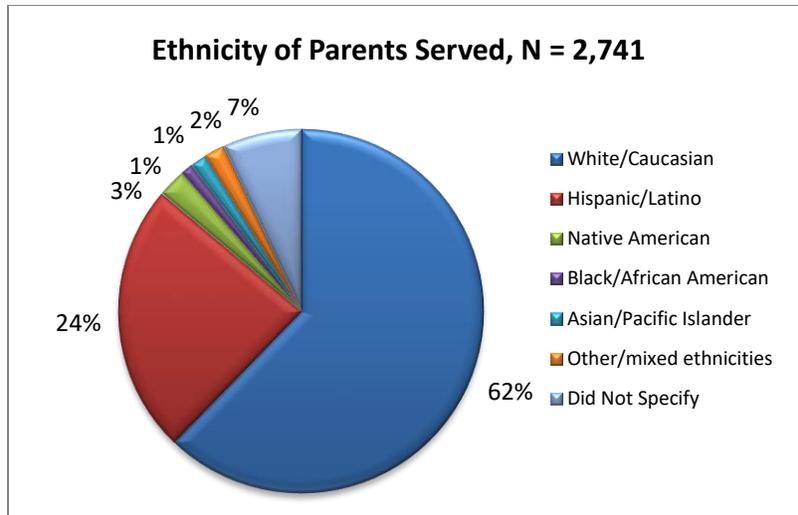


Figure 8

Parents reported living in 28 counties in Oregon as well as in Siskiyou County, California. Table 8 displays the number and percent of parents completing the surveys that resided in each county.

Table 8

Number and Percent of Parents Living in each County, N = 2,741

County	Number	Percent
Baker County	10	<1%
Benton County	41	1%
Clackamas County	155	6%
Clatsop County	20	1%
Columbia County	38	1%
Coos County	198	7%
Crook County	130	5%
Curry County	14	1%
Deschutes County	103	4%
Douglas County	124	5%
Hood River County	55	2%
Jackson County	139	5%
Jefferson County	9	<1%
Josephine County	55	2%
Lane County	218	8%
Linn County	93	3%
Malheur County	2	<1%
Marion County	240	9%

Continued on next page

Table 9 (continued)

Number and Percent of Parents Living in each County, N = 2,741

County	Number	Percent
Morrow County	54	2%
Polk County	121	4%
Tillamook County	29	1%
Umatilla County	142	5%
Union County	33	1%
Wallowa County	9	<1%
Wasco County	26	1%
Washington County	167	6%
Yamhill County	68	2%
Siskiyou County	448	16%

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, free or reduced-price school meals, or SNAP/TANF (Supplemental Nutrition Assistance Program/Temporary Assistance for Needy Families)³. Families who reported receiving at least one of these services were assumed to be a low-income household.

Of the 2,741 participants who completed the community resource portion of a Parenting Skills Ladder or Parenting Workshop Evaluation in 2016-2017, 62% (1,687) indicated that they use one or more community services available to low-income families. Looking separately at each community resource designated for low-income households, 45% of families used the Oregon Health Plan, 36% of families reported receiving WIC benefits, 27% of parents reported that their school-age child received free or reduced lunches, and 27% reported receiving SNAP/TANF. Approximately 6% (164) of the total participants reported receiving all four of these services. Table 9 lists the percentage of families at each site who reported that they receive at least one low-income service.

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. Supplemental Nutrition Assistance Program (SNAP; formerly called Food Stamp Program) and Temporary Assistance for Needy Families (TANF) cash assistance are available to families at or below 130 percent of the poverty level.

Table 9

**Percentage (Number) of Families Served who Receive at Least One
Low-Income Service by Site, N = 2,741**

	Percentage (N)
Central Oregon	62% (150)
Clackamas County	65% (101)
Clatsop/Columbia/Tillamook	68% (59)
Columbia Gorge	52% (42)
Coos/Curry	59% (125)
Douglas/Klamath/Lake	65% (81)
Jackson/Josephine	78% (151)
Lane County	22% (47)
Linn/Benton	79% (106)
Marion County	76% (182)
Polk/Yamhill	77% (146)
Siskiyou County	45% (201)
Umatilla/Morrow/Union	69% (159)
Wallowa/Baker/Malheur	86% (18)
Washington County	71% (119)
Total All Hubs	62% (1,687)

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

- 44% had children enrolled in public schools
- 44% accessed public libraries
- 39% used community recreational facilities or parks
- 19% had children in child care
- 19% had children enrolled in Head Start
- 16% used family/community resource centers
- 9% were involved with the Department of Human Services (Child Welfare)
- 9% used Early Head Start/Even Start/Early Intervention
- 4% used Healthy Families/Healthy Start
- 2% used tribal services
- 2% accessed relief nurseries

Parenting Education Evaluation and Outcomes

Evaluation data were collected to assess parent and child outcomes associated with participation in parenting series as well as parenting workshops. Data were collected using two measures: 1) the Parenting Skills Ladder (PSL) for parenting education series and 2) the Parent Workshop Evaluation (PWE) for single event or short-term workshops (four or fewer classes). Data included attendance rates, whether participants considered the information helpful and useful, whether they would recommend classes or workshops to others, and parent perceptions of change in their parenting knowledge and skills as well as changes in their children's behavior. For families participating in parenting education series, PSL data was collected at the end of each series and thus data are representative of families who remained in a series through completion, but may not be representative of families who started, but did not complete a series.

Parenting Education Series

A total of 1,396 Parenting Skills Ladders were completed by parents participating in Hub parenting education programming. Less than 1% (2) of the surveys were completed in a home visiting setting.

Parent Satisfaction

Of the 1,396 Parenting Skills Ladders completed, 97% of participants reported that the information and resources in the class series or home visits were somewhat or very helpful. In addition, 98% of the parents responded that they were likely to recommend the class series 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 91% ($n = 1,167$) self-reporting that they attended all or almost all of the sessions.

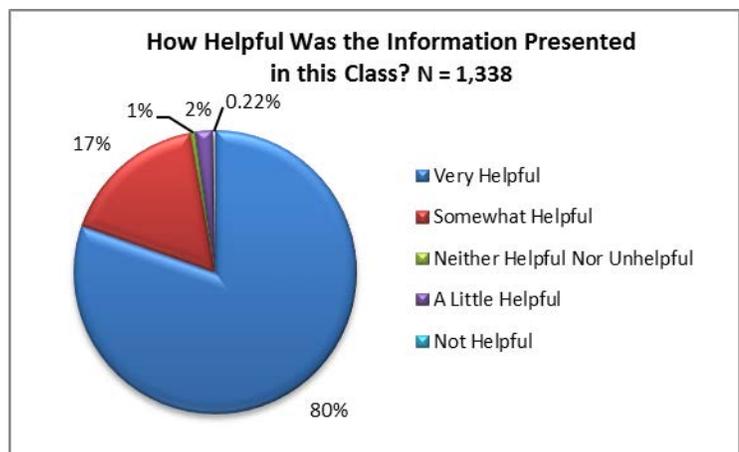


Figure 9

Analysis of the open-ended questions on the Parenting Skills Ladder supported and enhanced the quantitative data, which suggested that the vast majority of participants who completed Hub parenting education series were satisfied with the parenting classes they attended. There were several themes that emerged

from parents' open-ended comments. Themes focused on what parents and families had gained from the classes, including increased social support and connections formed with other families, expanded knowledge of parenting skills and strategies, and improved parent-child relationships.

Many parents noted that participating in parenting classes led to an increase in social support. By connecting with other families, parents were able to build new relationships, share parenting challenges, and brainstorm strategies to tackle parenting challenges together. Numerous parents expressed that sharing their parenting experiences with other families during classes helped them realize that they were not alone. These experiences also helped parents learn about what to expect at different stages of their child's development. Class content and developing a good relationship with the facilitator were also mentioned by parents as positive aspects of their experience with the series along with the child care experience offered for their child.

As was evident in their ratings of the usefulness and helpfulness of the series, parents who attended and completed parenting series were similarly satisfied with their experiences. Some parents did make specific suggestions for improvement of future series. This included a desire to have longer series or ongoing ways to participate in parenting education, scheduling the classes at earlier times or on different days of the week, providing more opportunities for parents to interact with one another during classes, and offering more opportunities for parent-child interaction during classes. Parents noted that video content for certain parenting education curricula was dated. They also requested access to additional handouts and other parenting resources.

Parent and Child Outcomes

The Parenting Skills Ladder (PSL) also asked parents to report on changes in parenting skills and child behaviors. A total of 1,396 Parenting Skills Ladders were completed by parents participating in Hub parenting education programming.

Parent Outcomes

The retrospective *t*-test design revealed significant improvement in parenting skills across all items. The skills in which parents reported the most improvement following participation in a parenting class were: *knowing normal behavior for my child(ren)'s age level, finding positive ways to guide and discipline my child(ren), and talking with other parents to share experiences.* Other parenting skills that parents reported major improvements in after participation were: *setting and sticking to reasonable limits and rules, dealing with the day-to-day stresses of parenting, understanding my goals and values as a parent, listening to my child(ren) to*

understand their feelings, and knowing fun activities to help my child learn. Although the improvements for the remaining items were also significant, they showed less change. This is not surprising since parents rated these items highly “Before Participation” leaving less margin for improvement “After Participation.” Table 10 displays the before and after participation average ratings for each parenting item on the Parenting Skills Ladder.

Table 10

Parenting Skills Before and After Participation

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)’s age level	3.4	5.0***
Show my child(ren) love and affection frequently	4.7	5.5***
Listen to my child(ren) to understand their feelings	3.8	5.2***
Help my child(ren) feel good about themselves	4.1	5.3***
Set and stick to reasonable limits and rules	3.5	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)	3.5	5.2***
Play with my child(ren) frequently	4.1	5.1***
Protect my child(ren) from unsafe conditions	4.9	5.6***
Talk with other parents to share experiences	3.3	5.0***
Deal with the day-to-day stresses of parenting	3.4	5.0***
Understand my goals and values as a parent	3.8	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, $p < 0.05$. $N = 1,396$.

Overall, parents indicated that participation in parenting education series impacted their parenting skills and strategies in many different ways. Parents reported increases in emotional intelligence skills (e.g., feeling more calm/relaxed, having more patience, and being less reactive and better able to manage stress) as well as feeling an increased sense of self-confidence. Parents also shared ways in which their relationship with their child had changed. For example, parents shared that they were more aware of and attentive to their child’s feelings, and that they had more strategies to improve communication, set boundaries and limits, and use positive discipline techniques. Finally, parents reported that they increased their knowledge of child development, including understanding what is normal or typical for their child’s age and stage of development.

Child Outcomes

On the Parenting Skills Ladder, parents rated their child’s behavior “Before” and “After” participating in parent education classes. The retrospective *t*-test design revealed significant improvement in child skills across all three items. The most improved child skill following participation in a class was children being *willing to follow limits and rules*, which many parents credited to having improved parenting strategies.

Table 11

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	3.2	4.5***
Gets along with others	4.0	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, $p < 0.05$. $N = 1,396$.

In their open-ended responses, parents also reported that their participation in parenting classes resulted in enhanced relationships with their child(ren) and in spending more time with their children. Parents shared that their improved parenting abilities resulted in their children listening better, being more willing and able to talk about their feelings, and becoming more helpful and cooperative. Parents noted that overall, family life was better. In particular, they shared that they were “*more of a team*” and “*on the same page*” with their partners or co-parents, that they felt calmer and happier, and that they had more patience. They also reported that these changes resulted in happier feelings in their children.

Many parents also noted that the child care provided in conjunction with parenting education classes was a valuable opportunity for their children. Children had an opportunity to socialize with other children, participate in activities, and learn new skills connected to kindergarten readiness.

To learn more from families, parent focus groups were conducted in 2016-2017 with 20 parents in three of the Hub and Programming Grant regions. One focus group was conducted in Spanish and two were conducted 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 PSL, saying that their participation in the parenting series was beneficial for their family. Parents reported positive changes in their parenting skills 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 parent outcomes from the focus groups, see Appendix 3.

Parenting Workshops

Of the 1,376 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 in the future.

Like the PSL, the PWE provided an opportunity for parents to share open-ended comments related to their experience participating in parenting workshops. In their comments, parents expressed that they found workshops to be informative. They especially appreciated hands-on, interactive workshops that provided real-life examples and opportunities to

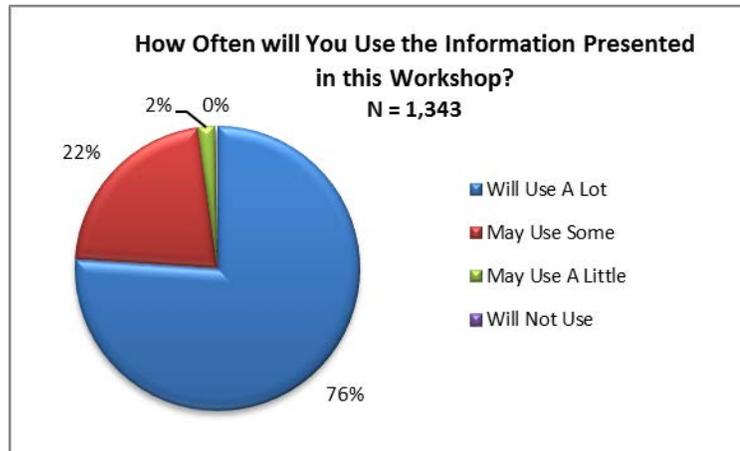


Figure 10

practice parenting skills. In addition, they enjoyed engaging in discussions with other parents, having the opportunity to share personal experiences about parenting, and hearing about the experiences of other parents. Families also valued parenting resources (e.g., books, handouts, materials) that were shared at workshops.

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. Additionally, parents offered a number of suggestions for improvement of future workshops. When asked how workshops could be improved, parents recommended having more time (e.g., longer workshops) as well as more time to for interaction with other families and to practice skill building.

Positive Parenting Capacity Summary

As mentioned, one of the primary objectives of the OPEC initiative is increasing positive parenting capacity. OPEC sites use a variety of strategies to engage parents in parenting education opportunities, leading to improved parenting outcomes. Strategies included offering

evidence-based parenting education series, workshops, home visits, parent support activities, and family events to universal and targeted groups of families.

Parenting activities reported by the 15 Hubs offered rich curricula options and a variety of avenues for parents to gain information and develop positive parenting skills. In total, this included:

- 152 OPEC funded and 162 non-OPEC funded parenting education series
- 314 individual classes (16% in Spanish) reaching 2,571 parents and 2,570 youth
- 293 family workshops including 6,968 parents and 3,001 youth
- 2,844 parent support sessions serving 20,840 parents and 24,306 youth
- 198 family activities with 27,917 adults and youth attending
- 16,506 home visits with 1,398 new families and 1,676 new youth

Overall, parents participating in workshops and parenting education class series reported that they were satisfied with their experiences and would recommend the class(es)/workshop to others. Participating parents reported that they experienced significant improvement in their parenting skills. Parents participating in parenting education 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 efforts and is important for the long-term success of OPEC grantees and the OPEC initiative.

The following components have been identified as key to a strong and sustainable OPEC Hub:

- Clear vision and mission
- Strategic planning, including setting both short- and long-term goals with timelines and clearly defined outcomes
- Adequate staffing patterns, supporting both regional and local coordination
- High staff retention rates
- Well-trained staff who have positive relationships with clientele
- Ongoing support for staff professional development
- Diverse and sufficient funding
- Engaged advisory groups who are representative of the community
- Sustainability planning

Organizational Capacity Activities

OPEC Hubs 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 with coordination at both the local and regional level
- Training facilitators in parenting education curricula both within their organization as well as in the community
- Providing ongoing professional development opportunities for facilitators, staff, and community partners
- 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 having an adequate number of staff with sufficient full-time equivalency (FTE) dedicated to OPEC. Calculating the exact amount of FTE committed to OPEC is challenging for several reasons. Although the majority of Hub organizations' administrators are involved to varying degrees in the efforts of the initiative, many do not charge FTE to the OPEC grant or charge only a minimal amount (e.g., .10 FTE). In addition, some of the fiscal organizations contribute additional in-kind staff support to the initiative, which are not accounted for in Hub budgets. Other OPEC Hubs, especially those that are also Early Learning (EL) Hubs, have blended various funding streams to create 1.0 FTE positions for one or multiple staff members with responsibilities divided between OPEC and other projects (e.g., Kindergarten Readiness Partnership & Innovation Program Grant).

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.

Establishing relationships with community partners is essential to the OPEC initiative. Community partners play a critical role in spreading awareness of parenting education programs, making referrals to OPEC Hubs, identifying community needs that can be supported by OPEC Hubs, co-sponsoring parenting education events with shared funding or in-kind support, and in many other ways. Building relationships across agencies takes time; therefore, having high staff retention rates is a factor in the overall effectiveness of these partnerships.

Staff turnover has been an ongoing challenge in the field of parenting education for numerous reasons, which may include inconsistent availability of funding and limited resources available to support these positions. Providing consistent funding to combat these challenges is at the foundation of the OPEC initiative. Even with funding support from OPEC, however, Hubs experience numerous staffing changes each year.

Several Hubs welcomed new parenting education coordinators during the 2016-2017 year, including Jackson/Josephine (second quarter), Lane (fourth quarter), Polk/Yamhill (third quarter), Clatsop/Columbia/Tillamook in Clatsop County (fourth quarter), and Douglas/Klamath/Lake (fourth quarter). Hubs also made changes to the amount of FTE devoted to specific positions. Several programs reported increased FTE dedicated to coordination and logistics, whereas others decreased FTE based on reductions in funding. For example, the Umatilla/Morrow/Union Hub decreased the OPEC Hub Coordinator FTE supported by the OPEC grant to offset changes in funding. Despite this change, the Hub dedicated the same number of hours to parenting education with funding support from their backbone agency to make up the difference.

Hubs also used a variety of part-time or temporary staff as well as volunteers to meet the objectives of their programs. These positions included child care providers, parenting education facilitators, and data entry or clerical staff. Many Hubs reported that they experienced turnover, accompanied by the need for recruiting, hiring, and training for part-time staff, especially child care providers and parenting education facilitators. Hubs contracted with consultants to offer specific services, such as website development. A number of Hubs also relied on volunteer positions, such as the use of college student interns, as a source of staffing support. Washington County, for example, received support from an Encore Fellow to manage and support the development of their Hub's new website. Central Oregon received support from a full-time Vista volunteer to support parenting education efforts, particularly in rural areas.

Training Facilitators in Parenting Education Curricula

Training facilitators in parenting education curricula is an important component related to increasing each organization's capacity to offer parenting education in their communities. During 2016-2017, Hubs used OPEC funds to train new and existing facilitators from their organization as well as partner organizations in parenting education curricula. Table 1 displays the number of facilitators trained using OPEC funds and the number of facilitators trained with support from other funding sources.

Table 1

Facilitators Trained in 2016-2017

Activity	Description	Total
Facilitators Trained In Parenting Education Curricula	OPEC Facilitators Trained	126
	Non-OPEC Facilitators Trained	171
	Total Facilitators Trained	297

During 2016-2017, Hubs trained a total of 297 facilitators, with 42% trained using OPEC funds. The number of facilitators trained varied across sites with the total number of facilitators trained ranging from 1 to 61. Table 2 displays the number of facilitators trained by each Hub site during 2016-2017.

Table 2

Facilitators Trained by Hub Site

	OPEC Facilitators	Non-OPEC Facilitators	Total
Central Oregon	14	0	14
Clackamas County	24	6	30
Clatsop/Columbia/Tillamook	1	2	3
Columbia Gorge	0	0	0
Coos/Curry	2	0	2
Douglas/Klamath/Lake	2	0	2
Jackson/Josephine	23	25	48
Lane County	0	32	32
Linn/Benton	26	4	30
Marion County	12	49	61
Polk/Yamhill	14	3	17
Siskiyou County	1	0	1
Umatilla/Morrow/Union	0	25	25
Wallowa/Baker/Malheur	5	1	6
Washington County	2	24	26

In addition to training their own Hub staff, Hubs used OPEC funds to train facilitators from other organizations, including Head Start, Department of Human Services, county public health departments, community mental health clinics, relief nurseries, low-income housing partners, domestic violence services, community non-profits, and school-based mental health providers.

Facilitators trained with non-OPEC funds were also from partner organizations including: school districts, relief nurseries, preschools, and home visiting programs.

Several factors likely contributed to the variation in the number of facilitators trained through individual OPEC Hubs. Factors may have included some Hubs adopting new curricula or providing refresher trainings for staff, the turnover rate of previously trained facilitators, and access to funding for facilitation training. Table 3 lists the curricula in which facilitators were trained during 2016-2017 as well as the number of facilitators who were trained in English and Spanish.

Table 3

Curriculum Training in 2016-2017

	OPEC Funded	Non-OPEC	Total
<i>Make Parenting A Pleasure</i>	38	25	63
<i>Abriendo Puertas</i>	18	42	60
<i>Nurturing Parenting</i>	41	18	59
<i>The Incredible Years</i>	5	20	25
Other	24	66	90
Trained in English			
	111	129	2,639
Trained in Spanish			
	15	42	511
Total Facilitators Trained	126	171	297

In 2016-2017, facilitators were trained in several of the same evidence-based parenting education curricula, whether they were trained using OPEC or other funds. The curriculum in which facilitators were most frequently trained was *Make Parenting A Pleasure*, followed by *Abriendo Puertas*, *Nurturing Parenting*, and *The Incredible Years*. Additional curricula reported as “Other” for OPEC and non-OPEC funded facilitators included *Active Parenting Now*, *Mind in the Making*, *Parents Interacting with Infants (PIWI)*, *Nurturing Parents for Parents with Children with Special Needs and Health Challenges*, *Nurturing Fathers*, *Parenting Inside Out*, *READY! For Kindergarten*, *Strengthening Families*, and *Triple P*.

Professional Development Opportunities

In addition to curriculum training, Hubs also reported on professional development opportunities provided for OPEC staff and facilitators. Ensuring that the parenting education workforce has access to high-quality professional development is critical to ensuring high-quality programming. During 2016-2017, Hubs increased their capacity for high-quality parenting education by offering 176 sessions of professional development training

opportunities to facilitators and 255 sessions available to OPEC staff members. In addition, 12 Hubs offered or co-sponsored professional development trainings for community partners, making 164 sessions available. Table 4 displays the number of sessions and the number of facilitators, staff members, and community partners who attended those sessions.

Table 4

Professional Development for Facilitators, Staff, and Partners in 2016-2017

Activity	Description	Total
Training for Facilitators	Number of Sessions	176
	Number of Facilitators Attended	398
Training for Staff	Number of Sessions	255
	Number of Staff Attended	371
Training for Community Partners	Number of Sessions	164
	Number of Staff Attended	3,579

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 refresher trainings in specific parenting education curricula, *Adverse Childhood Experiences (ACES)*, *Kaleidoscope 101*, *The Whole-Brain Child*, *Foundations of Facilitation*, *Inclusion and Diversity*, and others. In addition, Hubs funded opportunities for facilitators to attend local and state conferences, including the Oregon Parenting Educators Conference and the Oregon Association for the Education of Young Children Conference. Table 5 lists the number of sessions and facilitators trained by Hub site.

Table 5

Facilitator Support Training by Hub Site in 2016-2017

	Number of Sessions*	Facilitators Attended
Central Oregon	4	9
Clackamas County	7	12
Clatsop/Columbia/Tillamook	15	12
Columbia Gorge	7	5

Continued on next page

Table 5 (continued)

Facilitator Support Training by Hub Site in 2016-2017

	Number of Sessions*	Facilitators Attended
Coos/Curry	24	55
Douglas/Klamath/Lake	16	5
Jackson/Josephine	12	18
Lane County	0	0
Linn/Benton	6	70
Marion County	2	12
Polk/Yamhill	4	33
Siskiyou County	17	29
Umatilla/Morrow/Union	28	98
Wallowa/Baker/Malheur	34	40
Washington County	0	0

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

Hubs also offered professional development training for non-facilitator OPEC staff. Examples of training topics provided for and attended by other OPEC staff this year included parenting education curricula training, *Equity and Structural Racism*, *Darkness to Light*, *Emotional Intelligence*, *Trauma-Informed Care*, *First Aid/CPR training*, *Child Care Provider Training*, *Child Abuse Prevention*, *Self-Care*, and others. OPEC staff also attended a number of local and state conferences, include the Annual OPEC Grantee Conference, the Oregon Parenting Educators Conference, and the Confederation of Oregon School Administrators (COSA) P-3 Conference. Table 6 lists the number of sessions and staff trained by Hub site.

Table 6

Staff Training by Hub Site in 2016-2017

	Number of Sessions*	Staff Attended
Central Oregon	6	14
Clackamas County	25	21
Clatsop/Columbia/Tillamook	2	3
Columbia Gorge	7	12
Coos/Curry	25	53
Douglas/Klamath/Lake	7	3
Jackson/Josephine	16	21
Lane County	19	29
Linn/Benton	6	72

Continued on next page

Table 6 (continued)

Staff Training by Hub Site in 2016-2017

	Number of Sessions*	Staff Attended
Marion County	43	28
Polk/Yamhill	16	11
Siskiyou County	18	12
Umatilla/Morrow/Union	14	24
Wallowa/Baker/Malheur	25	48
Washington County	26	20

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

In 2016-2017, Hubs also offered or co-sponsored professional development trainings for staff members from community partner organizations in their region. Examples of trainings that were offered to community partners included *Adverse Childhood Experiences (ACES)*, *Trauma-Informed Care*, *Kindergarten Readiness*, *Darkness to Light*, *A Conversation on Homelessness*, *Paper Tigers*, *Community Engagement Training*, *Suicide Prevention*, *VROOM*, *Cultural Equity*, and others. Table 7 lists the number of sessions and staff who attended the trainings by Hub.

Table 7

Community Partner Training Offered by Hub Site in 2016-2017

	Number of Sessions*	Staff Attended
Clackamas County	12	757
Clatsop/Columbia/Tillamook	12	226
Coos/Curry	1	15
Jackson/Josephine	2	20
Lane County	7	31
Linn/Benton	2	45
Marion County	24	574
Polk/Yamhill	10	345
Siskiyou County	17	711
Umatilla/Morrow/Union	40	227
Wallowa/Baker/Malheur	28	535
Washington County	9	93

Advisory Groups

All Hubs have identified or established advisory boards to provide guidance for the OPEC initiative in their region. In some cases, boards were formed specifically for this purpose. In

other cases, an existing board in their community (e.g., the Early Childhood Council) took on this role. Hub organizations rely on members of their advisory councils or boards of directors to assist in determining priorities, support their ability to meet goals and objectives, and provide a degree of oversight for fiscal and other management operations. Organizational staff also participate in other advisory groups or councils within their community. Table 8 summarizes the number of advisory board meetings, attendance at these meetings, and the number of other advisory meetings in the community that Hub staff attend.

Table 8

Advisory Board Meetings and Attendance in 2016-2017

Activity	Description	Total
Advisory Meetings	Advisory Board Meetings	283
	Attendance at Advisory Board Meetings	802
	Number of Other Advisory Board Meetings Attended by OPEC Staff	981

In total, Hubs held 283 advisory board meetings in 2016-2017. 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 Hubs included the following: *community needs, strategic planning, facilitator trainings, cultural diversity, workshop ideas, marketing, grants and funding, safety, enrollment in parenting classes, and opportunities for collaboration.*

Other advisory boards attended by OPEC staff included: *Early Childhood Committees, Early Learning Hub committee meetings, Safe Communities Coalition, Family Resource Center Meetings, Tobacco Education Council, Community Health Advocacy and Resource Teams, Court Care Advisory Meetings, School District Parent Engagement Meetings, Head Start Policy Councils, Home Visiting Advisory, Chamber of Commerce Education Task Force, and United Way Partner meeting.*

Sustainability and Resources Leveraged

Building a sustainable system to support parenting education coordination and programming is an ongoing responsibility for OPEC Hubs. Many Hubs share that as they expand their capacity within their regions, the community awareness regarding the importance of parenting education has also grown. Community interest in and demand for parenting education has increased and, in some areas, this has led to additional opportunities for Hubs to leverage funds

through establishing partnerships with other agencies and obtaining grants and contracts. 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 organization. *In-kind support* refers to goods and services that are contributed rather than money (e.g., donated staff time, access to space, child care support). This section provides an overview of the resources leveraged across OPEC Hubs as they continue to work toward sustainability.

Table 9

Funds Leveraged in 2016-2017

Activity	Description	Total
Funds Leveraged	Funds Leveraged	\$2,294,688
	In-Kind Leveraged	\$628,298
	Total Leveraged	\$2,922,986

During 2016-2017, Hubs leveraged a total of \$2,922,986 in new funding and in-kind donations, with 79% coming from funds/donations and 21% coming from in-kind support. Leveraging funding support is imperative for sustaining the initiative. Collectively, OPEC Hubs have continued to report a significant amount of leveraged funds since their first year of OPEC funding.

Grants and Contracts – The majority of Hubs reported on their efforts in applying for and receiving new funding through grants and contracts. Several Hubs indicated that they received contracts for programming that dovetailed with their parenting education efforts via funding associated with statewide initiatives, including Child Care Resource & Referral (CCR&R), Oregon’s Early Learning Division and Early Learning Hubs, and foundation funders (e.g., the Oregon Community Foundation, The Ford Family Foundation, the Meyer Memorial Trust, Kelley Family Foundation, Women’s Foundation of Oregon). Other examples of grant funding included the Children’s Trust Fund of Oregon, United Way, Kindergarten Partnership and Innovation Fund, Youth Development Council, USDA Summer Food Program Startup Grant, Greater Oregon Behavioral Health Inc., and the Mental Health Services Act.

Hubs also reported receiving contracts for providing parenting education services to targeted audiences or in collaboration with partnering agencies. Contract sources included the Department of Human Services (DHS), Coordinated Care Organizations (CCOs) and other

healthcare partners (e.g., Salem Clinic), Early Head Start, Healthy Families, Family Support and Connections, tribal communities and organizations (e.g., Karuk Tribe), county jails, community corrections, school districts, foster/kinship projects, and alcohol and drug treatment programs.

Blending, Braiding, and Bundling – In general, backbone agencies supporting 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 give them a degree of flexibility in coordinating resources for initiatives related to parenting education that may have common or complementary goals. For example, Clackamas County Children Youth & Families and the Clackamas Early Learning Hub hosted a Structural Racism Conference, which was attended by many OPEC Staff. The Marion County Hub worked with the local Safe Sleep Committee to write a grant proposal to the Salem Hospital Foundation to provide staff support to educate local healthcare providers on how to help new parents understand safe sleep practices for infants and young children.

Dividing the cost of staff FTE among different funding mechanisms is another way funding and support has been blended. For example, the OPEC Hub in Lane County works across multiple systems to leverage financial support. United Way of Lane County is the fiscal organization for both the OPEC and the 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. Other joint OPEC/Early Learning Hubs, such as Marion and Clackamas, also report shared staffing costs across these initiatives.

Sponsorships, Donations, and Fundraising – Most Hubs reported receiving some financial support through efforts at the local level. The Jackson/Josephine, Linn/Benton, Marion, and Siskiyou County Hubs, among others, received funds to sponsor events such as professional development trainings and parent seminars with nationally known presenters. Hubs also engaged in targeted fundraising. For example, the Central Oregon Hub participates in an annual giving campaign and hosted a fundraiser with the theme of “Mid-Summer Night in White.” Hubs also received donations from non-profit organizations and community businesses. For example, Way to Wellville purchased 100 Pocket Full of Feelings Kits for parents served by the Clatsop/Columbia/Tillamook Hub. Local businesses and community agencies donated approximately \$8,415 in in-kind support for the Southern Oregon Association for the Education of Young Children Parent Conference hosted by the Jackson/Josephine Hub in the form of meals, meetings spaces, advertising and printing services, incentives, and presenter time. The Central Oregon Hub received gift card donations from Dutch Bros. for parent incentives.

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. In 2016-2017, for example, the Douglas/Klamath/Lake Hub reported receiving \$1,924 in brokerage support.

Class Fees – Several Hubs reported charging minimal registration fees for some of their parenting education series. Fees vary from Hub to Hub and scholarships are typically available for parents who cannot afford the charge. In general, funds raised through class fees are relatively small and do not fully support programming efforts. For example, one Hub reported receiving approximately \$1,500 annually from 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. Receiving in-kind support from partner agencies helps to stretch available resources. Organizations serving as the fiscal agent for OPEC grants often contribute a significant amount of in-kind support. These provisions include office space, utilities, office supplies, and staff support. Hubs also reported increased in-kind support of staffing for OPEC.

Filling different roles with volunteers is another example of in-kind support that leverages the capacity of the Hubs⁴. Some Hubs used volunteers for child care, social media updating, office assistance, website development, and meal preparation. Volunteers often include parents, community members, college interns, or high school students. Administrative staff at the Hub organization may also contribute their time as in-kind to the OPEC project.

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. 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

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 \$24.15 for 2016.

awareness. Table 10 displays the total funds and in-kind donations leveraged by Hub sites in 2016-2017.

Table 10

Total Resources Leverages by Hub Site in 2016-2017

	Funds Leveraged	In-Kind Leveraged	Total
Central Oregon	\$224,230	\$314,026	\$538,256
Clackamas County	\$36,345	\$17,472	\$53,817
Clatsop/Columbia/Tillamook	\$58,897	\$900	\$59,797
Columbia Gorge	\$0	\$1,838	\$1,838
Coos/Curry	\$44,600	\$1,600	\$46,200
Douglas/Klamath/Lake	\$13,687	\$25,332	\$39,019
Jackson/Josephine	\$1,500	\$26,565	\$28,065
Lane County	\$316,500	\$0	\$316,500
Linn/Benton	\$44,514	\$20,045	\$64,559
Marion County	\$223,500	\$14,550	\$238,050
Polk/Yamhill	\$14,200	\$39,245	\$53,445
Siskiyou County	\$107,899	\$45,725	\$153,624
Umatilla/Morrow/Union	\$3,000	\$0	\$3,000
Wallowa/Baker/Malheur	\$1,177,816	\$86,000	\$1,263,816
Washington County	\$28,000	\$35,000	\$63,000
Total All Hubs	\$2,294,688	\$628,298	\$2,922,986

Overall, OPEC Hubs recognize the importance of diversified funding streams to support their sustainability. Most Hubs use 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 2016-2017. To accomplish this, Hubs:

- Committed FTE designated for the implementation and support of the OPEC initiative
- Trained 297 new facilitators in parenting education curricula
- Offered 431 sessions of professional development for facilitators and staff in their regions
- Held 283 advisory group meetings
- Identified sources for new funding and in-kind donations, leveraging \$2.9 million

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 community collaboration includes:

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

Community Capacity Activities

In 2016-2017, OPEC Hubs strengthened and expanded partnerships, effectively marketed positive parenting within the community as part of the effort to normalize parenting education, improved coordination of community efforts in offering and promoting parenting education, and offered parenting education programs in collaboration with schools and community partners.

Partnerships

Each Hub entered the OPEC initiative with a strong history of collaboration. Many of these collaborations have strengthened over time as Hubs have also developed new partnerships. Over the 2016-2017 grant year, Hubs reported collaborating with a multitude of diverse partners, including Early Learning Hubs, Educational Service Districts (ESDs), school systems, Healthy Families, Head Start, Migrant Head Start, Department of Human Services (DHS), community action agencies, healthcare providers, Coordinated Care Organizations (CCOs), juvenile departments, court and corrections systems, foster parent programs, tribal communities, preschools, child care providers, faith-based communities, relief nurseries, higher education institutions, libraries, service organizations, and other community non-profits (e.g., Boys and Girls Club, Family Resource Centers, YMCAs, museums, culturally-specific organizations). In addition, Hubs that offer mini-grants to community organizations to implement parenting education programming noted that an increasing number of organizations (and those who were not “the usual suspects”) had applied for these opportunities.

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 as well as shared space and marketing support. In some cases,

partners co-funded parenting education classes and activities or provided facilitation by their trained staff. Many partnering organizations allowed OPEC Hubs to use their facilities for program implementation. Partners were critical in working with the Hubs to recruit parents to participate in programs and raise community awareness of parenting education. In addition, several Hubs reported that they worked in collaboration with partners to submit grant proposals and seek joint funding opportunities.

In order to further understand Hubs' collaborative relationships and strategies within their communities, the OSU team sought the perspective of community partners in two Hub regions (Coos/Curry and Jackson/Josephine) and one Programming Grant site (Youth Contact). During summer 2017, a total of 27 community partners participated in the focus group and survey in these three communities. Participants represented a wide range of agencies and organizations, including Early Learning Hubs, child care providers (e.g., Head Start programs), university or community colleges, government agencies, healthcare providers, and schools. 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
- Shared leadership roles and responsibilities among community members, parents, and agencies
- Coordinated efforts across partner agencies to avoid duplication of parenting education services
- 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
- Increased access to parenting education for targeted parent populations
- Enhanced the quality of parenting education programs

Participants indicated that the collaborative initiative benefited communities, families, and partner organizations, bringing them together around a common vision and enhancing each region's ability to provide services through shared and leveraged resources. Approximately 88% of participants felt the stigma of parenting education had been reduced in their community as a result of the OPEC initiative. Partners also felt that the collaboration with OPEC Hubs directly

supported the core missions of their own agencies and organizations. For more information about the community partner focus groups, see Appendix 4.

Collaboration with Local Schools

Collaboration with local schools is an important strategy to successfully reach and engage with families. For OPEC reporting purposes, the definition of school included preschools, Head Start programs, and elementary schools. Hubs described several strategies for increasing connections between their parenting education programs and schools. These strategies included holding parenting education programs in school buildings, announcing parenting education programs in school bulletins and newsletters, and involving Hubs in school events and ongoing activities (i.e., locating a table of resources at an evening school function). Not only did these strategies enhance relationships between Hubs and schools, but school partners shared that collaborative efforts helped increase the comfort of families with school staff and in school settings.

Promotion of Program Activities in Schools

Schools made significant efforts to promote parenting education opportunities through the distribution of promotional materials, including newsletters, flyers, posters, and calendars that featured parenting tips and strategies as well as kindergarten readiness activities. During 2016-2017, schools distributed an estimated 181,034 flyers and reached approximately 53,544 families through their newsletters. Seven Hubs were also able to initiate contact with 2,086 parents through presentations at parent organization meetings.

Table 1

Promotion of Program Activities in Schools for 2016-2017

Promotion Type	Total Reached
Flyers distributed to students/parents	181,034
Announcements in school newsletter	53,544
Presentations at PTA/Parent organizations	2,086
Other*	16,201

*Other included positive parenting posters and bookmarks, school reader boards, one-on-one outreach and individual contacts, banner and lawn signs, phone calls, home visits, and social media.

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 included family resource nights, school planning sessions, posters, recruitment initiatives, and other promotional materials.

In 2016-2017, approximately 2,713 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, 151 programs or class sessions were co-sponsored by schools, but not held in school facilities.

Table 2

Program Activities Connected with Schools for 2016-2017*

Programs/ class sessions that were...	Total
Held in school facilities	2,713
Co-sponsored by schools, but not held in school facilities	151
Total programs/class sessions in collaboration with schools	2,864

*Programs listed above were also reported in the 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 Hubs reported numerous efforts related to school readiness, including building partnerships with early childhood centers and K-12 schools to support alignment across home and school environments. In addition, Hubs participated in extensive programming efforts to increase school readiness among young children. Hubs encouraged parenting efforts to increase their children’s literacy and other school readiness skills through parent-child workshops as well as during child care offered in tandem with parenting education classes in an interactive and fun manner. Funding for these endeavors came from multiple sources, including OPEC, Early Learning Hubs, Preschool Promise Grants, Kindergarten Partnership and Innovation grants, 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 majority of OPEC Hubs cited integrating school readiness activities, early literacy resources, and other early learning handouts into their parenting education series. Many Hubs indicated that their facilitators were trained to explicitly incorporate connections between positive parenting and school readiness in their parenting education classes. In addition, many of the OPEC Hubs offered or participated in workshops, parent-child interaction groups, or family activities focused on school readiness or the transition to kindergarten. Hubs also partnered with elementary schools, Head Start programs, and child care providers to offer school readiness and transition to kindergarten activities. Hubs also offered family workshops focusing on activities aimed at promoting literacy, numeracy, and social-emotional skills. One Hub (Clatsop/Columbia/Tillamook) formed a partnership with a school district to pilot parenting education programming for families during the summer lunch program. As relationships with schools and school districts have grown, Hubs have noted that schools have started to become

community champions for parenting education efforts and were sharing positive impacts for families related to participation in parenting education. For example, a school district partner shared with the Lane County Hub:

Two of our families in this series were experiencing extreme stressors. Being able to come to group every week was a great support in and of itself but the program also offers tools and perspective to help parents deal with additional challenges.

Increasing Parents' School Engagement

As noted above, OPEC Hubs reported strong ties with school districts by promoting parent engagement and strengthening partnerships with schools. To support parent engagement in children's educational settings, OPEC Hubs intentionally taught parenting education series and workshops in schools and early childhood facilities. In addition, most Hubs reported that their evidence-based parenting education series typically involved information that helped parents understand the importance of their engagement in their children's education and provided strategies about how to do so. As part of their menu of offerings, several Hubs use *Abriendo Puertas*, a curriculum designed for Spanish-speaking parents (or its English counterpart *Opening Doors*), which intentionally promotes advocacy and parental engagement in children's education. Some Hubs have become immersed in efforts to help schools in their region promote family engagement.

Promoting Alignment Across Home and School

Several Hubs have reported increased recognition from schools of the importance of parenting education. For example, the Linn/Benton Hub shared:

School districts, organizations, and individuals have stepped forward to insure that parenting classes are offered in remote rural areas, such as Kings Valley and Mill City. These partners have also provided in-kind and leveraged funds to help pay for instructors, child care, meals for parents, books/incentives, and materials/flyers.

The Coos/Curry Hub shared:

Coos Bay School District gave Pathways to Positive Parenting (PPP) \$10,000 to use toward funding parts of three parenting education series for 2016-2017. The agreement was for PPP to hold a Make Parenting A Pleasure series at a grammar school, a Strengthening Families series at one middle school, and a Nurturing Parenting; Parenting Teens at our other middle school.

Program Recruitment and Promotion

Hubs used multiple strategies to publicize their parenting education opportunities in order to recruit parents and promote their programs in 2016-2017. Hubs reported over 14.2 million potential contacts through the use of these strategies this year. The most frequently used methods were social media, community bulletin board postings, websites, and flyers. Table 3 details the number for each type of media and the potential number of contacts made through efforts to recruit participants within Hub regions.

Table 3

Program Recruitment and Promotion in 2016-2017

Type of Media	Total	People Reached
Hub/Organization newsletter	172	442,131
Newspaper articles	115	2,463,323
Newspaper announcements/ads	550	3,562,248
Radio spots	23	229,150
TV announcements	20	1,262,561
Website	692	81,936
Church bulletins	89	8,560
Other organizations' newsletters (non-school)	56	53,571
Calendars distributed	183	68,029
Flyers distributed (non-school)	686	61,134
Community bulletin board postings	1,139	62,710
Presentations to civic organizations/agencies	215	5,560
Social Media (Facebook, blogs, etc.)	7,633	5,710,344
Other*	376	228,186
Total	11,949	14,239,443

*Other included resource fairs, parenting magazine ads, face-to-face meetings with partners, word of mouth, parenting tool kits and bags, and participation in community 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 normalizing/de-stigmatizing parenting education, the importance of parenting, kindergarten readiness, child abuse prevention, and early childhood wellness. Twelve Hubs reported on their efforts that reached an estimated one million potential contacts through these campaigns in 2016-2017. The most frequently used methods of message delivery included social media, organization websites, and flyers. Some messages promoted by Hubs in 2016-2017 included: *Positive Parenting Messaging, Happy Healthy Parents, Importance of Parenting Education, Vroom, Talk*

Read Sing Play Everyday, Oral Health, Child Abuse and Neglect Prevention Awareness, Dolly Parton’s Imagination Library, Sign-Up Early Kindergarten Campaign, and others. Table 4 shows the number for each type of media and the potential number of contacts reached through specific marketing methods.

Table 4

Community Awareness in 2016-2017

Type of Media	Total	People Reached
Hub/Organization newsletter	36	12,510
Newspaper articles	18	174,053
Newspaper announcements/ads	31	390,800
Radio spots	2	6,050
TV announcements	29	39,300
Website	481	63,919
Church bulletins	5	868
Other organizations' newsletters (non-school)	8	950
Calendars distributed	1	400
Flyers distributed (non-school)	433	19,495
Community bulletin board postings	193	21,800
Presentations to civic organizations/agencies	90	1,426
Social Media (Facebook, blogs, etc.)	709	297,448
Other*	70	13,616
Total	2,106	1,042,635

*Other included advertisements at local movie theaters, Vroom app, bookmarks, posters photo contest, pinwheel gardens, use of community email lists, MailChimp email campaigns, toothbrush distribution, and participation in community events.

Community Collaboration Summary

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. Successful collaboration leads to a common vision, shared ownership, and a reduction in the fragmentation of services in communities. To achieve this level of collaboration, Hubs devoted time to developing and disseminating marketing messages related to 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. These efforts included:

- Parent recruitment through newspaper, radio, television, flyers, and social media outlets, reaching a combined total of 14.2 million potential contacts

- Awareness campaigns with targeted messages on parenting topics reaching an estimated one million potential contacts
- Collaboration with a variety of sectors, including education, health care, faith-based, social services, community corrections departments, child care providers, and businesses
- Support for 2,713 programs held in school facilities and 151 additional programs co-sponsored by schools but held in other facilities in the community

OVERALL 2016-2017 SUMMARY

Challenges

OPEC Hubs have demonstrated strengths and growth in the three domains identified as part of the Logic Model for the OPEC initiative: positive parenting capacity, organizational capacity, and community collaboration. During the past year, Hubs have continued to provide leadership in expanding, coordinating, and improving the quality of programming in their regions. Hubs also reported experiencing challenges in each of these domains, which they reported on a quarterly basis in the online reporting system. In addition, challenges were identified through the grantee networking conference, site visits, phone conferences, and other conversations with the OSU evaluation team.

Overall Hub Challenges

The following are the overarching trends in the challenges encountered by the OPEC Hubs in 2016-2017.

Challenges Related to Positive Parenting Capacity

Recruitment and Retention: As Hubs have worked to combat stigmas associated with parenting education, recruiting families and removing barriers to help keep families in classes continues to be an ongoing challenge. As one Hub shared: *“Recruitment and retention are recurring issues at many sites.”* Another Hub reported that:

Maintaining parents’ steady attendance in the classes has been challenging. So many other family concerns develop, causing parents to not keep coming to classes, such as a move, sickness, child care challenges for the child, too late in the evening for two-year olds, sports, etc.

Hubs used many different strategies to encourage family participation in parenting education programs, including providing meals, offering child care with learning activities for children, supporting transportation, and by holding classes in locations and at times convenient for families. Even with the use of these strategies, many Hubs shared sentiments similar to this one:

We continue to look deep into the attendance. Our group has begun having lots of conversations about how we go about offering series. Last year we felt that it was imperative to offer MORE series. At the end of the year we realize that the number of participants had NOT changed. We are now looking at putting more of the focus on the roll out (similar to the Kick-off for the Nurturing Fathers), and having fewer series. We want more people in each of the classes rather than fewer people with more classes. We will continue this conversation in the upcoming months and focus on [this] at strategic planning meetings.

Time of year impacted the ability of families to participate in numerous ways. For example, one Hub shared:

We had to cancel four classes in the Fall. Two school-based parenting series were cancelled in the Fall due to low enrollment. A Spanish-language class was postponed due to families needing to attend to the harvest in their work.

Recruiting families for summer programming was reported as especially challenging as Hubs worked to expand their menu of parenting offerings throughout the year:

We were disappointed in our high initial registration with the summer Nurturing Parenting ABC program and the much lower class turn out. Partnering with school and local non-profits helps to bring in more families, but it still appears to be a struggle to get commitment from families during summer months.

Other Hubs shared the same challenges associated with summer programming:

Parenting education challenges this quarter were [in] retaining participants in the parenting classes. The summer is always a difficult time to present parenting series with family vacations and holidays. Lessons were learned this year and we will be looking for other strategies to try next summer to make them more successful.

The months of July, August, and September are very quiet in relation to parenting education. With school out and many of our parents working and vacationing, we find it difficult to recruit parents for our parenting education opportunities for evidence-based programming.

Meeting the Parenting Education Needs of Diverse Families: Many Hubs shared that they were giving thought to ways to better engage and best support families from diverse backgrounds, in diverse locations, and with diverse needs. They also noted that there were numerous societal factors that impacted these relationships, including the current political climate. One Hub shared:

We are exploring ways to further engage and support the Spanish language community. Due to current events, there is significant fear related to Immigrations and Custom Enforcement for undocumented individuals and mistrust, which may lead to less engagement in groups. We are offering Spanish language classes and developing workshops to address needs in the next year.

Another Hub reflected on how they might adapt their programming based on family interaction styles:

We are still learning how to best serve our Latino families. It seems our two-hour class doesn't allow enough time for the conversations generated. Instructors have also noted that many families like private time with the instructor after class as well. We will continue to problem solve.

Hubs noted that location (urban or rural) also played a role in how they were reaching families. For example, one Hub shared, “Expanding parenting education in Lake County has been a struggle. The needs for parents are different in this rural county. We are investigating and brainstorming online parenting options to better meet the needs of the community.”

Limited Capacity to Support Growing Demands related to Parenting Education:

Despite challenges associated with getting families in the door for parenting education programs, families who completed series often shared that they would like to have access to longer series and to have opportunities to take additional classes. One Hub shared:

As our families become more aware of what we do and who we are, our new challenge is keeping up with the need of parenting classes. Despite holding a large number of classes this year, we continue to find that parents want more classes, differing topics, and more variety of choices in times and locations.

Meeting the growing demand for parenting activities and parenting education witnessed in many communities continues to be a challenge Hubs are facing as they work toward partnerships and sustainability.

Challenges Related to Organizational Capacity

Hubs shared how critical OPEC funding had been to support ongoing coordination efforts and staff time for their Hub. Even with OPEC support, many noted that they felt stretched in many different directions and struggled at times to support existing programs as well as to find the time for innovation. Related to this area, one Hub shared that they were limited regarding: *“Capacity to move beyond the “to do” list and have time to be innovative and creative.”*

Lack of Adequate Funding to Support Staff and Filling Open Positions: Part of the challenge with organizational capacity is related to lack of adequate funds to support staff time as well as experiencing challenges filling open positions, especially in rural regions of the state. One Hub shared: *“Our program and services would be strengthened with the addition of one more program assistant and a permanent position for a part-time Child Care Team Leader. We are looking for ways to try to fund such positions.”* Another Hub shared their struggles with filling positions that they had funding available to support:

While parent volunteers have been amazing, the staff shortage... continues to be our biggest challenge not only in terms of capacity, but for programming. We are currently unable to provide full services in home visiting, parent education, and community engagement. Existing staff have such full direct-service loads, that they are unable to attend a number of community-based meetings on a regular basis. These meetings are essential for recruitment, connecting families to resources in the community and our ability to continue to increase community capacity. As indicated above, we are working closely with partners across the region to determine how to better recruit and retain individuals in the fields of early childhood education and family support.

Related to staffing shortages, Hubs also shared that *“it was worth the wait”* to fill positions with *“the right”* individual for each position, rather than rushing to hire.

Keeping Online Information Current: Beyond staffing, some of the specific capacity challenges included keeping Hub websites and social media current. One Hub shared that: *“Finding the time to complete and update the website on a regular basis has been the most challenging for us this quarter. Staff time has been devoted to the most urgent needs.”* Hubs also shared that maintaining their online presence served not only as a way to connect with families, but also with community partners. As one Hub mentioned:

Keeping the calendar and Facebook page relevant and completely up to date is very time consuming. Community partners report both resources as very useful and

appreciate the easy availability to community information, however, the time it takes to maintain this standard is challenging.

Limited Marketing Time and Support: Supporting and expanding marketing efforts was a challenge identified by numerous Hubs. One Hub shared: *“Marketing is seen as a challenge/area for improvement for our communities.”* Marketing materials were used to expand awareness of parenting education offerings as well as to promote positive parenting messages and to normalize parenting education. Although Hubs shared that capacity for marketing was a challenge, they also saw value in spending time on these efforts: *“Because of our limited staff hours, we have not been able to invest as much time as we would like toward branding and marketing, but we believe this is a next step toward increasing community and parenting education capacity.”*

Limited Access to Professional Development and Staff Training: Ensuring that staff are trained in evidence-based parenting education curricula, have support to provide culturally specific and culturally responsive services, and have ongoing mentorship was another identified challenge related to organizational capacity. This challenge also relates to programming as having well-trained and supported staff relates to the quality of program implementation. One Hub shared: *“We need more facilitators trained in parenting curriculums.”* Another reported: *“One of our greatest parenting education challenges remains the need to be able to regularly train new parenting educators, especially in our very rural and economically challenged areas.”*

Hubs also noted that finding opportunities to provide ongoing support beyond initial curriculum trainings were hard to come by:

While all of our facilitators were originally trained in an evidence-based curriculum, and received numerous opportunities for relevant community education, no facilitator specific opportunities are available. This included no opportunities for booster training in the curricula that we offer to families. As we look to the next program year, this will definitely be a goal for our Hub, so that we can assure that facilitators are confident in their ability to best reach the families they serve through parent education.

As Hubs faced these challenge, they also brainstormed solutions for specific professional development needs that they identified. For example, one Hub shared:

Our region has been discussing how to better support the professionals working in high stress and high-risk home environments. We may hold more frequent regional group gathering, a retreat, or even whether a local group of caring leaders could be "on call" to talk to parenting educators who may not have reflective supervision built

in as most home visitors do. [Lack of] stress and burnout prevention leads to high turnover and negative outcomes for helpers.

Ability to Find and Retain High-Quality Child Care Providers: In addition to effectively supporting parenting education staff, Hubs also reported that they experienced challenges finding and retaining individuals to support high-quality opportunities for children. As one Hub noted:

At this time, our greatest challenge is providing child care. We have a number of trained facilitators who are excited to present and a list of people who are waiting to be trained. As our Hub grows in programming, we must create a new system of recruiting and retaining child care providers

Because child care provider positions were often temporary and part-time, Hubs shared that retaining individuals in these roles also proved to be a challenge:

Although we spent a great deal of time in 2015-2016 recruiting and training new child care providers in both counties, we lost almost half of our existing providers at the beginning of summer 2016, including some who have been long term and were more experienced. This turnover is largely due to college students moving away or finding other jobs, or because of other providers having similar changes in circumstances at the same time.

Challenges Related to Community Collaboration

Partnership and collaboration with other state systems and community agencies has been a critical part of the OPEC initiative. Since 2010, Hubs have made significant progress in building relationships between their Hub and Early Learning Hubs, the Department of Human Services, healthcare partners (CCOs), community corrections, local businesses, and others. Partnerships have emerged at both the local and regional Hub levels as well as between leadership for these organizations. As partnerships have been gained, lost, and re-established, Hubs have shared numerous challenges experienced along the way, as we describe in this section.

Time Required to Establish and Maintain Collaborations: Multiple Hubs noted that collaborative work could be very time-consuming. One Hub shared that it was a challenge: *“Finding time to do all the collaborative work - meeting after meeting is exhausting!”* Another shared that it took time to bring partners together around a shared vision: *“Trying to get all partners and groups working for a common good to be on the same page can be a bit of a challenge.”* Hubs universally noted, however, that the time spent building collaborations was worthwhile and paid off in terms of stronger coordination of efforts across communities as well as in support of sustainability for all partners involved.

Staff Transitions at Partner Agencies: With both Hubs and community partners experiencing staffing transitions throughout the year, one of the specific challenges that Hubs noted related to their partnerships was that partnerships often had to be rebuilt with individuals when there was staff turnover. One Hub shared: *“Partner agency staff transitions have been high this quarter which in turn creates an organizational capacity challenge as it consumes hours to educate new staff on what we do and how to best access the process.”* Another Hub shared the same challenge with school partners: *“While work with schools has been largely positive, the high turnover and changes in priorities in school districts continues to make planning difficult.”* Despite these challenges, Hubs continued to strengthen their relationships with community partners.

Building Relationships with Specific Partners in Some Regions: As Hubs have identified and established relationships with key partners in each of their regions, they have reflected on how to best engage their existing partners as well as to identify partners who are not yet “at the table.” One Hub shared that serving a rural area made it harder to find partners, noting: *“One of the major challenges is having enough partnerships in the outlying areas to partner with to bring parenting classes there.”* Other Hubs noted that bringing partners together in rural areas came with unique transportation issues related to distance, time, and travel. One Hub shared: *“I’d say our greatest challenge this quarter is reaching all partners in our expanded territories.”*

As Hubs reflected on who might be missing from their existing advisory boards and list of partners, one Hub reported:

When asked what partners were “missing” from the table, all community agencies identified business and media as two of the missing sectors. While both business and local media have been supportive when asked for donations or receiving discounts on services, we have failed to truly engage them as active partners in our network of providing, promoting, and supporting parent education. As we look to the next program year, we will specifically look to target one of these areas to continue to expand our outreach efforts and establish positive parent child engagement and parent education as our community norms.

Another Hub shared that:

[Our county] lacks an active interfaith organization that would allow for an efficient connection to the overall faith-based community. Without such an overarching organization we are challenged by the balance of internal capacity to effectively link

with the larger faith-based community. We will continue to look for effective and efficient ways to link our efforts and expand our partnerships in this area.

Unique Hub Challenges

There were some challenges unique to particular groups of OPEC Hubs, including Hubs using mini-grants for program implementation and joint OPEC and Early Learning (EL) Hubs. A few of the unique challenges reported by Hubs are shared in this section.

Hubs using **mini-grants** as their mechanism for programming reported challenges in providing support and oversight related to the quality of parenting education programming as well as child care. One Hub described their challenges in this area by sharing the following:

While the mini-granting process has been a huge success, we are working through better understanding the specific details and logistics of having multiple partners delivering parent education. We are trying to balance creating a larger network of providers, while assuring that fidelity to curriculum and high-quality program are still happening. We are also working through details of MOUs and contracts.

Other Hubs shared:

One of the challenges of running a mini grant structure is having to let go of some of the control of things like schedule planning, we are considering asking programs on their applications for funds to provide preferred locations, dates, and times to better give us an idea of what class schedules will look like county wide.

Confirming that all of the required elements are in place prior to starting a parenting class series has been challenging with issues related to insurance coverage, facilitator certification, adherence to curriculum fidelity, and quality children's activities.

Joint OPEC and EL Hubs indicated that there were challenges in **balancing the requirements, governance, and workloads for both initiatives** within their agencies as well as with partners who were involved in multiple initiatives. One Hub shared:

The expansion of the Kids in Transition to School and Preschool Promise programs has greatly increased the workload of our partners and several [partner] agencies. Our theory is that this has decreased agency capacity to implement and recruit for [parenting education] series as they now have more on their plate.

Other Hubs shared that partnering across OPEC and EL Hubs helped leverage funding and blend services within and across agencies, however, changes in one Hub often impacted changes in another. For example,

Potential cuts to Early Learning Hub funds continue to be a real and present danger for maintaining the level of family engagement and parenting education we have been able to sustain in the integration of the parenting hub, early learning, and drug and alcohol prevention efforts. Advocacy and education efforts continue.

Overall, Hubs noted the importance of their partnership with their EL Hub, whether they shared the same backbone agency or not, as a key partnership in their work supporting children and families.

Lessons Learned

Every year, Hubs are asked to reflect on lessons learned from the past year of the OPEC initiative. Lessons learned focused on many different aspects of the OPEC initiative, including insights related to building community partnerships, normalizing parenting education, growth and expansion, and more. In the section that follows, we share themes that emerged from these lessons learned during 2016-2017.

Building Relationships with Partners is Foundational to a Lasting Initiative

Many Hubs noted that relationships between organizations, as well as between individuals within and across organizations, are a foundational part of building a lasting and sustainable system for parenting education. One Hub shared,

Relationship building is imperative, and a big part of that is face-to-face contact. It's easy to send an email or make a quick phone call, but we are committed to face-to-face meetings with our agency partners across all three counties every other month.

Another Hub reported:

Respect, honor, open communication, and support are key to successful relationships. Successful relationships are the foundation for extraordinary results.

The trust built between the key partner organizations has been a motivator for others to join in our collective efforts of providing family friendly inclusive education, support, and fun programs where all families are respected and have access to high-quality locally-based resources.

Hubs shared that these relationships took time and effort to build and sustain. One Hub noted: *“Building a system requires developing relationships and relationships take time, energy, and flexibility. Plan to use more than you anticipate for all of three.”* Hubs also noted that staff turnover in their own and partner agencies could make it challenging to carry on relationships that had previously been established between individuals.

Several Hubs recommended putting the time in to support partners and their needs in order to foster collaborative relationships. For example:

Some wonderful lessons we have learned this year come mainly in the realm of supporting our community partners. We've seen this year the relationship with many of our partner organizations grow and strengthen. However we know widening our reach and bringing in new partners would allow us to serve even more of the parenting population in our county.

Hubs supported partners in multiple ways, including through co-sponsoring shared parenting education opportunities, shared professional development, supporting partners with marketing efforts, and others. Supporting one another contributed to stronger partnerships as well as higher quality community programs. One Hub shared:

We also learned the importance of offering training and resources to partners to ensure high-quality class offerings. Through our fidelity research study, we learned some agencies had staff teaching parenting classes who had not been trained in the curriculum and to better meet that fidelity guideline we offered a local curriculum training during June 2017 and will continue to make access to curriculum trainings easier for our partners.

Providing Access to Professional Development Leads to Higher-Quality Programming

The need for high-quality professional development opportunities for parenting education and child care staff was identified as an important lesson learned by many Hubs. As one Hub shared, *“The need for quality training and workshops outside of parenting classes is great.”* Another Hub reported: *“...we also learned that we need to institute more regularly scheduled ongoing training and support for both parenting educators and child care providers.”*

Not only was professional development identified as a need, Hubs that provided these opportunities shared the added impact they saw as a result of supporting their workforce. One Hub noted: *“Parents and practitioners who work with children and families can all benefit from education and professional development that is geared to supporting good outcomes for children.”* Following a Hub-hosted professional development conference, one Hub shared:

Participant feedback overwhelmingly spoke to the unique opportunity for networking and engaging with peers across family engagement. The speakers, facilitators, and workshop topics were well received, and evaluation feedback was universally positive as to the value of the content and the expertise of the facilitators.

Normalizing Parenting Education and Recruiting Families Requires Creativity

One of the aims of the OPEC initiative is to help establish participation in parenting education programs as a community norm. Each year of the initiative, OPEC Hubs and community partners share that their efforts to reduce stigma and normalize parenting education are progressing. Challenges to normalizing parenting education are ongoing, however, and these challenges have led to many lessons learned about recruiting families using innovative and creative approaches. As one Hub shared, *“We need to be creative and use technology in providing a variety of parenting education opportunities whether it be through class series, workshops, phone apps, newsletters, Facebook groups, blogging, Family Social Nights, etc.”* Another Hub noted that offering a variety of programs in order to appeal to diverse family needs was also critical to increasing participation: *“Flexibility and variety of curriculum is important as we look to expand to the rural communities in all three counties.”*

Hubs also noted numerous lessons related to **marketing of parenting education** offerings:

Quality marketing is paramount. The more we are able to get the word out on our classes through word of mouth and social media, the higher participant levels we see.

Another lesson learned was in formulating a streamlined process for advertising. There was no magical way of going about this. It truly was a trial and error process. However with innovation and diligent effort we are finally in a place where we can say that we know how to reach our parents. This of course will be an ongoing process as parent tend to change the way they access information as time passes.

On the recruitment front, [we are] piloting social media advertisement purchasing to reach our tech-savvy families. The first round drew several English-speaking families, but did not improve participation for the Spanish-speaking parents.

And finally, several Hubs shared that community champions served as critical partners in normalizing parenting education in their communities. As one Hub noted:

In order to expand into a new community, you need to have an individual trusted by the community assigned as the champion within the community, and the best way to do that is to find the leaders and get them on board.

Each Community has Different Strengths and Different Needs

As Hubs continued to expand programming efforts throughout their regions, several shared lessons learned related to recognizing the strengths of each community they served as well as understanding the unique challenges and needs that each community or region experienced related to parenting and parenting education. One Hub shared:

This was the first year of being a two-county Hub and with that comes growing pains. We have learned that while both counties have a lot of similarities, there are also a lot of different ways to approach parenting education and sometimes something that works in one place doesn't necessarily fit in another community. We have learned that we need to use the experts in both counties to ensure that the programming that is out there meets the needs of specific communities.

Other Hubs shared related lessons learned regarding working with specific groups of parents. For example, one Hub noted:

Working with a niche group such as fathers (all male caregivers) is different from a general population group and requires careful thought in how to approach and facilitate. [We] must recognize that parenting is different amongst "moms and dads," as well as teens, and that the approach to these groups needs to be done with those differences in mind. One size does not fit all.

And finally, another Hub shared the importance of working closely with community partners that have experience with culturally specific communities in order to best meet the needs of diverse families:

[Our partnerships] reinforced the importance of cultural and linguistic responsiveness in engaging families who have little knowledge and experience with supports that exist to help strengthen their existing knowledge of what it is to be a parent. Partnerships with community-based organizations that have depth of experience in working with one or more culturally specific communities is essential to engaging families who otherwise remain in the shadows of Oregon's many communities.

Take Time to Celebrate Successes – Large and Small

Through the successes and the challenges that have accompanied the OPEC initiative, several Hubs noted the importance of taking time to acknowledge and celebrate the successes along the way – both large and small. As one Hub shared: “Another important lesson has been to slow down, focus attention to celebrating successes, and always remember to think of ways to support other organizations in meeting their priorities.” Many Hubs noted that stories shared

from families participating in Hub family activities, community events, workshops, and parenting education series were a source of constant inspiration and affirmation of the value of their work.

Overall Progress

During 2016-2017, 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. To fully understand the growth and accomplishments made by Hubs in their region, it is important to understand the funding structure through which Hubs receive support from the OPEC initiative.

Prior to 2014-2015, all Hubs received \$90,000 for three years, with a step-down in funding to \$70,000 in the fourth year, \$50,000 in the fifth year, and an opportunity to continue funding at that level for an additional two years. Beginning in 2014-2015, a tiered funding model was introduced to determine the amount of base grant funding received by 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. Hubs have the opportunity to apply for this same level of base funding for a total of three years. By their fourth year of operation, there is expectation that Hubs will have had sufficient time to leverage funds from additional sources and thus funding from OPEC to support fourth-year operations is reduced by 25%. In their fifth year of operation, Hubs can apply for 50% of their initial base funding with the possibility of funding continuing at that level. In sum, the current funding model allows Hubs to receive baseline funding at \$90,000-\$110,000 for Years 1-3, a 25% step-down from base level funding for Year 4, and a 50% step-down from base level funding Year 5 and beyond. In Year 7, nine of the Hubs were fully funded and six Hubs were in step-down funding (50% of full funding).

Hubs that expand to support parenting education in additional counties have an opportunity to “reset the funding clock.” Upon receiving an expansion grant (e.g., a Hub shifting from serving a single county to serving two or more counties), a Hub is considered to be in their first year of operations and thus can begin the funding cycle again. During their first year as an expansion grant, Hubs also receive an additional \$10,000 to support expansion efforts.

In the following sections, we present an overview of the progress Hubs have made, sharing overall numbers in positive parenting capacity, organizational infrastructure, and community collaboration. For progress towards goals made by individual sites, see Appendix 5.

Positive Parenting Capacity

Since the beginning of the OPEC initiative in 2010, the overall number of parenting education programs implemented and the number of parents participating has increased. While much of this increase can be attributed to the increase in the number of new Hub sites (the initiative began with six Hubs in 2010 growing to 15 Hubs by 2016), collectively the Hubs continued to contribute to the overall growth and stability of an accessible and coordinated parenting education system.

Across all seven years of the OPEC initiative, the number of evidence-based parenting education series offered annually increased by 217%. Specifically, in 2010-2011, Hubs offered 48 OPEC funded parenting education series and 141 non-OPEC series across the state. In 2016-2017, this number had grown to 152 OPEC funded series and 162 non-OPEC series. In 2016-2017, 1,153 families participated in OPEC funded parenting education classes, an increase of 151%. In addition, families participated in 1,418 non-OPEC series, a decrease of 1% from the number of families participating in non-OPEC series in 2010-2011.

The number of family programs (workshops, parent support activities, and family activities) offered by Hubs annually has grown by 232% from 2010-2011 to 2016-2017. In the first year of the OPEC initiative (2010-2011), Hubs supported 1,004 family programs with this number growing to 3,335 programs in 2016-2017. In 2016-2017, the number of families reached through these programs was 83,032, which was a 157% increase compared with the number of participants reached in the first year of the initiative (32,295).

As evident in this report, 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, and family activities, Hubs also used home visiting as an approach to reaching families. Since 2010, there has been a 156% increase in the number of home visits reported by OPEC Hubs with 6,436 home visits reported in 2010-2011 and 12,626 reported in 2016-2017.

Hubs also 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 155%. For an overview of cumulative programming numbers, see Appendix 6.

Overwhelmingly, parents participating in the workshops and classes have reported being satisfied with their parenting education experiences. Approximately 97% of the parents

participating in class series and workshops said they found the information to be helpful. For the workshops, 96% of the parents reported that they would use the information presented. For the class series, 97% 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, including increased knowledge of child development and knowledge of parenting strategies. Parents also reported that they noticed significant positive change in their children's behavior following participation in parenting education series. For example, parents noted that children were more willing to follow limits and rules and got along better with others. Parents participating in the focus groups reinforced these findings, sharing that their participation in 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. About a third of the Hubs experienced some turnover in their leadership or coordination but were able to fill those positions by the next funding cycle. The highest turnover in staffing was among child care providers and facilitators trained to implement evidence-based parenting education curricula. This is attributed to the typically part-time nature of these positions.

Across the Hubs, 297 facilitators were trained using both OPEC and non-OPEC funds in 2016-2017 in a variety of evidence-based parenting education programs. Hubs continued to find ways to improve the quality of their existing facilitator training and support systems. As a result, a total of 595 sessions of professional development opportunities were offered for facilitators, organizational staff, and community partners. Across these sessions, a total of 398 facilitators, 371 organizational staff, and 3,579 community partners participated in at least one session.

In 2016-2017, the Hubs held 283 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 Hubs also involved their advisory groups in their strategic planning for the initiative.

Hubs were successful in leveraging \$2,294,688 in new funding and \$628,298 in-kind donations for a total of \$2,922,986 leveraged during the 2016-2017 program year. They have leveraged over \$20.9 million over the seven 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 healthcare providers (e.g., Coordinated Care Organizations), Early Learning Hubs, the Department of Human Services, and other agencies. Partners contributed to the OPEC initiative in a number of ways. Hubs reported that partners increasingly made referrals to parenting education programs, were critical in efforts to recruit parents and raise community awareness of parenting education, and served as partners on grant proposals. Partners also contributed to parenting education programming through multiple avenues, such as providing 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 2,713 parenting activities in their buildings, co-sponsoring 151 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 television announcements, newspaper ads, websites, and social media. For program recruitment and community awareness, Hubs reported over 15 million potential contact opportunities through various media strategies.

Oregon Parenting Education Collaborative

PROGRAMMING GRANT PROJECTS

2016-2017

OPEC Programming Grants support efforts related to the expansion of access to best practice parenting education programs as well as enhanced community partnerships. In past years, Programming Grants (also called Small Grants) aimed to increase parenting education programming for underserved populations. As in past years, some of the current Programming Grants were awarded to provide culturally responsive parenting education in non-Hub regions. In addition, Programming Grants were also awarded to grantees (non-Hubs and Hubs) to develop and expand partnerships between providers of parenting education and the healthcare community, including testing of models for delivery of programs through such partnerships. In 2016-2017, Programming Grant projects were in the first year of a three-year funding cycle.

Nine Programming Grants were awarded during this funding cycle. Four of these Programming Grants were awarded to non-Hub agencies. Black Parent Initiative and Self-Enhancement, Inc. received programming grants to support culturally-responsive parenting education programming in Multnomah County. Virginia Garcia Memorial Health Center and Youth Contact received programming grants to foster parenting education programs in healthcare settings in Washington County. Four Programming Grants were awarded to existing OPEC Hubs to support collaborative parenting education programming efforts with healthcare partners in their regions (Baker/Malheur/Wallowa; Central Oregon; Coos/Curry; Jackson/Josephine). Finally, one Hub received a Programming Grant to support evaluation of a community grown, research-based parenting program that encourages parent-child interaction as well as community building (Linn/Benton Hub).

Although the goals of each Programming Grant site varied, the primary focus across grants was high-quality implementation of evidence-based and culturally responsive parenting education programs for targeted or universal audiences in their communities. Because program implementation was the primary aim, implementation was the focus of each site's reporting requirements. Numbers throughout this report reflect efforts supported by Programming Grant funds. For OPEC Hubs with Programming Grants, numbers are only reflective of outcomes attributed to Programming Grant funds and not other OPEC funds that the Hub may have received.

The following is a synopsis of the Programming Grant projects' overall progress during 2016-2017. Programming Grant projects achieved the following:

- **Expanded the menu of parenting education programs offered by organizations using Programming Grant funding**
 - 21 Programming Grant funded parenting education series
 - 213 individual classes (15% in Spanish) reaching 190 parents and 166 youth
 - 13 family workshops including 123 parents and 127 youth
 - 33 parent support sessions serving 54 parents and 81 youth
 - 23 family activities with 2,165 adults and youth attending
 - 867 home visits with 64 new families and 89 new youth

- **Reached parents and children representative of universal and targeted audiences**
 - 52% were White/Caucasian, 27% were Hispanic/Latino, 1% were Native American, 16% were Black/African American, 1% were Asian/Pacific Islander, 3% were other/mixed ethnicity or did not specify ethnicity/race
 - 85% of participating parents reported having a child 0–6 years of age
69% were women, 30% were men, 1% did not specify gender
 - 56% were parenting with a partner, 36% were parenting by themselves, 8% did not specify parenting style
 - 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, SNAP/TANF)
 - 18% of parents reported being 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 behaviors, 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

- **Strengthened the capacity of their organizations and communities to implement and sustain parenting education efforts (Non-Hub grantees)¹**
 - Trained 43 new facilitators in parenting education curricula
 - Offered 36 sessions of professional development for facilitators and staff
 - Held 10 advisory group meetings
 - Identified sources for new funding and in-kind donations, leveraging \$23,490

- **Strengthened relationships and increased collaboration with community partners (Non-Hub grantees)¹**
 - Worked with community partners to market their parenting education programs to their communities and targeted clientele
 - Recruited through newspaper, radio, television, flyers, and social media outlets, reaching a combined total of 716,609 potential contacts
 - Reached an estimated 9,650 potential contacts through awareness campaigns with targeted messages on parenting topics
 - Partnered with schools to offer 78 programs in school facilities, and 47 additional programs co-sponsored by schools but held in other facilities in the community

COMPREHENSIVE 2016-2017 OUTCOMES

The Oregon Parenting Education Collaborative Logic Model includes three primary domains:

- Positive Parenting Capacity
- Organizational Capacity
- Community Collaboration

Projects funded by Programming Grants primarily focus on the first domain – *positive parenting capacity*. All Programming Grant sites (Hubs and non-Hubs) reported findings specifically related to how these grant funds have been used to support parenting education programming that aims to increase positive parenting capacity. Although not required, many Programming Grant sites also report findings and growth related to the other two domains of the OPEC Logic Model (*organizational capacity* and *community collaboration*) because these aspects of their work shed light on the sites’ capacity to deliver successful programming.

¹ The final goals (*strengthened organizational capacity* and *increased collaboration with community partners*) reflect efforts reported by the four Non-Hub programming grantees. Hub sites reported on these goals as well, but did not differentiate between OPEC funding sources (OPEC Hub grant versus OPEC Programming Grant) so these data are presented in the Hub Summary section of this report.

In this section of the report, findings from all Programming Grant sites (Hubs and non-Hubs) are reported related to *positive parenting capacity* to describe the specific “value-added” to each organization by the grant. Findings on *organizational capacity* and *community collaboration* are only reported for the four non-Hub Programming Grantees. For Hubs that received Programming Grant funds, outcomes related to the second two domains are reported in the Hub Summary report.

POSITIVE PARENTING CAPACITY

Increasing positive parenting capacity among parents is the key objective of the OPEC initiative as well as the major target of Programming Grant projects. Programming Grants sites achieve this through targeted programming efforts. The following lists each Programming Grant organization and describes their funded programs:

OPEC Hubs with Programming Grants

Building Healthy Families (Enterprise; Wallowa/Baker/Malheur Hub)

To address three current needs/gaps in services through collaboration and expansion of services by providing parenting education opportunities to high-risk families not connected to services, families not receiving adequate resources for school readiness, and universal families.

Family Resource Center of Central Oregon (Bend; Central Oregon Hub)

To expand partnerships with the healthcare community in the tri-county region of Central Oregon and to extend parenting education services, particularly for the underserved Latino families in Crook and Deschutes counties.

Linn-Benton Community College (Albany; Linn/Benton Hub)

To address gaps in services by providing universal parent-child parenting education classes for rural families with babies. In addition, programming grant funds supported an ongoing evaluation of the “Live and Learn” parenting education model.

Southern Oregon Child and Family Council, Inc. (Central Point; Jackson/Josephine Hub)

For programming expansion in collaboration with all Jackson and Josephine counties’ coordinated care organizations to provide evidence-based parenting education to underserved parent populations.

Southwestern Oregon Community College (Coos Bay; Coos/Curry Hub)

To establish a strong partnership with the Pathways to Positive Parenting Hub and local coordinated care organizations (AllCare and Western Oregon Advanced Health); to develop

a well-established connection between parenting education and health providers' environments and patients.

Programming Grant Organizations that are not OPEC Hubs

Black Parent Initiative (Portland)

To provide culturally-specific parenting education to promote healthy birth and family outcomes for Black families, using *Parents as Teachers* as the curriculum.

Self Enhancement, Inc. (Portland)

To provide a 20-week parenting class using trauma-informed best practices curriculum designed to provide participants with the skills needed for effective parenting.

Virginia Garcia Memorial Health Center (Cornelius)

To support expansion of the parenting education program, *Padres con Iniciativa*, offering evidence-based services that promote strong families and healthy early child development and reduce risk factors for child neglect and abuse for at-risk Latina parents and their families.

Youth Contact (Hillsboro)

To provide five *Nurturing Parenting* programs, including two long-term series, one mid-range option, and two single-session workshops, with an emphasis on reaching parents and caregivers who have children with special needs and/or other health concerns.

Parenting Education Activities

OPEC Programming Grant projects served families through a variety of programming opportunities in 2016-2017. Programming results include information about the types of programs in which parents participated, their experiences with the programs, and the impacts seen 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 that were supported by Programming Grant funding.

Parenting Education Series

Parenting education series are multi-week programs using a specific curriculum. Series typically include weekly classes for a period of 7-12 weeks, depending on the curriculum. Series conducted using OPEC funds are evidence-based and targeted to parents of children ages 0-6. As part of their parenting education menu, some Programming Grants (particularly those that

are also OPEC Hubs) also offer other series that are funded through other resources, the OPEC Hub initiative, or are conducted by partner organizations. However, for the purpose of this report, only parenting education programs funded by Programming Grant funds are included in this section. Table 1 lists the parenting education series that were conducted using Programming Grant funds.

Table 1

Parent Education Series using Programming Grant Funds in 2016-2017

Activity	Description	Total
Programming Grant Parenting Education Series	Parenting Series Completed	21
	Parenting Classes	213
	Parents Attended At Least One Class	316
	Parents Attended – Average	190
	Parents Attended 70% or More	180
	Children/Youth Attended ¹	166
	Contact Opportunities (parents & youth)	3,548

¹ Children/Youth may have participated in on-site child care or in a separate child-focused program provided by organizations specifically for families attending the parenting series.

Total Series

During 2016-2017, Programming Grant projects completed a total of 21 Programming Grant funded parenting education series, totaling 213 individual classes. Of the 21 series funded by Programming Grants, 85% (181) were in English, and 15% (32) were in Spanish. Table 2 includes the number of Programming Grant series conducted at each site in 2016-2017.

Table 2

Parenting Education Series using Programming Grant Funds by Site

	Programming Grant Series
Building Healthy Families	2
Family Resource Center of Central Oregon	1
Linn-Benton Community College	1
Self Enhancement, Inc.	4
Southern Oregon Child and Family Council, Inc.	8

Continued on next page

Table 2 (continued)

Parenting Education Series using Programming Grant Funds by Site

	Programming Grant Series
Southwestern Oregon Community College	2
Youth Contact	3
Total	21

Note: Black Parent Initiative did not conduct parenting education series as part of their grant. Virginia Garcia Memorial Health Center started several series in Quarter 4, but the series did not end within the grant year and will therefore be reported in next year's report.

Curricula Used

Programming Grant projects used a variety of parenting education curricula during the year. Table 3 includes the number of series offered in each curriculum for Programming Grant series.

Table 3

Curricula used for Parenting Education Series

	Programming Grant Series
<i>Nurturing Parenting</i>	11
<i>Parenting Now!</i>	4
<i>Make Parenting A Pleasure</i>	2
<i>Abriendo Puertas</i>	2
Other	2

Nurturing Parenting was the most commonly used curricula in 2016-2017, followed by *Parenting Now!*, *Make Parenting A Pleasure*, and *Abriendo Puertas*. Other curricula used for Programming Grant series included *Nurturing Fathers* (1) and *Live & Learn with Your Baby* (1). For a list of curricula used by each site, see Appendix 2.

Series Participation

When reporting the number of parents served, the online reporting system allows Programming Grant sites to report on class attendance in several ways, including average participation, participation in at least one class, and participation in 70% or more classes in a series.

Average participation: Rather than tracking individual parents and children across time, parent participation has been collected in aggregate form, which reflects the *average* number of participants who attended over the length of the series. An average of 190 parents attended Programming Grant funded parenting education series in 2016-2017. There were 166 children

and youth who came with their parents for Programming Grant series. Children/youth may have participated in on-site child care or in a separate child-focused program provided by organizations specifically for families attending the parenting series. Table 4 displays the average number of parents and youth attending 2016-2017 Programming Grant series by site.

Table 4

Parents and Children/Youth Attending Programming Grant Funded Series by Site

	Parents	Children/Youth	Total
Building Healthy Families	9	12	21
Family Resource Center of Central Oregon	9	12	21
Linn-Benton Community College	4	4	8
Self Enhancement, Inc.	55	37	92
Southern Oregon Child and Family Council, Inc.	58	63	121
Southwestern Oregon Community College	19	10	29
Youth Contact	36	28	64
Total	190	166	356

Participation in at least one class: In contrast to the average number of parents attending a series, ‘Parents Attending at Least One Class,’ represents the total number of parents with whom the site had contact at least once during a series. A total of 316 parents attended at least one class in Programming Grant series in 2016-2017.

Participation in 70% or more classes in a series: ‘Parents Attending 70% or More’ is the number of parents who completed the majority of classes in a series. In 2016-2017, approximately 57% of parents participating in Programming Grant funded parenting education series completed 70% or more of the series.

Programming Grant sites use a number of best practices to improve the retention rates of families participating in series. Best practices may include choosing locations convenient to families (e.g., local schools, churches, community organizations, or supporting families in their own homes through home visits), providing on-site child care, serving family meals, providing transportation, and offering series at no cost or low cost to families. Despite these best practices, many barriers exist that can make it challenging for families to complete a series. Table 5 displays the retention rate, the number of parents attending at least one class, and the number of parents attending 70% or more of the classes in 2016-2017 Programming Grant funded series by site.

Table 5

Retention of Parents for Programming Grant Funded Series by Site

	Attended At Least 1	Attended 70% or More	Retention
Building Healthy Families	11	8	73%
Family Resource Center of Central Oregon	18	9	50%
Linn-Benton Community College	6	5	83%
Self Enhancement, Inc.	83	55	66%
Southern Oregon Child and Family Council, Inc.	107	58	54%
Southwestern Oregon Community College	34	19	56%
Youth Contact	57	26	46%
Total All Programming Grants	316	180	57%

Programming Grant programs had a total of 3,548 contact opportunities through Programming Grant funded series during 2016-2017. Contact opportunities are the total number of contacts (with both parents and youth) that organizations made 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 then added together. This reflects the number of touch points the organization had with individuals over the course of all parenting education series.

Family Programs

OPEC Programming Grant sites offer a variety of family programs as part of their parenting education menu. Family programs include parent workshops, parent support activities, and family activities/events. These events help parents and children build relationships with the organization and program staff as well as connect families with 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 multi-session, evidence-based series that are known to have the greatest impact on parenting behaviors.

In 2016-2017, Programming Grant projects held a total of 69 family programs using Programming Grant Funds, reaching 2,550 parents and children. Table 6 displays the number of workshops, parent support activities, and family activities using Programming Grant funds as well as the number of parents and children/youth reached through these activities.

Table 6

Family Programs using Programming Grant Funds in 2016-2017

Activity	Description	Total
Parent Workshops	Number of Workshops	13
	Parents Attended	123
	Children/Youth Attended	127
Parent Support Activities	Number of Sessions	33
	Parents Attended	54
	Children/Youth Attended	81
Family Activities	Number of Activities	23
	People Attended	2,165

Parent Workshops

Parent workshops include one-time events covering special topics or guest speaker presentations. During 2016-2017, 13 workshops were reported by five Programming Grant sites. A total of 123 parents and 127 children attended workshops during the year. Workshops focused on a variety of topics, including: *Cultural Literacy, Darkness to Light, Hope for Mothers, Parent University 101, Effective Parenting, Internet Safety, Sibling Rivalry and Temper Tantrums, Sign Language, Toddler Talk, Vroom and Brain Development, WIC Parent Workshops, and Nurturing Parenting Workshop.*

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 2016-2017 year, four Programming Grant sites reported 33 parent support activities. Examples of these activities included *ABC Music & Me, Autism Support Group, Cultivating Culture, Healthy Beginnings Screenings, parent cafés, parent nights, parent support groups,* and

story times. Approximately 54 parents and 81 children and youth participated in these parent support activities, for a total of 135 participants.

Family Activities

Family activities are one-time social, recreational, or educational events that sites plan, sponsor, facilitate, and/or attend as part of their overall parenting education and outreach goals. During the 2016-2017 year, five Programming Grant sites sponsored a total of 237 family activities using Programming Grant funding. Approximately 2,165 adults and youth participated in these family activities. Examples of family activities included: *health fairs (Wellness Fair, Spring Into Wellness Health Fair)*, *community fairs and events (e.g., Family Connect Fair, Resource Community Fair, La Pine Fall Festival, Bend Open Streets)*, *family outings and field trips (BPI Family Outing, Oak Park Field Trip)*, *family fun nights (e.g., Middle School STEM night)*, *cultural events (e.g., Mexican Independence Day Celebration)*, and *Head Start Parent Night*.

Table 7 displays the number of workshops, parent support activities, and family activities using Programming Grant funding by site.

Table 7

Family Programs using Programming Grant Funds by Site

	Workshops	Parent Support Activities	Family Activities	Total
Black Parent Initiative	0	4	0	4
Building Healthy Families	4	24	8	36
Family Resource Center of Central Oregon	1	0	0	1
Linn-Benton Community College	0	2	0	2
Self Enhancement, Inc.	0	0	7	7
Southern Oregon Child and Family Council, Inc.	0	0	4	4
Southwestern Oregon Community College	4	3	1	8
Virginia Garcia Memorial Health Center	2	0	3	5
Youth Contact	2	0	0	2
Total	13	33	23	69

Home Visitation

Home visitation provides parenting education information to parents through a one-on-one approach in their own home, typically while their children are present. 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 resource referrals or case management. For the purpose of this report, home visits have been divided into two categories based on funding source(s) and type:

- *Programming Grant Home Visits* are visits that include a particular parenting education component or curricula, and were funded by Programming Grant funds or a combination of Programming Grant and other funding.
- *Non-Curricula Home Visits* are visits that are primarily for case management and did not include parenting education as the primary purpose of the visit. These could include the provision of basic needs such as food, diapers, transportation vouchers, and resource referral. *Non-Curricula Home Visits* reported here used Programming Grant funds.

Home visits were conducted by four of the Programming Grant sites during 2016-2017. Overall, Programming Grant organizations conducted a total of 867 home visits using Programming Grant funding, serving 64 new families and 89 new youth. Six percent of the home visits conducted by Programming Grant sites used a combination of funding from Healthy Families Oregon and Programming Grant funds.

Table 8

Home Visitation

Activity	Description	Total
Home Visits	Number of Home Visits	867
	Total New Families	64
	Total New Children/Youth	89

Curricula used during home visits included: *Active Parenting*, *Creative Curriculum*, *Growing Great Kids*, *Nurturing Parenting*, *Make Parenting A Pleasure*, *Abriendo Puertas/Opening Doors*, *Together We Can*, and *Parents as Teachers*. Table 9 displays the number of home visits and total families and youth reached through home visitation in the two categories.

Table 9

Programming Grant and Non-Curricula Home Visits, 2016-2017

Programming Grant Home Visits			
	Total Home Visits	Total Families	Total Youth
Black Parent Initiative	481	14	14
Building Healthy Families	289	7	15
Self Enhancement, Inc.	26	7	4
Virginia Garcia Memorial Health Center	28	17	34
Total	824	45	67
Non-Curricula Home Visits using Programming Grant Funds			
	Total Home Visits	Total Families	Total Youth
Building Healthy Families	39	17	19
Virginia Garcia Memorial Health Center	4	2	3
Total	43	19	22

Demographics of Parents

Programming Grant projects use a multipronged approach to reach families. This approach includes providing parenting education opportunities (e.g., class series, family activities) that are open to all families in a given community or county as well as offering parenting education opportunities that support families from specific backgrounds or with specific needs (e.g., culturally-specific parenting education, parenting education for parents of children with special needs or health challenges). Demographic data from the Parenting Skills Ladder (PSL) and Parenting Workshop Evaluation (PWE) describe the families who participated in programs offered using Programming Grant funds. PSL and PWE data were reported by seven of the nine Programming Grant sites. Of the 146 participants who completed surveys between July 2016 to June 2017:

- 69% were women, 30% were men, 1% did not specify gender
- 52% were White/Caucasian, 27% were Hispanic/Latino, 1% were Native American, 16% were Black/African American, 1% were Asian/Pacific Islander, 3% were other/mixed ethnicity or did not specify ethnicity/race
- 56% were parenting with a partner, 36% were parenting by themselves, 8% did not specify parenting style

- The age range for class participants was between 21 and 60². The average parent was 35 years
- Parents reported a total of 306 children aged 0-18 years, with an average of two children per household
- 86% of participating parents reported having at least one child between 0–6 years of age³

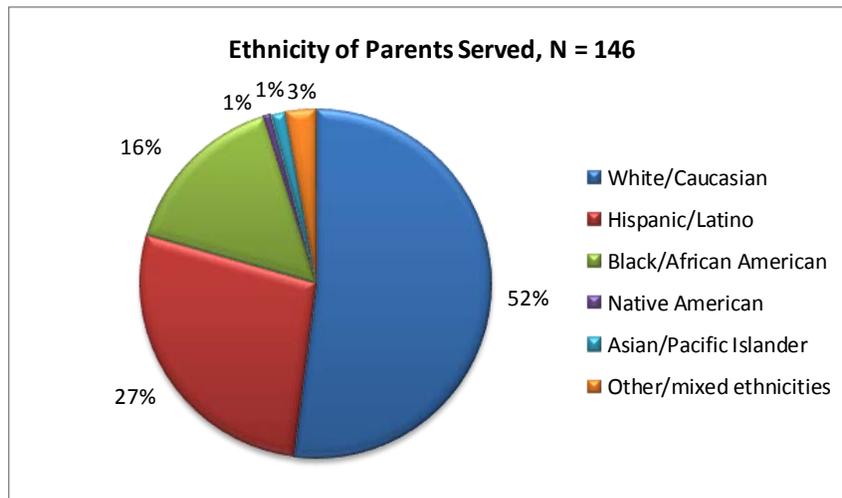


Figure 1

Parents participating in Programming Grant funded programs reported living in nine counties in Oregon. Table 10 displays the number and percent of parents completing the surveys that resided in each county.

Table 10

Number and Percent of Parents Living in each County, N = 146

County	Number	Percent
Baker County	2	1%
Benton County	5	4%
Coos County	14	10%
Deschutes County	18	12%
Jackson County	16	11%
Josephine County	34	23%
Multnomah County	23	16%
Wallowa County	9	6%
Washington County	25	17%

² Parents are the target audience for class series and workshops. However, participants may include other community members including school-age students.

³ See Appendix 7 for list of percentage of parents reporting children age 0-6 by site.

Community resources that are available to low-income families can be used as a proxy for determining whether families served by Programming Grant sites are at or near the poverty level. This includes Women, Infants, and Children (WIC), the Oregon Health Plan, free or reduced-price school meals, or SNAP/TANF (Supplemental Nutrition Assistance Program/Temporary Assistance for Needy Families)⁴. Families who reported receiving at least one of these services were assumed to be a low-income household.

Of the 146 participants who completed the community resource portion of a Parenting Skills Ladder or Parenting Workshop Evaluation in 2016-2017, 73% (107) indicated that they use one or more community services available to low-income families. Looking separately at each community resource designated for low-income households, 62% of families used the Oregon Health Plan, 40% of families reported receiving WIC benefits, 32% reported receiving SNAP/TANF, and 26% of parents reported that their school-age child received free or reduced lunches. Approximately 3% (5) of the total participants reported receiving all four of these services. Table 11 lists the percentage of families at each site who reported that they receive at least one low-income service.

Table 11

Percentage (Number) of Families Served who Receive at Least One Low-Income Service by Site, N = 146

	Percentage (N)
Building Healthy Families	86% (18)
Family Resource Center of Central Oregon	62% (150)
Linn-Benton Community College	79% (106)
Self Enhancement, Inc.	84% (26)
Southwestern Oregon Community College	59% (125)
Southern Oregon Child and Family Council, Inc.	78% (151)
Youth Contact	56% (45)
Total	73% (107)

Note: Demographic data not available for Black Parent Initiative and Virginia Garcia Memorial Health Center.

⁴ 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. Supplemental Nutrition Assistance Program (SNAP; formerly called Food Stamp Program) and Temporary Assistance for Needy Families (TANF) cash assistance are available to families at or below 130 percent of the poverty level.

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

- 55% had children enrolled in public schools
- 53% accessed public libraries
- 45% used community recreational facilities or parks
- 20% had children in child care
- 34% had children enrolled in Head Start
- 18% used family/community resource centers
- 18% were involved with the Department of Human Services, Child Welfare
- 13% used Early Head Start/Even Start/Early Intervention
- 8% used Healthy Families/Healthy Start
- 1% used tribal services
- 1% accessed relief nurseries

Parenting Education Evaluation and Outcomes

Evaluation data were collected to assess parent and child outcomes associated with participation in parenting series as well as parenting workshops. Data were collected using two measures: 1) the Parenting Skills Ladder (PSL) for parenting education series and 2) the Parent Workshop Evaluation (PWE) for single event or short-term workshops (four or fewer classes). Data included attendance rates, whether participants considered the information helpful and useful, whether they would recommend classes or workshops to others, and parent perceptions of change in their parenting knowledge and skills as well as changes in their children's behavior. For families participating in parenting education series, PSL data was collected at the end of each series and thus data are representative of families who remained in a series through completion, but may not be representative of families who started, but did not complete a series.

A total of 138 PSLs were completed by parents participating in programs funded by Programming Grants. The majority of parenting education programs funded by Programming Grants were evidence-based series and home visits, therefore PSLs were the primary means of collecting data from participants in these programs. There was not a sufficient number of Parent Workshop Evaluations completed by participants in Programming Grant funded workshops to report results, therefore the following section provides information only from the Parenting Skills Ladders.

Parenting Education Series

Parent Satisfaction

Of the 138 Parenting Skills Ladders completed, 98% of participants reported that the information and resources in the class series or home visits were somewhat or very helpful. In addition, 99% of the parents responded that they were likely to recommend the class series 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 90% ($n = 121$) self-reporting that they attended all or almost all of the sessions.

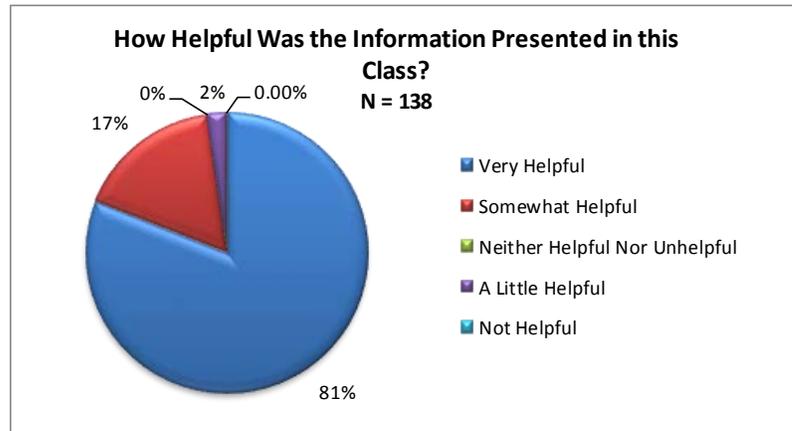


Figure 2

Analysis of the open-ended questions on the PSL supported the quantitative data, which suggested that the vast majority of participants who completed Programming Grant parenting education series were satisfied with the parenting classes they attended. There were several themes that emerged from parents' open-ended comments, which focused on the connections parents formed with other families, increased knowledge of parenting and child development, learning new parenting strategies (enhanced communication skills), and improvements in their child(ren)'s behaviors as a result of participation.

Many parents shared that participating in parenting classes led to an increase in social support. By connecting with other families, parents were able to build new relationships, share parenting challenges, brainstorm strategies, and receive feedback from one another. This was especially true for parents who had children with special needs or other health challenges who noted that they had few opportunities to connect with others to share their experiences. Parents reported that they appreciated the non-judgmental and open discussions offered as part of each class. Several parents expressed that sharing their parenting experiences with other families during classes helped them realize that they were not alone. 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 and completed parenting series were overwhelmingly satisfied with their experiences. Some parents did make specific suggestions for improvement of future series. A significant number of families recommended offering longer series or ongoing ways to participate in parenting education. Families also requested more opportunities for parents to interact with one another during classes as well as additional opportunities to practice the skills they were learning. A few parents mentioned that they would recommend newer videos for class series that used video-based curricula. Others mentioned they would appreciate more time spent discussing challenges related to older children.

Parent and Child Outcomes

The Parenting Skills Ladder (PSL) also asked parents to report on changes in parenting skills and child behaviors. A total of 138 PSLs were completed by parents participating in parenting education programming funded by Programming Grants.

Parent Outcomes

The retrospective *t*-test design revealed significant improvement in parenting skills across all items. The skills in which parents reported the most improvement following participation in a parenting class were *talking with other parents to share experiences, finding positive ways to guide and discipline my child(ren), listening to my children to understand their feelings, and understanding my goals and values as a parent*. Other parenting skills that parents reported improvements in after participation were: *setting and sticking to reasonable limits and rules, knowing normal behavior for my child(ren)'s age level, dealing with the day-to-day stresses of parenting, knowing fun activities to help my child(ren) learn, and helping my child(ren) feel good about themselves*. Although the improvements for the items *showing my child(ren) love and affection frequently, playing with my child(ren) frequently, and protecting my child(ren) from unsafe conditions* were significant, they showed lower levels of improvement. This is not surprising since parents rated these items highly “Before Participation” leaving less room for improvement “After Participation.” Table 12 displays the before and after participation average ratings for each parenting item on the PSL.

Table 12

Parenting Skills Before and After Participation

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	4.6	5.4***

continued on next page

Table 12 (continued)

Parenting Skills Before and After Participation

Parenting Skills	Before Participation	After Participation
Listen to my child(ren) to understand their feelings	3.7	5.2***
Help my child(ren) feel good about themselves	4.1	5.1***
Set and stick to reasonable limits and rules	3.3	4.7***
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	5.1***
Play with my child(ren) frequently	4.1	5.0***
Protect my child(ren) from unsafe conditions	4.9	5.5***
Talk with other parents to share experiences	3.1	4.8***
Deal with the day-to-day stresses of parenting	3.3	4.7***
Understand my goals and values as a parent	3.7	5.2***

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, $p < 0.05$. $N = 138$.

Overall, parents indicated that participation in series impacted their parenting skills and strategies in many different ways. Specifically, parents mentioned growth in their own parenting skills related to increased patience, decreased stress, feeling more calm and relaxed, having better listening skills, and being more understanding of their child's emotions and needs. Parents shared that they had gained knowledge related to child development, including understanding developmental milestones and what to expect from their child at different ages and stages. Parents also noted that they learned new strategies to support their children's growth and development as well as to manage challenging behaviors. Parents who completed series also reported that participation led to changes in their family relationships, including spending more quality time with their children.

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. Following participation in a class, the most improved child skill was being *willing to follow limits and rules*.

Table 13

Child Skills Before and After Participation

Child Skills	Before Participation	After Participation
Shows concern for others	3.7	4.8***
Willing to follow limits and rules	3.3	4.5***
Gets along with others	4.1	5.0***

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, $p < 0.05$. $N = 138$.

In the open-ended responses, parents also reported on how participation in parenting classes resulted in increased quality time with their child(ren) and how participation impacted their child(ren)'s behaviors. Some examples included improved behavior and listening skills, being better able to follow the rules, and increased patience and happiness among children. Other parents reported that their child was more responsive, affectionate, and loving as a result of their participation in the parenting series.

Parents noted that communication with their child had improved as a result of the series. Additionally, participants reported that their children felt more loved by their parents. Finally, parents shared that an additional benefit of the parenting classes was that through participation in child care offered by Programming Grant organizations, their child was able to engage in new learning activities, practice social skills, and make new friends.

To learn more from families, parent focus groups were conducted in 2016-2017 with 20 parents in three of the Hub and Programming Grant regions. One focus group was conducted in Spanish and two were conducted 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 PSL, saying that their participation in the parenting series was beneficial for their family. Parents reported positive changes in their parenting skills 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 parenting outcomes from the focus groups, see Appendix 3.

Positive Parenting Capacity Summary

As mentioned, the main objective of the OPEC initiative is increasing positive parenting capacity. Programming Grant sites used 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 using Programming Grant funding offered rich curricula options and a variety of avenues for parents to gain information and develop positive parenting skills. This included:

- 21 Programming Grant funded parenting education series
- 213 individual classes (15% in Spanish) reaching 190 parents and 166 youth
- 13 family workshops including 123 parents and 127 youth
- 33 parent support sessions serving 54 parents and 81 youth
- 23 family activities with 2,165 adults and youth attending
- 867 home visits with 64 new families and 89 new youth

Parents participating in the workshops and class series reported that they were satisfied with their experiences and would recommend the class(es)/workshop to others. Overall, parents participating in parenting series reported that they had experienced significant improvement in their parenting skills. Parents participating in parenting education 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

The main goal of the Programming Grant program is to support positive parenting capacity and parenting education programming through providing direct parenting education services, however, a strong infrastructure can help enhance the organizations' ability to implement effective parenting education programming.

Organizational capacity for OPEC Hubs sites that received Programming Grants was reported in the Hub Summary section of this report, therefore, the following section provides organizational capacity outcomes for only the four non-Hub Programming Grant sites: Black Parent Initiative, Self Enhancement, Inc., Virginia Garcia Memorial Health Center, and Youth Contact. These non-Hub Programming Grant sites were not required to report on all indicators of organizational infrastructure; however, most sites chose to provide some information about outcomes and growth in this area, including trainings offered to facilitators and staff, advisory group participation, and resources leveraged.

Organizational Capacity Activities

Non-Hub Programming Grant organizations reported several ways that 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 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 2016-2017, non-Hub Programming Grant sites used Programming Grant funds to train additional facilitators for their organization. Table 14 displays the number of facilitators trained using Programming Grant funds and the number of facilitators trained from other funding sources.

Table 14

Facilitators Trained in 2016-2017

Activity	Description	Total
Facilitators Trained In Parenting Education Curricula	Programming Grant Facilitators Trained	15
	Other Facilitators Trained	28
	Total Facilitators Trained	43

During 2016-2017, Programming Grant programs trained a total of 43 facilitators, with 35% trained using Programming Grant funds. Table 15 displays the number of facilitators trained by each site during 2016-2017.

Table 15

Facilitators Trained by Site in 2016-2017

	Programming Grant Facilitators	Other Facilitators	Total
Black Parent Initiative	2	0	2
Self Enhancement, Inc.	4	17	21
Virginia Garcia Memorial Health Center	5	0	5
Youth Contact	4	11	15

Table 16 lists the curricula facilitators were trained in during 2016-2017 as well as the number of facilitators who were trained in English and Spanish.

Table 16

Curriculum Training in 2016-2017

	Programming Grant Funded	Other Funded	Total
<i>Nurturing Parenting</i>	6	16	22
<i>Parents As Teachers</i>	2	12	14
<i>Make Parenting A Pleasure</i>	2	0	2
<i>Abriendo Puertas</i>	1	0	1
<i>Parenting Now!</i>	0	0	0
Trained in English	14	28	86
Trained in Spanish	1	0	44
Total Facilitators Trained	15	28	43

In 2016-2017, facilitators were trained in many of the same parenting education curricula, whether they were trained under Programming Grants or other funds. The curriculum in which facilitators were most frequently trained was *Nurturing Parenting*, followed by *Parents As Teachers*, *Make Parenting A Pleasure*, and *Abriendo Puertas*. Curricula reported as “Other” for non-Hub Programming Grant sites were *Nurturing Hope* and *Active Parenting*.

Professional Development Opportunities

In addition to curriculum training, Programming Grant sites also reported professional development opportunities for their staff and facilitators. During 2016-2017, Programming Grant programs increased their capacity by making 32 sessions of professional development training opportunities accessible to facilitators and four sessions available to staff members. Table 17 displays the number of sessions and the number of facilitators and staff members who attended those sessions.

Table 17

Professional Development for Facilitators, Staff, and Partners in 2016-2017

Activity	Description	Total
Training for Facilitators	Number of Sessions	32
	Number of Facilitators Attended	42
Training for Staff	Number of Sessions	4
	Number of Staff Attended	14
Training for Community Partners	Number of Sessions	3
	Number of Staff Attended	2

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 by non-Hub Programming Grant sites for facilitators included *Assertive Engagement*, *Pyramids of Power-BPI Model*, *Sign Language for Early Literacy*, *Teaching Race to Children and Adolescents*, and *Using the Vroom Program to Support Family Engagement* as well as attendance at numerous conferences (*Family Education Engagement Conference*, *Annual OPEC Grantee Conference*, *OPEC Parenting Educators Conference*). Table 18 lists the number of sessions and facilitators trained by each site.

Table 18

Facilitator Support Training by Site in 2016-2017

	Number of Sessions*	Facilitators Attended
Black Parent Initiative	10	25
Self Enhancement, Inc.	4	5
Virginia Garcia Memorial Health Center	15	8
Youth Contact	3	4

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

Non-Hub Programming Grant sites also offered professional development training for non-facilitator OPEC staff. Examples of training that other OPEC staff attended this year included *BPI*

Collaborative Learning Session and the *SEI Model*. Table 19 lists the number of sessions and staff trained by each site.

Table 19

Staff Training by Site in 2016-2017

	Number of Sessions*	Staff Attended
Black Parent Initiative	3	11
Self Enhancement, Inc.	1	3
Virginia Garcia Memorial Health Center	0	0
Youth Contact	0	0

*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

Several Programming Grant sites have their own or engage with other advisory groups to assist in determining priorities, meeting goals and objectives, and providing a degree of oversight for fiscal and other management operations. Programming Grant staff members may also represent their organization on other advisory boards or councils in their communities.

Table 20

Advisory Board Meetings and Attendance in 2016-2017

Activity	Description	Total
Advisory Meetings	Advisory Board Meetings	10
	Attendance at Advisory Board Meetings	49
	Number of Other Advisory Board Meetings Attended by Organization Staff	82

Non-Hub Programming Grant programs held a total of 10 advisory board meetings in 2016-2017. Advisory boards provided guidance on a variety of topics related to the program initiatives, overall organization, and sustainability planning. Items addressed at advisory meetings included the following: *parenting education opportunities, recruitment of families to parenting programs, kindergarten readiness, and community collaboration related to parenting education and family engagement.*

Organizational staff from non-Hub Programming Grant organizations also participated in other advisory groups or councils within their community. Other advisory boards attended included: *Early Learning Hub committee meetings (Multnomah County and Washington County), Home*

Visiting Communities of Practice, Parent Advisory Council Meetings, Social Venture Partners Community Education Worker Project, Early Learning Team Meetings, Public Library Committee Meetings, Behavioral Health Providers Board Meetings, School District Meetings, and others.

Sustainability and Resources Leveraged

Resources leveraged are an indicator of increased capacity beyond Programming Grant funding. Non-Hub Programming 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 time⁵.

Table 21

Funds Leveraged in 2016-2017

Activity	Description	Total
Funds Leveraged	Funds Leveraged	\$19,399
	In-Kind Leveraged	\$4,091
	Total Leveraged	\$23,490

Three of the four non-Hub Programming Grant organizations reported leveraging additional funds during their first year. During 2016-2017, Programming Grant programs leveraged a total of \$23,490 in new funding and in-kind donations, with 83% from funds/donations and 17% from in-kind support. Examples of organizations that provided funds in the form of grants, contracts, or cash donations to Programming Grant sites included: Early Learning Hubs, OPEC Hubs serving their counties, and foundations (e.g., Storms Family Foundation).

In-kind donations also reflect the collaborative relationships that help to bolster the initiative. Community partners are key contributors of in-kind support. Other types of in-kind donations reported by non-Hub Programming Grant sites included the donation of space as well as staff time and resources spent recruiting families for participation. In-kind donations were provided by healthcare partners (e.g., Tuality Health Alliance) as well as school district partners (e.g.,

⁵ 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 \$24.15 for 2016.

Sherwood School District, Beaverton School District). Table 22 displays the total funds and in-kind donations leveraged by Programming Grant sites in 2016-2017.

Table 22

Total Resources Leverages by Site in 2016-2017

	Funds Leveraged	In-Kind Leveraged	Total
Black Parent Initiative	\$0	\$0	\$0
Self Enhancement, Inc.	\$13,399	\$0	\$13,399
Virginia Garcia Memorial Health Center	\$6,000	\$0	\$6,000
Youth Contact	\$0	\$4,091	\$4,091
Total	\$19,399	\$4,091	\$23,490

Organizational Infrastructure Summary

Non-Hub Programming Grant projects used an array of approaches to strengthen the capacity of their organizations and communities to implement and sustain parenting education efforts in 2016-2017. To accomplish this, Programming Grant sites:

- Trained 43 new facilitators in parenting education curricula
- Offered 36 sessions of professional development for facilitators and staff
- Held 10 advisory group meetings
- Identified sources for new funding and in-kind donations, leveraging \$23,490

COMMUNITY COLLABORATION

Supporting their goal of providing direct services to targeted parenting audiences, many non-Hub Programming Grant organizations reported engaging community partners in their efforts to implement parenting education programs. Non-Hub Programming Grant sites were not required to report on all of their community collaboration endeavors. The vast majority, however, chose to provide some information about these efforts, including their strategies to market and promote parenting education and to offer programs in collaboration with schools and community partners. Since community collaboration for sites that had both a Programming Grant and OPEC Hub grant was reported in the Hub Summary section of this report, the following section provides community capacity outcomes for only the non-Hub Programming Grant sites (Black Parent Initiative, Self Enhancement, Inc., Virginia Garcia Memorial Health Center, and Youth Contact) unless otherwise noted.

Community Capacity Activities

In 2016-2017, Programming 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

Programming Grant programs used multiple strategies to publicize their parenting education opportunities in order to recruit parents and promote their programs in 2016-2017. Sites reported an estimated 716,609 potential contacts with these strategies this year. The most frequently used methods were website posts 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 Programming Grant site communities specifically for programs funded by Programming Grants.

Table 23

Program Recruitment and Promotion in 2016-2017

Type of Media	Total	People Reached
Organization newsletter	19	29,627
Newspaper articles	1	100
Radio spots	1	1,000
Website	64	337,035
Other organizations' newsletters (non-school)	5	750
Calendars distributed	3	27
Flyers distributed (non-school)	31	6,550
Community bulletin board postings	24	470
Presentations to civic organizations/agencies	18	810
Social Media (Facebook, blogs, etc.)	404	334,440
Other*	15	5,800
Total	585	716,609

*Other included phone calls to parents and families and family education blog posts.

Community Awareness

In addition to their efforts to recruit parents to specific program opportunities, three of the non-Hub Programming Grant sites used a number of 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. Programming Grant programs reached an estimated 9,650 potential contacts through these campaigns in 2016-2017. The

most frequently used methods of message delivery included social media, organization website, and other means, such as email campaigns and the Vroom app. Some messages promoted by Programming Grant projects in 2016-2017 included: *Parenting Education Awareness*, *Vroom Brain Building*, and *Pinwheels for Prevention*. 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 2016-2017

Type of Media	Total	People Reached
Hub/Organization newsletter	1	100
Website	3	1,000
Calendars distributed	25	150
Flyers distributed (non-school)	1	200
Social Media (Facebook, blogs, etc.)	6	3,200
Other*	1	5,000
Total	37	9,650

*Other included advertisements at local movie theaters, the Vroom app, Vroom tip cards and postcards; pinwheel gardens and vases, and MailChimp email campaigns.

Community Collaboration Summary

Collaborative partners are instrumental in building a comprehensive system that can meet the unique needs of families in the communities served by OPEC funded organizations through sharing their expertise and resources. Successful collaboration leads to a common vision, shared ownership, and a reduction in the fragmentation of services in communities. To achieve this level of collaboration, Programming Grant programs devoted time to marketing messages related to 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, flyers, and social media outlets, reaching a combined total of 716,609 potential contacts
- Awareness campaigns with targeted messages on parenting topics reaching an estimated 9,650 potential contacts
- Collaboration with a variety of sectors, including schools and school districts, healthcare providers, faith-based organizations, social services (e.g., Department of Human Services), correctional departments, child care providers, and local businesses

OVERALL 2016-2017 SUMMARY

Challenges

Along with the many successes shared, both Hub and non-Hub Programming Grant organizations reported that they experienced challenges related to their Programming Grant efforts. Many of these challenges mirrored those shared by Hubs in the Hub Summary Report, but organizations also experienced unique challenges as well given the diverse nature of their Programming Grant projects. The following is a summary of the overall challenges faced by the Programming Grant projects during 2016-2017.

Staffing and Increasing Staffing Capacity: Several Programming Grant organizations shared that securing funding to support the staff and capacity required to meet community needs was an ongoing challenge along with providing support and professional development to foster critical skills in staff. With high rates of turnover, finding qualified staff to support high-quality programming for children and families was imperative to each program's success. One organization shared:

[Our] parenting program faced the loss of the parenting educator. This loss meant the cancellation of all the parenting classes and parenting events until we successfully recruited, hired, and trained her replacement. It was a challenge due to the lack of qualified applicants with the skills needed for the program.

Another organization noted:

We continue to experience staffing needs, though that need has mostly shifted from the need to be able to financially support additional staff to the need to ensure that we are able to find, recruit, and train staff that will be effective in serving the needs of our participants.

Organizations noted how important it was to tackle challenges with staffing as they found themselves balancing limited capacity with a growing need for parenting education programs in their communities. One organization shared: *"As our partnerships and capacity grow, the level of need for youth and family services in these areas continues to grow as well and the need continues to outpace the current level of available funding to meet that need."*

Recruitment and Retention of Families: Recruiting families for participation in parenting education series continues to be a challenge for many organizations. One organization shared: *"Despite all the recruitment and outreach efforts as outlined above, the program still faces the challenge of getting more parents to participate in the program."* Other organizations shared

that despite using best practices for recruitment and retention, they had continued to experience challenges. One organization shared that these challenges were heightened in rural communities where they were offering programming for the first time:

The Lebanon Live and Learn with Baby was cancelled after week two due to low enrollment. Although multiple strategies were employed to promote the class we were unable to attract enough families to hold the class. We plan on offering the class again [in] the fall.

Another Hub shared it was especially hard to reach parents of children with special needs and/or health challenges in their region:

Recruitment for the Nurturing Hope class was very challenging. We used our typical methods which included emails and flyers to community partners, flyers to schools, Facebook and blog posts, and we also utilized our new healthcare partnerships with Tuality Health Alliance and the Hillsboro Pediatric Clinic. Both organizations helped us with recruitment by identifying patients with special needs/health challenges and referring them to our classes. Despite these efforts, our numbers remain low.

Meeting Child Care Needs for Families who Have Children with Special Needs: Providing high-quality child care opportunities is one of the strategies that OPEC funded organizations use to recruit families for programs. One organization using OPEC Programming Grant funds to support parenting education series for parents who have children with special needs found that children in this community needed a greater number of trained staff to support high-quality child care efforts.

Due to the high needs and attention of these specific children, a smaller child/facilitator ratio is needed to ensure successful implementation of the curriculum. It will likely benefit us in the future to train and schedule more child care facilitators to allow for a higher number of families to attend classes in the future.

Expanding Community Relationships and Increasing Referrals: Relationships with community partners were identified as critical to increasing awareness of parenting education programs for families. One organization shared:

Both the program manager and the parenting educator realize that they have to be more involved in the community and actively participate [in] meetings where key partners are participating. Time and other commitments ha[ve] been some of the challenges for the participation.

Enhancing relationships with partners was seen to be beneficial for numerous reasons, including better collaboration as well as improved referrals between partner agencies. Taking the time to educate partners about parenting education programs was an area one organization noted as being both a challenge, but also essential: *“Although the program has been promoted, the number of referrals has not been as expected, therefore more investment must be made in working with providers and the teams to support referrals to parent classes.”*

Expanding Evaluation to Move Toward Evidence-Based Models: OPEC Programming Grant funds can be used to support evidence-based parenting education programs as well as parenting education programs that may not be evidence-based, but that are culturally-responsive and have shown promise. Several of the Programming Grant organizations were using their funds to support specific culturally-responsive programs with evidence of promise in their communities. These organizations expressed the need for expanded evaluation support to build the evidence base for their programs. One grantee shared:

One of the next steps in the growth and development of our parent education and early childhood services is the process of intentional program evaluation. One of [our] goals is to have all of our service delivery models evaluated to generate data that demonstrates the effectiveness of the work that we do. The ultimate goal in this process is to have our service delivery model become an evidence-based model.

Ongoing data collection is required as part of the OPEC initiative and grantees have used these data to expand evaluation of their programs.

Delays in Programming Grant Projects: Programming Grant organizations experienced delays in their Programming Grant projects for numerous reasons associated with their specific projects. One organization, for example, experienced delays related to the development of their online database, which slowed progress related to rolling out the new system. Another organization experienced a gap in parenting education staffing, which temporarily put their programming on hold as they sought to recruit and train a new parenting educator.

Lessons Learned

At the end of the grant year, Programming Grant organizations were asked to share the lessons they had learned over the year and advice they would offer to other organizations working with children and families. The following are the overarching lessons learned that were shared by the grantees.

Parenting Education Continues to be a Community Need. Programming Grant organizations universally noted the value of providing parenting education classes for families in their communities for parents with children of all ages. One grantee shared:

The community needs parenting classes of any kind. Many Latino parents have expressed a need of this resource. Parents of youth are concerned about the emotional and physical changes their children are going through and [are] looking for answers to those questions through parenting classes target[ed] to this specific age.

Professional Development is Essential for High-Quality Programming. Several grantees noted the value of investing in the professional development and mentorship of their staff in order to ensure high-quality programming for children and families. One organization shared, *“Encouraging and providing avenues for professional growth is the best incentive we can offer our facilitators. We are continually grateful for the professionalism and commitment facilitators make to our parenting education programs.”*

Relationships are Foundational to this Work. Mention of relationships emerged repeatedly in the lessons learned shared by Programming Grant organizations. Relationships with families as well as among staff and community partners were identified as critical to building and sustaining parenting education efforts. One organization shared:

[We have] been fortunate to learn so much from the young Black families that we serve. Although transformation appears to be slow when working with people intensively over time, we have found that it is the depth of these relationships that are formed through time together that makes the difference in parents/families' lives. The most prominent aspect of this transformation appears when parents start to show the confidence and self-efficacy they have gained through their hard work to overcome challenges and discover the best ways they can be most responsive to their children. It is when the parents are no longer defined and controlled by the intergenerational trauma and present toxic stress that is a major part of the Black American experience (moving toward optimal health), that they begin to clearly demonstrate the boundless potential they have as parents, nurturers, and creative people.

Another organization shared that the relationships they built with community partners were integral to effectively supporting families, noting: *“Continued community collaboration strengthens the services we offer to parents.”* Working closely with community partners also helped organizations build upon one another’s strengths and knowledge of the community to be able to share lessons learned and have greater collective impact:

We have found that connecting with families from diverse backgrounds requires additional efforts when dealing with a class with a new target population (e.g., parents of children with health concerns). Targeting sites and advocacy groups where our population is already actively engaged, with material that is culturally specific and relevant, has been very effective this spring and is something we will continue to develop.

Change Takes Time. Many organizations noted that change comes in small steps and that lasting and sustainable change takes time. One organization shared, *“Take small steps to help parents feel safe and encouraged.”* Another shared:

A second lesson learned has been the many opportunities to make small steps toward collective impact on behalf of families, and the value of being intentional about seeking to identify collective impact opportunities in all encounters within and outside the organization. Taking the time and energy to identify potential opportunities for connections and coordination in the moment, and building organizational capacity to promote and follow up on opportunities has been particularly fruitful.”

And finally, a third organization shared:

One of the biggest lessons that we learned through this past year was that we must work with our funders to deliver programming that allows us to work with smaller caseloads for longer amounts of time.

These lessons learned reflect the thoughtful approach programming grantees have taken to support parenting education programming. In summary, the nine programming grant organizations (four non-Hub organizations and five OPEC Hubs) have:

- increased the availability of parenting education programs for families in Oregon
- served a diverse group of parents through universal and targeted parenting classes
- offered culturally-responsive and culturally-specific parenting education programs
- supported parents of children with special needs and health challenges
- expanded evaluation efforts for culturally-specific, culturally-responsive, and community-based programs that have shown promise
- strengthened relationships between the OPEC network and healthcare partners

As each organization shared, programming grants have significantly enhanced their ability to support the mission and vision of OPEC to normalize and increase access to high-quality parenting education for all families.

Oregon Parenting Education Collaborative

INDIVIDUAL SITE REPORTS

This section contains Individual Site Reports for each Hub and Programming Grant site for the July 1, 2016 – June 30, 2017 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 year are included for Hubs and by quarter for Programming Grant projects since they are in their first year of funding.
- The narrative sections of the reports, including Lessons Learned and Plans for 2016-2017, 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 site staff.
- Strengths and Challenges were compiled by the OSU team for each site based on data from the 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 site, when available.
- Results from the Parenting Skills Ladder, a parenting assessment completed by participants in class series, and quotes from participants are included for each site.

PARENTING EDUCATION HUBS

<u>Hub</u>	<u>Organization Name</u>	<u>Page</u>
Central Oregon*	Parenting Education Hub of Central Oregon	128
Clackamas County	Clackamas Parenting Together	134
Clatsop/Columbia/Tillamook	Northwest Parenting	140
Columbia Gorge	Columbia Gorge Parenting Education Program	148
Coos/Curry*	Pathways to Positive Parenting	154
Douglas County	Take Root	163
Jackson/Josephine*	The Family Connection	169
Lane County	LaneKids	175
Linn/Benton*	Parenting Success Network	181
Marion County	Marion and Polk Early Learning, Inc.	188
Polk County	Mid-Valley Parenting of Polk County	195
Siskiyou County	Siskiyou Parenting Hub Project	201
Umatilla/Morrow/Union	Union-Umatilla-Morrow Parent Education Collaborative	207
Wallowa/Baker/Malheur*	Northeast Oregon Parent Education Hub	213
Washington County	Parenting Together Washington County	219

*Hub was also a *Programming Grant recipient in 2016-2017.*

Continued on next page

PROGRAMMING GRANT PROJECTS

<u>Programming Grant</u>	<u>Organization Name</u>	<u>Page</u>
Black Parent Initiative	Black Parent Initiative	225
Self Enhancement, Inc.	Self Enhancement, Inc.	230
Virginia Garcia	Virginia Garcia Memorial Health Center	236
Youth Contact	Youth Contact	241

Mission: Working together to build a network of proven parenting programs, information, and support for Central Oregon families

Vision: Bright, healthy futures for our children through parenting education

Dee Ann Lewis
Executive Director
deeannl@frconline.org
541.389.5468

Kim Pitts
Program Coordinator
kimp@frconline.org
541.389.5468

**Family Resource Center
of Central Oregon**
1130 NW Harriman, Suite B
Bend, OR 97701

PROGRAMMING OVERVIEW

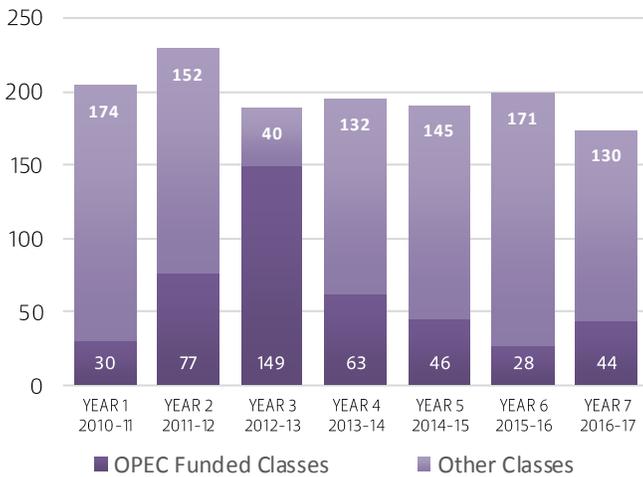
ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL *
OPEC Funded Parenting Education Series	Parenting Series Completed	5	45
	Parenting Classes	44	437
	Parents Attended At Least One Class	68	*
	Parents Attended—Average	45	446
	Parents Attended 70% or More	45	405
	Children/Youth Attended	37	326
	Contact Opportunities (parents & youth)	745	7,578
Other Parenting Education Series	Parenting Series Completed	13	106
	Parenting Classes	130	944
	Parents Attended At Least One Class	198	*
	Parents Attended—Average	108	956
	Parents Attended 70% or More	105	892
	Children/Youth Attended	51	522
	Contact Opportunities (parents & youth)	1,535	13,327
Parent Workshops	Number of Sessions	32	224
	Parents Attended	3,553	22,424
	Children/Youth Attended	10	3,342
Parent Support Activities	Number of Sessions	1,248	6,653
	Parents Attended	15,188	74,047
	Children/Youth Attended	17,424	81,063
Home Visits	Number of Home Visits	6,914	47,074
	Total New Families	707	4,097
	Total New Children	525	3,856
Family Activities	Number of Activities	13	161
	People Attended	3,043	30,157

*Cumulative totals from 2010-2017; *Parents Attended At Least One Class* was a new field in 2015-2016, therefore cumulative results not available.

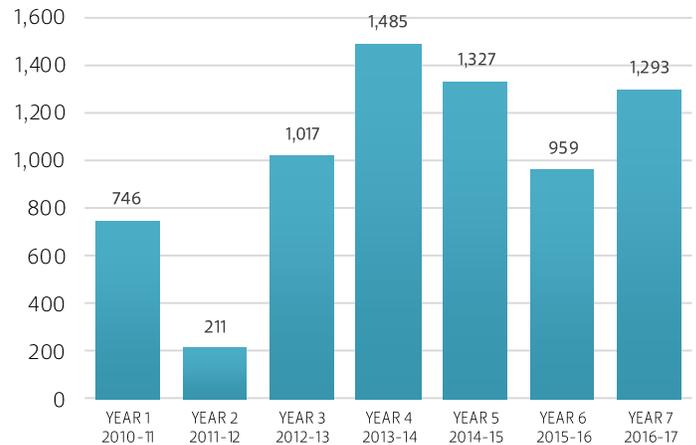


SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES [NUMBER OF CLASSES]

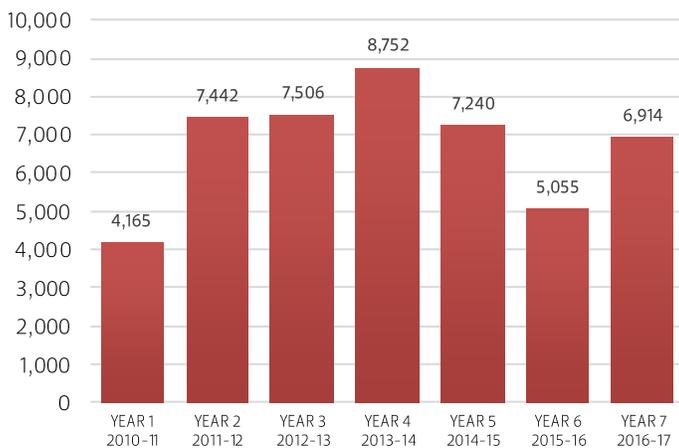


FAMILY PROGRAMS [WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

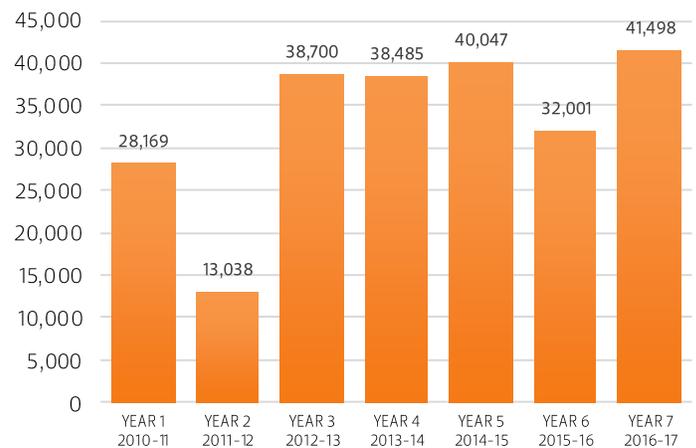


HOME VISITS & TOTAL CONTACTS

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.



ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL*
Facilitators Trained in Curricula	OPEC Facilitators Trained	14	60
	Other Facilitators Trained	0	100
Funds Leveraged	Funds Leveraged	\$224,230	\$1,649,699
	In-Kind Leveraged	\$314,026	\$1,072,738
	Total Leveraged	\$538,256	\$2,722,437
Advisory Meetings	Number of Meetings	52	217
Professional Development	Professional Development Sessions for Facilitators	4	138
	Professional Development Sessions for OPEC Staff	6	239
Programs with Schools	Programs Held in School Facilities	97	1,300
	Additional Programs in Collaboration with Schools	1	33

*Cumulative totals from 2010-2017.



DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES AND WORKSHOPS]

GENDER	
59%	Women
35%	Men
6%	Did not specify

RACE/ETHNICITY	
81%	White/Caucasian
12%	Hispanic/Latino
1%	Black/African American
1%	Asian/Pacific Islander
2%	Native American
3%	Other/Did not specify

242
parents

446
children

CHILDREN	
0-18	Age range
6	Average age
19%	Age 0-6 years
2	Children per family

COUNTY	
42%	Deschutes County
54%	Crook County
4%	Jefferson County

PARENT AGE	
16-87	Age range
34	Average age

PARENTING STYLE	
61%	With partner
24%	By themselves
15%	Did not specify

LOW INCOME STATUS	
62%	Use at least one resource for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)



PARENT & CHILD SKILLS

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	4.7	5.6***
Listen to my child(ren) to understand their feelings	3.7	5.3***
Help my child(ren) feel good about themselves	4.0	5.3***
Set and stick to reasonable limits and rules	3.4	5.0***
Know fun activities to help my child(ren) learn	3.6	5.1***
Find positive ways to guide and discipline my child(ren)	3.5	5.2***
Play with my child(ren) frequently	3.5	4.5***
Protect my child(ren) from unsafe conditions	4.9	5.6***
Talk with other parents to share experiences	2.8	4.2***
Deal with the day-to-day stresses of parenting	3.4	5.0***
Understand my goals and values as a parent	3.6	5.3***



The retrospective t-test design revealed **significant improvement in parenting skills on starred items.**



The retrospective t-test design revealed **significant improvement in child skills on starred items.**

CHILD SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.5	4.5***
Willing to follow limits and rules	3.3	4.7***
Gets along with others	4.0	5.0***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 121$.



PARENT SATISFACTION

PARENTING EDUCATION SERIES

100%

of parents reported that the class series was somewhat or very helpful

96%

of parents reported they would recommend the class series to others

PARENTING WORKSHOPS

93%

of parents reported that the workshop was somewhat or very helpful

92%

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



QUOTES

[FROM PROGRAM PARTICIPANTS]



I am more patient and kind.



I am so much more calm and confident because I understand what is normal.



I have better ideas about behaviors and what I can do as a parent to model and teach.



We are making great headway on growing closer as a family.



I've learned to be more patient and to make sure my expectations are age appropriate.



STRENGTHS

Securing a full-time Vista volunteer
Flexibility and teamwork among staff
New funding to support a development position for the agency
Renewed and expanding relationships with Warm Springs Indian Reservation

Website calendar used more frequently by regional partners
Increased referrals
Enhanced partnership with medical community through programming grant
Hearing from parents about the benefits of their experiences with parenting education



CHALLENGES

Finding and hiring qualified child care providers
Capacity and time for innovation
Making timely website updates
Staff transitions in partner agencies

The high number of meetings required for collaborative work
Weather-related delays in class schedules
Detrimental impacts of the political climate on Latino families



LESSONS LEARNED

OPEC Hub

Building a system requires developing relationships and relationships take time, energy, and flexibility. Plan to use more than you anticipate of all three.



Programming Grant

Keep looking for opportunities to build connections.

Take small steps to help parents feel safe and encouraged.

Learn something new about the culture of the families you want to serve.

The narrative sections of this report, including Lessons Learned and Plans for 2017-2018, were written by OPEC Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



PLANS FOR 2017-2018

OPEC Hub

Continue to use Vroom as an outreach tool.

Increase collaborative efforts.

Diversify program menu.

Provide one regional training of trainers.

Increase instructor support.

Update child care training, support, and activities.

Reprint the Parenting Resource Guide.

Programming Grant

Continue to use Vroom as an outreach tool.

Develop existing partner relationships to serve additional families.

Create additional partnerships with new health care or medical providers.

Provide Family Fun Activities regionally.

Provide resource bags to health clinics and doctor/dental offices.



Mission: 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.

Vision: Every family confident, every child thriving, every community healthy—built on the foundation of parent education and support.

Rodney Cook
Director
rodcoo@co.clackamas.or.us
503.650.5677

Chelsea Hamilton
OPEC Hub Coordinator
chamilton@co.clackamas.or.us
503.367.9116

**Clackamas County Children,
Youth & Families Division**
2051 Kaen Road
Oregon City, OR 97045

PROGRAMMING OVERVIEW

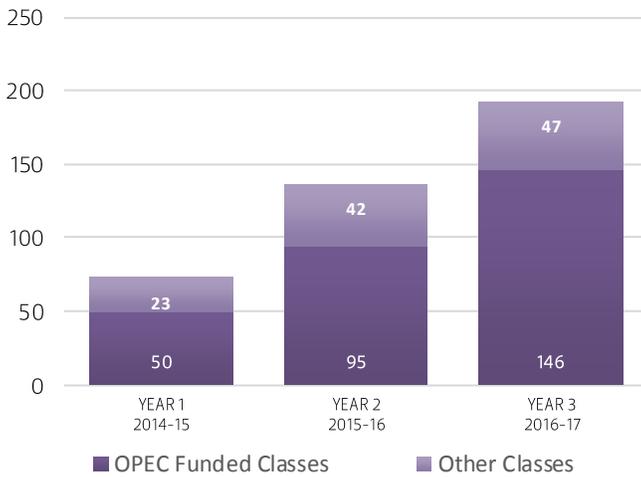
ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL *
OPEC Funded Parenting Education Series	Parenting Series Completed	16	30
	Parenting Classes	146	291
	Parents Attended At Least One Class	238	*
	Parents Attended—Average	141	259
	Parents Attended 70% or More	129	242
	Children/Youth Attended	147	311
	Contact Opportunities (parents & youth)	2,503	5,456
Other Parenting Education Series	Parenting Series Completed	4	10
	Parenting Classes	47	112
	Parents Attended At Least One Class	136	*
	Parents Attended—Average	45	111
	Parents Attended 70% or More	34	95
	Children/Youth Attended	34	93
	Contact Opportunities (parents & youth)	846	2,207
Parent Workshops	Number of Sessions	12	26
	Parents Attended	212	407
	Children/Youth Attended	177	399
Parent Support Activities	Number of Sessions	41	236
	Parents Attended	226	1,462
	Children/Youth Attended	341	3,453
Home Visits	Number of Home Visits	1,540	1,540
	Total New Families	278	278
	Total New Children	510	510
Family Activities	Number of Activities	6	8
	People Attended	1,542	1,798

*Cumulative totals from 2014-2017; *Parents Attended At Least One Class* was a new field in 2015-2016, therefore cumulative results not available.

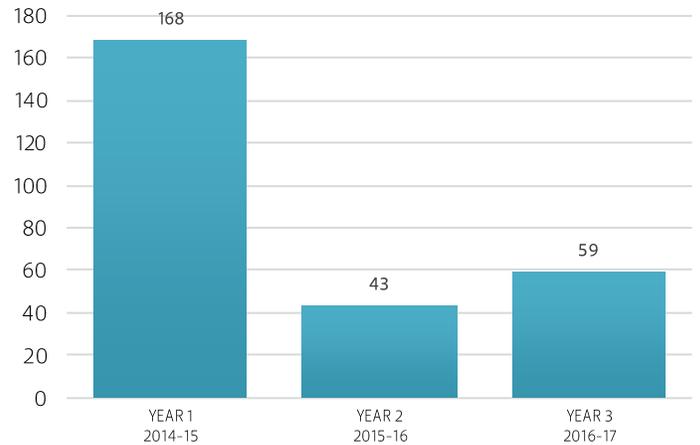


SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES [NUMBER OF CLASSES]

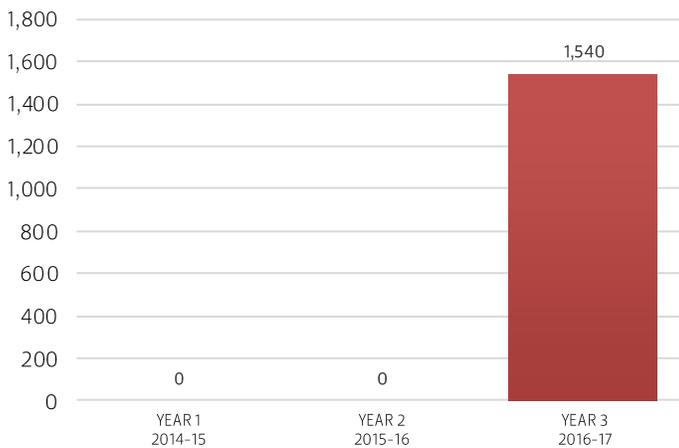


FAMILY PROGRAMS [WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

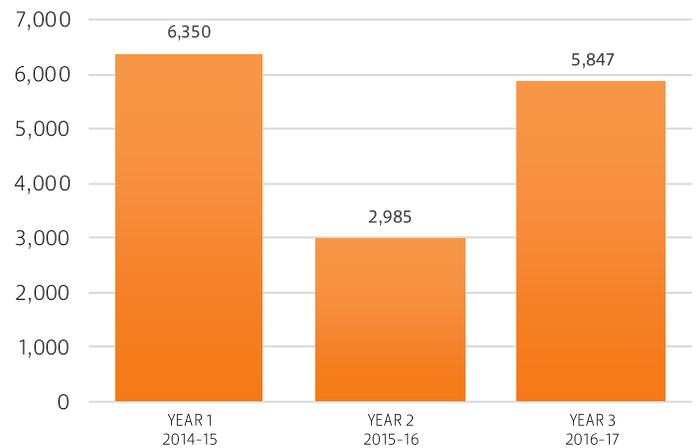


HOME VISITS & TOTAL CONTACTS

HOME VISITS



TOTAL CONTACTS



Note: The Clackamas Hub elected to start reporting home visitation to the OPEC system in January 2017. Even though it is not reflected in the chart above, home visitation may have been happening in their region in previous years.

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.



ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL*
Facilitators Trained in Curricula	OPEC Facilitators Trained	24	42
	Other Facilitators Trained	6	7
Funds Leveraged	Funds Leveraged	\$36,345	\$229,345
	In-Kind Leveraged	\$17,472	\$23,568
	Total Leveraged	\$53,817	\$252,913
Advisory Meetings	Number of Meetings	9	34
Professional Development	Professional Development Sessions for Facilitators	7	11
	Professional Development Sessions for OPEC Staff	25	39
Programs with Schools	Programs Held in School Facilities	45	108
	Additional Programs in Collaboration with Schools	0	0

*Cumulative totals from 2014-2017.



DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES AND WORKSHOPS]

GENDER	
69%	Women
28%	Men
3%	Did not specify

RACE/ETHNICITY	
68%	White/Caucasian
20%	Hispanic/Latino
1%	Black/African American
3%	Asian/Pacific Islander
1%	Native American
7%	Other/Did not specify

155	parents
350	children

CHILDREN	
0-18	Age range
6	Average age
20%	Age 0-6 years
2	Children per family

COUNTY	
100%	Clackamas County

PARENT AGE	
17-68	Age range
35	Average age

PARENTING STYLE	
74%	With partner
17%	By themselves
9%	Did not specify

LOW INCOME STATUS	
65%	Use at least one resource for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)



PARENT & CHILD SKILLS

PARENTING SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.2	5.0***
Show my child(ren) love and affection frequently	4.5	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	5.2***
Set and stick to reasonable limits and rules	3.2	4.9***
Know fun activities to help my child(ren) learn	3.6	5.1***
Find positive ways to guide and discipline my child(ren)	3.2	5.1***
Play with my child(ren) frequently	3.8	5.1***
Protect my child(ren) from unsafe conditions	4.7	5.5***
Talk with other parents to share experiences	3.3	5.2***
Deal with the day-to-day stresses of parenting	3.3	5.0***
Understand my goals and values as a parent	3.8	5.4***



The retrospective t-test design revealed **significant improvement in parenting skills on starred items.**



The retrospective t-test design revealed **significant improvement in child skills on starred items.**

CHILD SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.5	4.6***
Willing to follow limits and rules	2.9	4.3***
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, $p < 0.05$. $N = 122$.



PARENT SATISFACTION

PARENTING EDUCATION SERIES

98%

of parents reported that the class series was somewhat or very helpful

99%

of parents reported they would recommend the class series to others

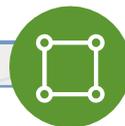
PARENTING WORKSHOPS

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



QUOTES

[FROM PROGRAM PARTICIPANTS]



I am more confident as a parent.



I step back more before I react. I also try to be present more and stop what I am doing when my children need me.



Before this class when my daughter would misbehave, I would make her sit in the corner and not explain why. Now I explain the reasoning and give a reasonable "time out."



I pay more attention to my responses and think before I act.



My children are so much happier now. They can see the changes and it is great!



STRENGTHS

Establishing Parenting Education Coordinator position has clarified the role of the Hub for partners

New parenting website, newsletter, and Facebook page

Increased the numbers of trained facilitators in evidence-based curricula

Strong advisory committee in partnership with Early Learning Hub

Creation of and involvement in advisory subcommittees

Increased referrals from community partners to website

High attendance in summer “Play & Learn” program

Expanded menu of parenting education offerings in the community

Community learning library



CHALLENGES

Building relationships with Family Resource Centers to help support referrals and collaboration

Strengthening connections with health care partners, such as local clinics and pediatricians

Time consuming to keep calendar and Facebook page up-to-date

High registrations, but low turnouts for summer classes

Coordinating efforts across organizations to reduce duplication



LESSONS LEARNED



Some wonderful lessons we have learned this year come mainly in the realm of supporting our community partners. Being a hub that works to partner with community organizations rather than do direct service work ourselves has many benefits, but also some challenges. We have seen this year the relationship with many of our partner organizations grow and strengthen. However, we know widening our reach and bringing in new partners would allow us to serve even more of the parenting population in Clackamas County. This year we learned the importance of timelines and supporting agencies to successfully roll out class series. For many parents, the timing of a class is the key to their participation. We know that supporting partner agencies to host classes during ideal months of the year is extremely important in class success. We have to be aware of our timelines on funding to ensure we can support agencies on ideal timelines for parents.

continued on next page

The narrative sections of this report, including Lessons Learned and Plans for 2017-2018, were written by OPEC Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



LESSONS LEARNED

[CONTINUED]



We also learned the importance of offering training and resources to partners to ensure high-quality class offerings. Through our fidelity research study we learned some agencies had staff teaching parenting classes who had not been trained in the curriculum and to better meet that fidelity guideline we offered a local curriculum training during June 2017 and will continue to make access to curriculum trainings easier for our partners.

We have learned about assisting in marketing efforts for smaller partner agencies. Our recent parenting professional training included a detailed discussion on marketing at a large and small level. We helped partners develop attractive flyers and discuss ways to promote programs that reach families outside of their own agency. We will continue to provide support to partner organizations and keep a dialogue open about promotional needs to ensure parenting class series are meeting ideal registration numbers.



PLANS FOR 2017-2018



Our Notice of Funding Opportunity for 2017-18 is currently open and we are accepting applications from partners. We are offering one year-long opportunity instead of two smaller grants as was the 2016-2017 format. This year the feedback we received from partners is they would like to plan a full year of parenting classes. It would help with budget and also marketing. This will also help with the timelines of funding on our end, making sure we do not end up trying to finalize signatures during the middle of an epic January snow storm! Completing contract documents during the summer months will allow partners to offer classes anytime during the fall, winter, or spring – choosing the best schedule for their families. We are looking forward to a variety of parenting class options being offered from multiple agencies during all times of the 2017-2018 year.

In the coming year, we will continue with many of our successful partnerships and large events to increase community awareness of Clackamas Parenting Together (CPT) and de-stigmatize parenting education by making it relevant and always present. We plan to continue to strengthen partnerships with the Early Learning Hub and Home Visiting programs as well as develop better connections with WIC. Re-vamping our parent advisory committee and including parents on our Clackamas County Early Childhood Committee (CCECC serves as the CPT Advisory Committee) will also be a priority.

Finally we hope to see all parenting class series be successful next year. This year we had an organization that twice had to cancel a parenting class due to low enrollment (less than three families). Although most of our partners have been successful filling parenting education classes (thanks to the website, online marketing, and partnerships with local P-3 committees), the goal for next year will be to fill 100% of the classes in order to be successful in serving families.

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

Vision: Caring communities, prepared parents, thriving children!

Clatsop County: Darcy Rose Cronin, 503.325.8673, ext 3

Columbia County: Julianne Cullen, 503.556.3736

Tillamook County: Jill VanSant, 503.842.8201, ext 276

Clatsop Juvenile Department

800 Exchange, Suite 200

Astoria, OR 97103

PROGRAMMING OVERVIEW

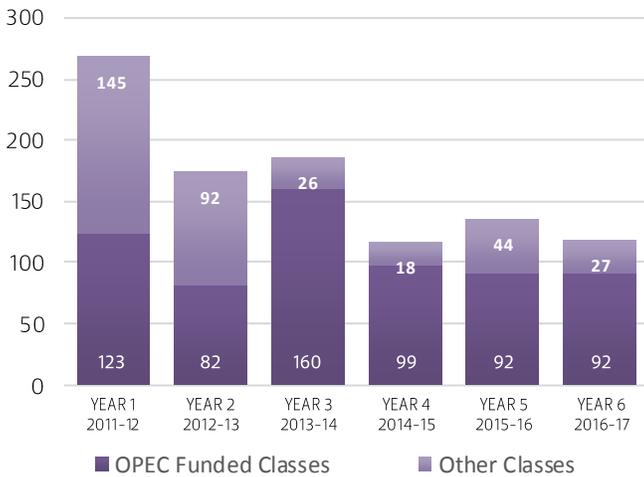
ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL *
OPEC Funded Parenting Education Series	Parenting Series Completed	7	56
	Parenting Classes	92	648
	Parents Attended At Least One Class	74	*
	Parents Attended—Average	59	503
	Parents Attended 70% or More	58	452
	Children/Youth Attended	50	369
	Contact Opportunities (parents & youth)	1,463	10,127
Other Parenting Education Series	Parenting Series Completed	3	42
	Parenting Classes	27	352
	Parents Attended At Least One Class	21	*
	Parents Attended—Average	17	550
	Parents Attended 70% or More	16	488
	Children/Youth Attended	1	110
	Contact Opportunities (parents & youth)	168	4,885
Parent Workshops	Number of Sessions	11	123
	Parents Attended	258	3,372
	Children/Youth Attended	98	2,103
Parent Support Activities	Number of Sessions	12	106
	Parents Attended	15	452
	Children/Youth Attended	22	500
Home Visits	Number of Home Visits	1,007	2,900
	Total New Families	52	160
	Total New Children	49	204
Family Activities	Number of Activities	11	61
	People Attended	2,020	8,863

*Cumulative totals from 2011-2017; *Parents Attended At Least One Class* was a new field in 2015-2016, therefore cumulative results not available.

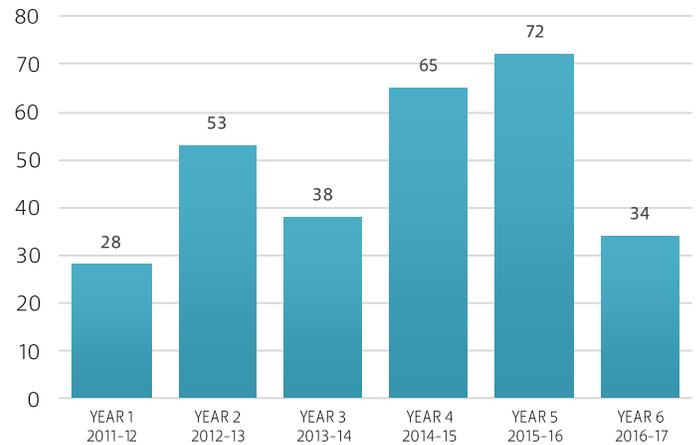


SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES [NUMBER OF CLASSES]

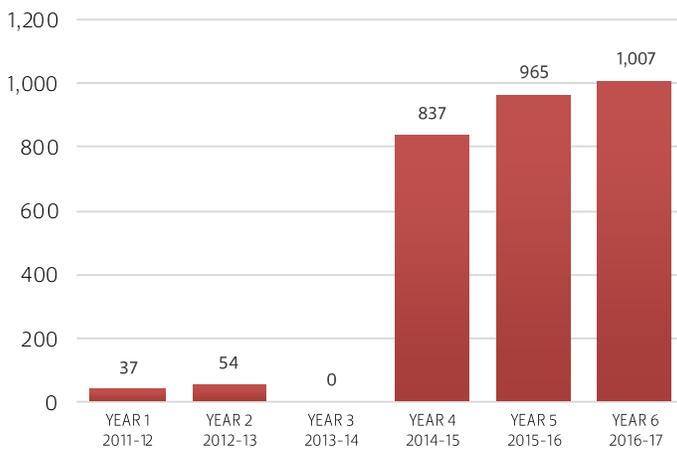


FAMILY PROGRAMS [WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

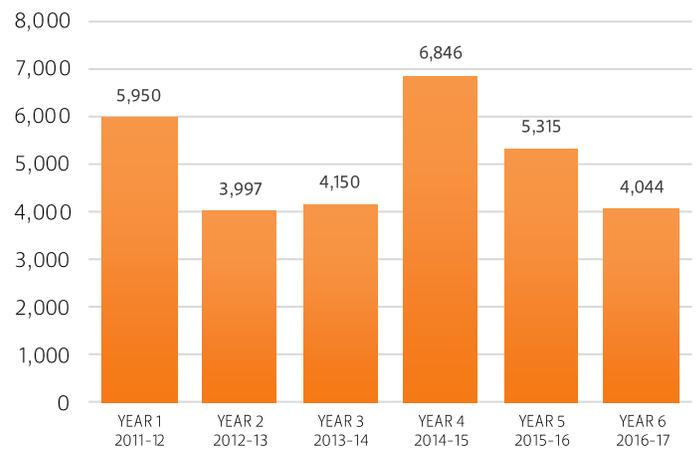


HOME VISITS & TOTAL CONTACTS

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.



ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL*
Facilitators Trained in Curricula	OPEC Facilitators Trained	1	66
	Other Facilitators Trained	2	77
Funds Leveraged	Funds Leveraged	\$58,897	\$171,271
	In-Kind Leveraged	\$900	\$71,529
	Total Leveraged	\$59,797	\$242,800
Advisory Meetings	Number of Meetings	11	91
Professional Development	Professional Development Sessions for Facilitators	15	99
	Professional Development Sessions for OPEC Staff	2	124
Programs with Schools	Programs Held in School Facilities	4	301
	Additional Programs in Collaboration with Schools	2	7

*Cumulative totals from 2011-2017.



DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES AND WORKSHOPS]

GENDER	
64%	Women
30%	Men
6%	Did not specify

RACE/ETHNICITY	
88%	White/Caucasian
5%	Hispanic/Latino
0%	Black/African American
0%	Asian/Pacific Islander
1%	Native American
6%	Other/Did not specify

87
parents

179
children

CHILDREN	
0-18	Age range
6	Average age
21%	Age 0-6 years
2	Children per family

COUNTY	
23%	Clatsop County
44%	Columbia County
33%	Tillamook County

PARENT AGE	
18-69	Age range
37	Average age

PARENTING STYLE	
61%	With partner
22%	By themselves
17%	Did not specify

LOW INCOME STATUS	
68%	Use at least one resource for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)



PARENT & CHILD SKILLS

PARENTING SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.4	4.9***
Show my child(ren) love and affection frequently	4.9	5.6***
Listen to my child(ren) to understand their feelings	3.8	5.2***
Help my child(ren) feel good about themselves	4.0	5.3***
Set and stick to reasonable limits and rules	3.5	5.0***
Know fun activities to help my child(ren) learn	3.8	5.1***
Find positive ways to guide and discipline my child(ren)	3.4	5.4***
Play with my child(ren) frequently	4.4	5.3***
Protect my child(ren) from unsafe conditions	5.0	5.7***
Talk with other parents to share experiences	3.2	5.1***
Deal with the day-to-day stresses of parenting	3.0	4.8***
Understand my goals and values as a parent	4.0	5.5***



The retrospective t-test design revealed **significant improvement in parenting skills on starred items.**



The retrospective t-test design revealed **significant improvement in child skills on starred items.**

CHILD SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.7	4.7***
Willing to follow limits and rules	3.0	4.5***
Gets along with others	3.9	4.8***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 56$.



PARENT SATISFACTION

PARENTING EDUCATION SERIES

96%

of parents reported that the class series was somewhat or very helpful

96%

of parents reported they would recommend the class series to others

PARENTING 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



QUOTES

[FROM PROGRAM PARTICIPANTS]



It has helped us both have better days.



I feel we have better communication and ultimately a better relationship.



I liked that we looked back at the way we were raised and get to change the way we treat our kids.



I am more aware of my responsibilities as a parent.



I see things differently and respond instead of react.



STRENGTHS

New and expanded partnerships

New partnerships with community corrections

Increased partnership and communication with Early Learning Hub

Expanded programming and strong attendance at community events

Dedicated local parenting education coordinators

Addition of BLOCKFest exhibit to the Hub's offerings



CHALLENGES

Getting schools on-board with evidence-based curricula

Ongoing weather-related challenges

Staff turnover within the agency

Finding partners and building partnerships in outlying areas

Limited staff capacity to support growth and regional coordination

Limited funding to provide classes in Spanish or for special populations, such as parents who have children with special needs

Concerns about sustainability related to funding



LESSONS LEARNED

- We need to stop and celebrate accomplishments. Upon reviewing the last two years of year end reports, we have actually incorporated the majority of our plans for the next year!
- Funding for programming is available but it takes dedicated time to apply and timelines are short.
- Funding for coordination is more difficult and time consuming. While we think it important, it is often difficult to describe and qualify/quantify shared outcomes.
- The loss of our Regional Coordinator (.25 FTE) has hindered outreach and effective communication regionally. Unfortunately, this loss has created barriers to consistent regional messaging. A Clatsop County Parent Program Coordinator, who was hired on April 2017, along with the Tillamook and Columbia Coordinators have worked collectively to bridge the gap for this type of regional outreach. So much of the work we do is relationship based. It can feel like a setback when re-establishing the close contact you have formed with key leaders upon their departure.

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LESSONS LEARNED

[CONTINUED]

- Utilization of funds and funding deadlines often do not coincide with planning and implementation. The loss of funds after deadlines is very frustrating and ineffective. Planning is the key but often times when working with multiple partners and funding streams this can be difficult to juggle.
- Utilizing multiple funding streams is needed to provide minimum outreach and classes in addition to OPEC funds. It is frustrating always having to chase the buck.
- Partners are often supportive, but do not see themselves as possible implementers.
- The understanding of fidelity-driven best practices is necessary to effective and long-term outcomes.
- Developing a sustainability plan is hard work! While the Northwest Parenting Hub Steering committee agrees we need to continue as a Hub, once OPEC funds are sunsetted, it is another thing to plan on what that looks like.
- In order for a regional system to be successful, we must respect and accept limitation of supporting agencies, different community levels of readiness, different staffing levels, and experience within staff and steering members.
- We take the time to identify strengths and weakness within our Hub, and learn from each other.
- Active recruitment and retainment is essential to maintaining a steering committee in an effort to have consistent brain trust. With the loss of the active Regional Coordinator, we have had to regroup significantly.



PLANS FOR 2017-2018

In February 2017, the Northwest Parenting Hub Regional Steering committee met to address sustainability planning. The outcomes from this meeting were:

Short Term Goals

Professional Development - Building Capacity

Outcome: In May of 2017, Early Learning (EL) Hub funds were applied for to help with moving forward with Regional Coordination and Sustainability.

- EL Hub approved funds only for programming and training, stating they did not think funding at this time was appropriate for FTE Regional Coordinator.

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PLANS FOR 2017-2018

Professional Development - Building Capacity (*continued*)

Outcome (continued):

- EL funds allowed Northwest Parenting Hub to contract for services
 - Regional trainings were conducted for professionals and parents in Toddlers2Teens to teach emotional learning and resilience in all three counties.

Plan:

- Continue to offer training throughout regions in an effort to develop capacity and awareness.
- Continue to attend local early learning collaboratives to solicit partnership opportunities and a “wraparound” approach to early development and resiliency.
 - Child Care Resource & Referral - Day Care Provider training partnerships
 - Early Learning Hub and parenting and family outreach opportunities
 - Healthy Start and Healthy Families, Birth to Three, and Head Start collaboration and cross promotion
 - Preschool Promise collaboration and cross promotion

Seeking Funding to Pay for Training in Providing Classes

Outcome: Early Learning Hub Funds purchased additional curriculum

- As a Regional Hub, funds were spent on curriculum to be utilized for parenting classes and pilot projects to expand offerings throughout counties.

Plan:

- Piloting parenting programs to increase outreach in counties
 - Tillamook County will provide a class in North County in partnership with their Recreational District. This is in an effort to solicit North County families and increase recognition of the Tillamook Parenting Program.
 - Northwest Parenting Hub is supporting Lower Columbia Hispanic Council with curriculum to provide *Abriendo Puertas* in the region.
- Leverage partnerships to support funding including County Prevention, Juvenile Justice, and Community Action Team.
- Apply to Coordinated Care Organization to support training and classes.
- Continue to participate in local Early Learning Hub in order to help with relationship building and shared goals.



PLANS FOR 2017-2018

Long Term Goals

Regional Coordinator Plan

- Reimagine Regional Coordinator position in narrow focus duties to better represent Northwest Parenting Hub. Priority focus:
 - Steering Committee to redefine priority in budgeting to support Coordinator position while seeking funding for programming through partners
 - Review all strategic plan, sustainability plan, grant outlines, and required priorities.
 - Utilize those new understandings to reflect on next year OPEC application.

Regional Professional Development Opportunities

- Seek partnerships for professional development opportunities to attend training for Trauma Informed Care trainings.
- Utilize Northwest Parenting Hub to promote messaging:
 - *“Parenting education increases resiliency”*
 - *“Parenting impacts health outcomes”*

With the changes in coordinators, we plan to have a strategic planning session in the next quarter.

Mission: Parenting Together is a partnership of organizations committed to building and delivering a stronger and more coordinated parenting education system in the region. 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.

Vision: To provide parenting education to all families in our service delivery area who want it.

Janet Hamada
Executive Director
JanetH@nextdoorinc.org
541.436.0301

The Next Door
965 Tucker Road
Hood River, OR 97031

PROGRAMMING OVERVIEW

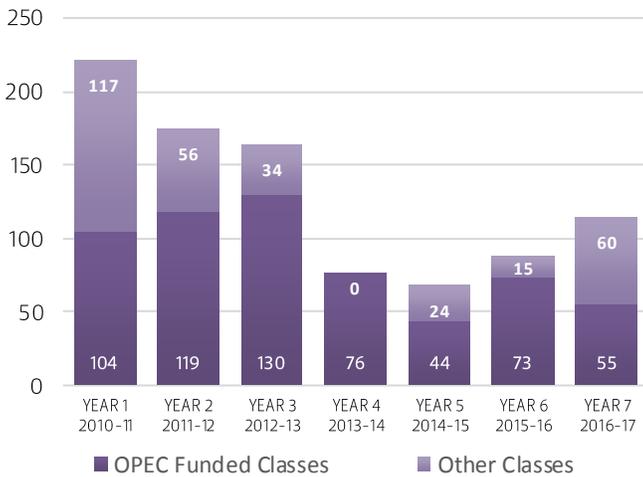
ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL *
OPEC Funded Parenting Education Series	Parenting Series Completed	6	55
	Parenting Classes	55	601
	Parents Attended At Least One Class	87	*
	Parents Attended—Average	62	535
	Parents Attended 70% or More	57	476
	Children/Youth Attended	34	337
	Contact Opportunities (parents & youth)	827	8,635
Other Parenting Education Series	Parenting Series Completed	7	36
	Parenting Classes	60	306
	Parents Attended At Least One Class	70	*
	Parents Attended—Average	53	382
	Parents Attended 70% or More	49	345
	Children/Youth Attended	23	321
	Contact Opportunities (parents & youth)	653	5,754
Parent Workshops	Number of Sessions	5	44
	Parents Attended	54	1,015
	Children/Youth Attended	39	474
Parent Support Activities	Number of Sessions	148	883
	Parents Attended	263	1,061
	Children/Youth Attended	364	1,375
Home Visits	Number of Home Visits	1,615	8,785
	Total New Families	36	316
	Total New Children	121	506
Family Activities	Number of Activities	4	49
	People Attended	184	2,418

*Cumulative totals from 2010-2017; *Parents Attended At Least One Class* was a new field in 2015-2016, therefore cumulative results not available.

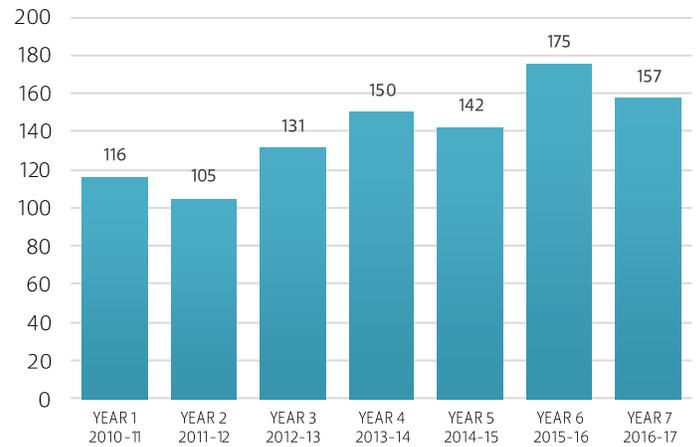


SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES [NUMBER OF CLASSES]

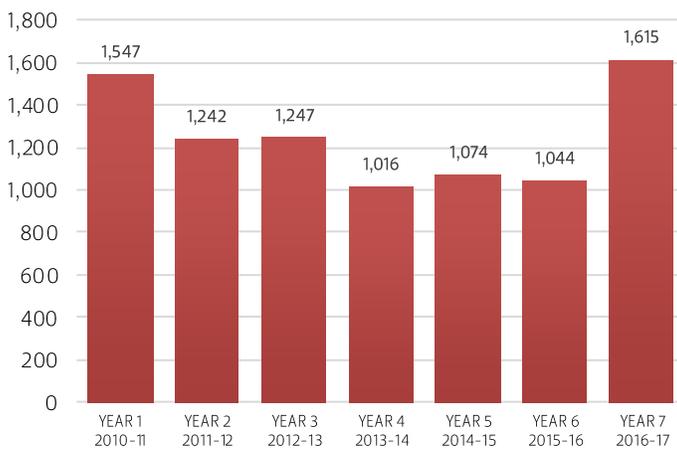


FAMILY PROGRAMS [WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

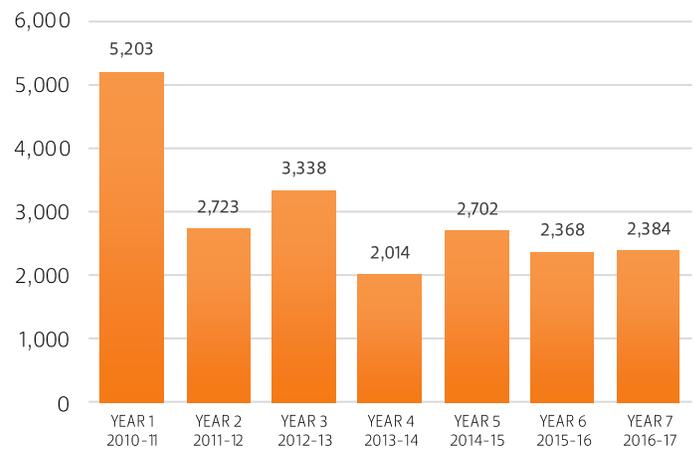


HOME VISITS & TOTAL CONTACTS

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.



ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL*
Facilitators Trained in Curricula	OPEC Facilitators Trained	0	1
	Other Facilitators Trained	0	62
Funds Leveraged	Funds Leveraged	\$0	\$242,207
	In-Kind Leveraged	\$1,838	\$126,537
	Total Leveraged	\$1,838	\$368,744
Advisory Meetings	Number of Meetings	5	33
Professional Development	Professional Development Sessions for Facilitators	7	34
	Professional Development Sessions for OPEC Staff	7	66
Programs with Schools	Programs Held in School Facilities	40	414
	Additional Programs in Collaboration with Schools	0	38

*Cumulative totals from 2010-2017.



DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES AND WORKSHOPS]

GENDER	
68%	Women
25%	Men
7%	Did not specify

RACE/ETHNICITY	
61%	White/Caucasian
33%	Hispanic/Latino
0%	Black/African American
1%	Asian/Pacific Islander
1%	Native American
4%	Other/Did not specify

81 parents **128** children

CHILDREN	
0-18	Age range
5	Average age
15%	Age 0-6 years
2	Children per family

COUNTY	
68%	Hood River County
32%	Wasco County

PARENT AGE	
21-63	Age range
34	Average age

PARENTING STYLE	
69%	With partner
22%	By themselves
9%	Did not specify

LOW INCOME STATUS	
52%	Use at least one resource for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)



PARENT & CHILD SKILLS

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	4.5	5.4***
Listen to my child(ren) to understand their feelings	3.7	5.1***
Help my child(ren) feel good about themselves	4.1	5.3***
Set and stick to reasonable limits and rules	3.1	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	5.3***
Play with my child(ren) frequently	4.0	5.2***
Protect my child(ren) from unsafe conditions	5.0	5.7***
Talk with other parents to share experiences	3.0	4.8***
Deal with the day-to-day stresses of parenting	3.2	4.8***
Understand my goals and values as a parent	3.9	5.4***



The retrospective t-test design revealed **significant improvement in parenting skills on starred items.**



The retrospective t-test design revealed **significant improvement in child skills on starred items.**

CHILD SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	2.9	4.7***
Willing to follow limits and rules	2.4	4.4***
Gets along with others	3.4	4.9***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 53$.



PARENT SATISFACTION

PARENTING EDUCATION SERIES

94%

of parents reported that the class series was somewhat or very helpful

96%

of parents reported they would recommend the class series to others

PARENTING WORKSHOPS

96%

of parents reported that the workshop was somewhat or very helpful

100%

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



QUOTES

[FROM PROGRAM PARTICIPANTS]



I learned to love and raise a child.



It has become easier to set limits and rules and understand why "follow through" is important.



It has helped me a lot to be able to listen and understand my daughter better and to have more patience with her.



Now I know that every behavior my kids show is for a reason.



[My child] has more structure and is very happy since I've introduced new activities into our day.



STRENGTHS

Evidence of positive parent responses to class series

Strong child care provider support

Involvement from high school volunteers

Successful summer parenting education series

“Parenting in the Gorge” guide widely distributed

Children encouraging parents to attend parenting education

A smooth transition of the Hub to a new agency



CHALLENGES

Time-consuming to market parenting classes in the community

Need for additional parenting education facilitators

Parenting class held at a time that was too late for young children

Maintaining parent attendance

Curriculum chosen may not have met the needs of all families or was missing topics that would have been helpful

Limited staff time and capacity

Working with families who need additional support, such as coaching, outside of parenting classes



LESSONS LEARNED



- Parenting Education opportunities are vital in our community to ensure that parents continue to improve their parenting skills and have the opportunity to become informed on the most effective tools for raising happy, kind, healthy, confident children.
- Recruiting high school students to assist with child care has been very beneficial.
- Retaining the same Lead Child Care Providers has been a time saver and ensured quality child care settings.
- Personal invitation and reminder emails help to get good participation at the quarterly Advisory meetings.
- The best way to recruit parents to attend classes is through word of mouth from parents who have taken the classes or from community persons the parent trusts.

continued on next page

The narrative sections of this report, including Lessons Learned and Plans for 2017-2018, were written by OPEC Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



LESSONS LEARNED

[CONTINUED]



- The Parenting in the Gorge Guide has been very helpful in letting the community know what family/children support services are available.
- We need to be creative and use technology in providing a variety of parenting education opportunities whether it be through class series, workshops, phone apps, newsletters, Facebook groups, blogging, Family Social Nights, etc.



PLANS FOR 2017-2018



The Parenting Together Advisory Group, agencies, and families look forward to seeing the Four Rivers Early Learning Hub carry on the Parenting Education program legacy of The Next Door by providing excellent parenting education opportunities for the families in Hood River, Wasco, Sherman, Wheeler, and Gilliam counties.

Mission: The Pathways to Positive Parenting project of Coos and Curry Counties supports families, child care providers, educators and our community as they guide children through healthy social-emotional and physical growth and academic readiness.

Vision: Promote positive parenting education as a cultural norm while collaborating with all regional partners to build a thriving community which strengthens families and allows children to flourish.

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541.888.7123

Taya Noland
Director
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**Southwestern Oregon
Community College**
1988 Newmark Avenue
Coos Bay, OR 97420

PROGRAMMING OVERVIEW

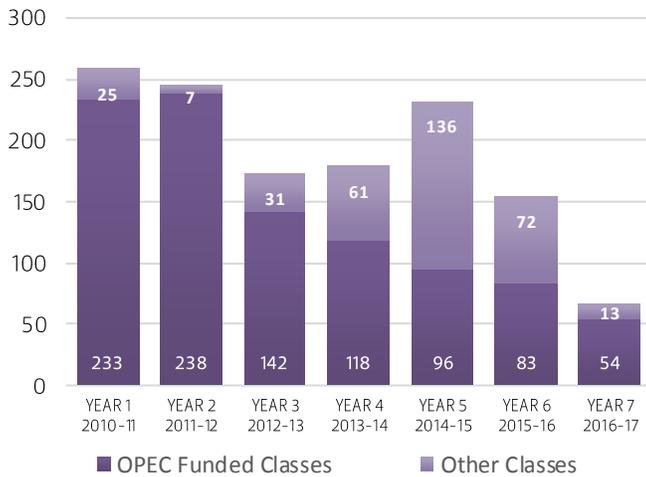
ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL *
OPEC Funded Parenting Education Series	Parenting Series Completed	6	102
	Parenting Classes	54	964
	Parents Attended At Least One Class	97	*
	Parents Attended—Average	51	795
	Parents Attended 70% or More	46	683
	Children/Youth Attended	35	455
	Contact Opportunities (parents & youth)	722	11,585
Other Parenting Education Series	Parenting Series Completed	2	45
	Parenting Classes	13	345
	Parents Attended At Least One Class	17	*
	Parents Attended—Average	7	416
	Parents Attended 70% or More	8	355
	Children/Youth Attended	5	226
	Contact Opportunities (parents & youth)	78	4,962
Parent Workshops	Number of Sessions	14	151
	Parents Attended	154	1872
	Children/Youth Attended	97	947
Parent Support Activities	Number of Sessions	13	65
	Parents Attended	34	193
	Children/Youth Attended	40	193
Family Activities	Number of Activities	7	38
	People Attended	419	9,192

*Cumulative totals from 2010-2017; *Parents Attended At Least One Class* was a new field in 2015-2016, therefore cumulative results not available.

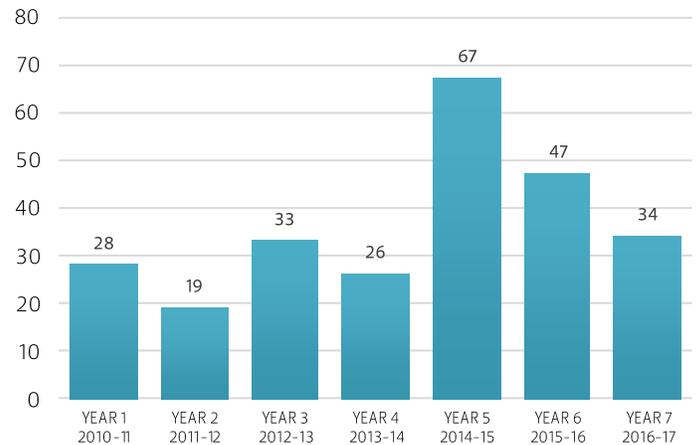


SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES [NUMBER OF CLASSES]



FAMILY PROGRAMS [WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

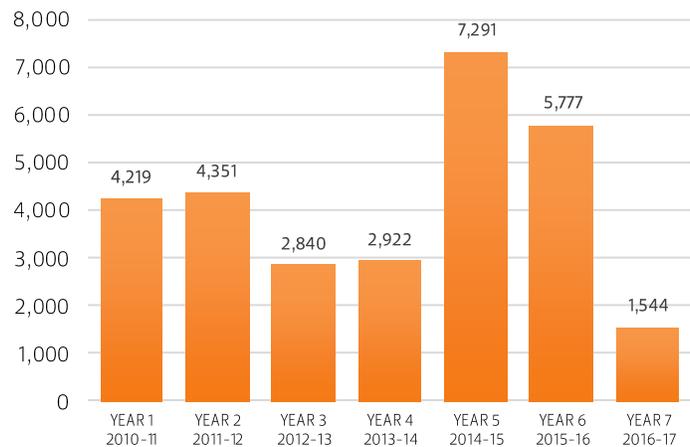


TOTAL CONTACTS



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





ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL*
Facilitators Trained in Curricula	OPEC Facilitators Trained	2	110
	Other Facilitators Trained	0	72
Funds Leveraged	Funds Leveraged	\$44,600	\$876,025
	In-Kind Leveraged	\$1,600	\$220,608
	Total Leveraged	\$46,200	\$1,096,633
Advisory Meetings	Number of Meetings	20	87
Professional Development	Professional Development Sessions for Facilitators	24	133
	Professional Development Sessions for OPEC Staff	25	106
Programs with Schools	Programs Held in School Facilities	39	291
	Additional Programs in Collaboration with Schools	8	42

*Cumulative totals from 2010-2017.



DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES AND WORKSHOPS]

GENDER	
74%	Women
11%	Men
15%	Did not specify

RACE/ETHNICITY	
68%	White/Caucasian
8%	Hispanic/Latino
2%	Black/African American
1%	Asian/Pacific Islander
2%	Native American
19%	Other/Did not specify

212	parents
368	children

CHILDREN	
0-18	Age range
6	Average age
15%	Age 0-6 years
2	Children per family

COUNTY	
93%	Coos County
7%	Curry County

PARENT AGE	
14-71	Age range
38	Average age

PARENTING STYLE	
49%	With partner
25%	By themselves
26%	Did not specify

LOW INCOME STATUS	
59%	Use at least one resource for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)



PARENT & CHILD SKILLS

PARENTING SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.5	5.0***
Show my child(ren) love and affection frequently	4.7	5.5***
Listen to my child(ren) to understand their feelings	3.9	4.9***
Help my child(ren) feel good about themselves	4.1	5.2***
Set and stick to reasonable limits and rules	3.7	4.8***
Know fun activities to help my child(ren) learn	3.7	4.9***
Find positive ways to guide and discipline my child(ren)	3.4	4.8***
Play with my child(ren) frequently	3.9	4.9***
Protect my child(ren) from unsafe conditions	4.8	5.5***
Talk with other parents to share experiences	3.2	4.4***
Deal with the day-to-day stresses of parenting	3.1	4.4***
Understand my goals and values as a parent	3.5	4.9***



The retrospective t-test design revealed **significant improvement in parenting skills on starred items.**



The retrospective t-test design revealed **significant improvement in child skills on starred items.**

CHILD SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.7	4.5***
Willing to follow limits and rules	3.1	4.0***
Gets along with others	3.6	4.3***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 44$.



PARENT SATISFACTION

PARENTING EDUCATION SERIES

100%

of parents reported that the class series was somewhat or very helpful

100%

of parents reported they would recommend the class series to others

PARENTING WORKSHOPS

97%

of parents reported that the workshop was somewhat or very helpful

99%

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



QUOTES

[FROM PROGRAM PARTICIPANTS]



I try to be more understanding.



I've learned to stop and think and see things from my child's perspective.



[My child] enjoys the new friends he has made.



I have been more open about how I am as a parent. How we handle positive and difficult situations is something we talk about a little bit more.



I have slowed down to respond rather than reacting and feeling out of control.



STRENGTHS

Programming grant has expanded our Hub's capacity to build partnerships with healthcare community

Improved parent recruitment and communication in collaboration with healthcare partners

Integration into committees and workgroups of key community organizations

Participated in new opportunities to offers parent-focused and family-centered activities with partners

Growing relationships and collaborations with coordinators of neighboring OPEC Hubs

Expanded menu of parent and family offerings to include the *Kaleidoscope* curriculum, SPLASH Pilot Preschool Program, VROOM, and others



CHALLENGES

Decreased funding accompanied by decreased staff time

Recruiting trained and experienced child care providers

Lack of staff time and capacity to focus on marketing efforts

Need for access to regular trainings for parenting educators

Could benefit from having a full-time staff member dedicated to parenting education programming



LESSONS LEARNED



One primary lesson learned this fiscal year is the need for more formalized contracts and/or MOUs with those who attend parenting educator training. Beginning with our spring *Kaleidoscope 101* training, we began using very specific MOUs for those who attended. This has led to greater understanding for all parties and improved follow-through. In the past, we have trained a number of potential facilitators who attended our trainings in order to get "free training hours," and never followed through on facilitating parenting education as previously discussed.

This also holds true for partners hosting workshops at their sites. Beginning with the SPLASH Preschool experiment during the first quarter of 2016-2017 and the Connect the Dots Kindergarten Partnership and Innovation (KPI) project, we encountered many instances wherein verbal planning and agreements made with partnering organizations before the start of a program were reinterpreted or changed once the activities began. Even in the cases where we had formal...

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The narrative sections of this report, including Lessons Learned and Plans for 2017-2018, were written by OPEC Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



LESSONS LEARNED

[CONTINUED]

...contracts in place, we found that there were differing interpretations of contract language or pieces of agreements which were not honored in accordance to our original understanding. All partners met and agreed that these experimentations with new partnerships, involving multiple organizations for a common project, have included lots of challenges as we find our way through meeting the needs and including varied program goals and program styles of operation from multiple service providers. Even the details such as the billing and invoicing procedures from a group of differing organizations became an eye-opening process to tackle. We also agreed that these experiences and the experimental nature of these new collaborations have been very worthwhile in that we are learning what we did not previously know about such broad collaborations and the communication and patience it takes to make it work across agencies.

We also learned that we need to institute more regularly scheduled ongoing training and support for both parenting educators and child care providers. At one time, we had the luxury of employing some long-time and more experienced staff for whom we updated training twice yearly and on an as-needed basis. In the past two years, our most seasoned child care providers and parenting educators have moved away or into other job positions and we find that we need to upgrade and intensify both dose and frequency of training.

We have discovered a need for improvements in marketing materials and to rebuild our website in order to effectively communicate the universal nature of our parenting education programming. For three years, we helped to develop and provided the parenting education piece for the "Nurturing Center," a DHS funded pilot program for Child Welfare referred families at the Family Center at our college. An unexpected outcome of this very successful project, was that the Family Center became known for being the provider for parenting education for this population. Although we believe this was very important work, we now find ourselves a few steps back in time to when we were first trying to dispel the notion that parenting education is not for all parents, as the word seems to have risen again in the minds of some of our population that our programs are for families in trouble. Strategies we already have in place include targeting family milestones for our workshops, such as the birth of a new baby, and the transitions to kindergarten or middle school as key themes for our workshops and series.



PLANS FOR 2017-2018

Future plans for Pathways to Positive Parenting (PPP):

Marketing

Marketing, specifically marketing on normalizing parenting education, is on top of our list for 2017-18. We have already begun by holding two meetings to brainstorm around how to promote our collaborative projects with Child Care Resource & Referral (CCR&R), and how to explain them to the targeted audiences.

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PLANS FOR 2017-2018

Recruiting and Marketing – Because of our limited staff hours, we have not been able to invest as much time as we would like toward branding and marketing, but we believe this is a next step toward increasing community and parenting education capacity. In this new effort, we are focusing on the nuts and bolts of print and social media marketing, including rebuilding our website (which was lost when a hacked SWOCC server was shut down). We have a marketing meeting scheduled in July for the purpose of reframing and renaming our parenting series and workshops to continue to normalize parenting education for the universal population.

The "Face of the South Coast" in our Marketing – In order to have local family pictures to use for our flyers, Facebook, and other marketing, we have collaborated with CCR&R to host a family photography event in which families attend a Family Fun Activity at which we also have a photographer present. Families will have the opportunity to participate in family activity stations with their children, and have family portraits taken at no charge. Each family will receive one 8 x 10 print of their family photo, just for participating. Then, families will have the option – not required – to sign a photo release if they would like a family picture used in our marketing materials.

Existing photos from Past Participants – During spring quarter, we also reached out to past participants who are also professional photographers. They have volunteered to identify appropriate photos from their collections, which we can use for marketing. Three photos have been chosen so far, and the last step is to get photo releases from the families in the pictures.

Additional marketing and programming strategies for normalizing parenting education include:

- *STEM* – incorporating workshops and childcare resources related to our Science, Technology, Engineering, and Math (STEM) Hub.
- *Family Transitions* – expanding focused programming aimed at reaching parents at transition times such as entry to kindergarten and middle school.
- *Special Needs* – offering Nurturing Hope: Parenting for Parents of Children with Special Needs.
- *The First 1,000 Days* – "The First 1,000 Days" initiative and partnerships to reintroduce our *Incredible Infants and Infant Massage* series and a Kaleidoscope group targeted for infants and toddlers. The infant/toddler work also brings us into closer contact and opens opportunities for building programs with our hospitals and breastfeeding support groups. PPP will convene a luncheon for partners serving families prenatal through age 3 in October of 2017.
- *Bilingual Workshops* – our closest partner, CCR&R, is offering "All for Math" workshops in Spanish for both child care providers and parents. PPP will train two new bilingual facilitators to facilitate *Kaleidoscope Play and Learn*. PPP will send two bilingual facilitators to the *Parenting the First Three Years* training.

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PLANS FOR 2017-2018

[CONTINUED]

Best Practices Goal

Our Best Practices Goal is to continue to align services with the best practices standards being outlined by RMC Research. In the report entitled, "Fidelity to Best Practices in Parenting Education," we received very positive feedback in most areas as well as areas for improvement. For 2017-18, we have chosen to address each one of the recommendations.

- Require parenting educators to receive annual refresher trainings in specific curricula
Beginning in fall of 2017, we have instituted in-house booster trainings for *Make Parenting A Pleasure* and *Nurturing Parenting* twice each year.
- Provide access to parenting education training that is not specific to a parenting education curriculum more frequently
Beginning in fall of 2017, we have instituted in-house parenting education training for facilitators that is not specific to a parenting education curriculum. These will be offered twice per year, beginning with social-emotional and brain development workshops.
- Seek and respond to parent feedback regarding the locations of parenting education series
Parent surveys, which include questions about time and location, will be introduced to all series beginning in the fall of 2017.
- Increase the FTE allotted for the designated leader for developing the parenting educator system
We are seeking additional funding to increase program leadership FTE, specifically for program development.
- Create a formal system for communication between parenting educators and leadership
Four meetings per year will include facilitators and leadership. Facilitator feedback forms are also included at the end of each series. This is in addition to the existing regular email access.

New Curriculum, *Kaleidoscope Play and Learn*

Two PPP staff will be certified as *Kaleidoscope Play and Learn* facilitators in order to use *Kaleidoscope Play and Learn* as a gateway curriculum for engaging public schools and libraries. We will host our own regional Kaleidoscope 101 training this fall. Twelve regional librarians, school staff, and parent educators have already expressed interest although the date has not even been set for the training. We are working now to recruit a minimum of 12 additional parenting educators for Kaleidoscope, including bilingual facilitators. Some materials have been purchased and we are currently creating themed "Kits" of supplies in partnership with two participating libraries. PPP is also drafting a proposal to the South Coast Regional Early Learning Hub (SCREL) to request funds to help sponsor additional themed kits, and for remaining start-up costs for the existing identified sites as well as additional proposed locations.

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PLANS FOR 2017-2018

[CONTINUED]

Community Capacity Goal for 2017-2018

To bring our partnerships with healthcare organizations to the next level through focused time and effort in face-to-face meetings. PPP was invited to join the Western Oregon Advanced Health (WOAH) Community Advisory Council (CAC) during spring quarter. PPP has also been referred to attend one of the AllCare Health Community Advisory Council meetings in Curry County, which will also introduce us to new partners in Curry County. Participation in that committee gave PPP exposure to a number of new potential partners in the healthcare arena. PPP also joined the South Coast Oral Health Coalition in the fall of 2016. The plan for 2017-18 is to meet with two new partners from these bodies in each county, each quarter. We have already begun that process.

Core Leadership Committee Collaborations

The Regional Achievement Collaborative (RAC), the Early Childhood/P3 (prenatal through third grade) Committee, PPP and the SCREL Hub are taking the lead to convene and expand our involved key partners for the sake of our local early childhood and P3 goals.

"Family Friendly Businesses" Campaign

PPP is working with the Chamber of Commerce Education Task Force to develop and implement a Family Friendly Business project for Coos Bay and North Bend.

Adverse Childhood Experiences (ACEs)

PPP is supporting awareness of the ACEs research and training across several professional and civic group sectors as well as reaching parents and the general public.

Mission: We are dedicated to advocating for the creation of safe and nurturing environments to ensure the healthy development of children by coordinating parenting education opportunities, family strengthening activities, and resources for parents in our communities.

Vision: We aim to help every family in our service area find their best method of creating a healthy setting in which their children can thrive.

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Douglas ESD

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PROGRAMMING OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL *
OPEC Funded Parenting Education Series	Parenting Series Completed	9	85
	Parenting Classes	92	984
	Parents Attended At Least One Class	105	*
	Parents Attended—Average	60	734
	Parents Attended 70% or More	62	657
	Children/Youth Attended	39	458
	Contact Opportunities (parents & youth)	1,006	13,439
Other Parenting Education Series	Parenting Series Completed	1	13
	Parenting Classes	9	114
	Parents Attended At Least One Class	20	*
	Parents Attended—Average	15	114
	Parents Attended 70% or More	10	92
	Children/Youth Attended	14	81
	Contact Opportunities (parents & youth)	261	1,801
Parent Workshops	Number of Sessions	7	88
	Parents Attended	85	1,586
	Children/Youth Attended	0	375
Parent Support Activities	Number of Sessions	8	12
	Parents Attended	10	31
	Children/Youth Attended	1	14
Family Activities	Number of Activities	3	24
	People Attended	3,410	20,726

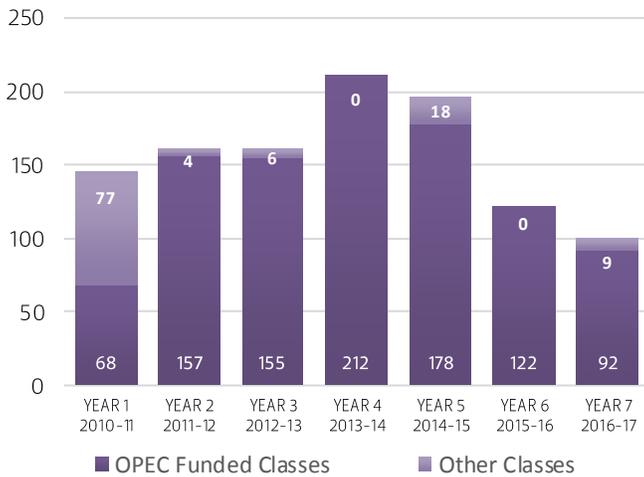
*Cumulative totals from 2010-2017; *Parents Attended At Least One Class* was a new field in 2015-2016, therefore cumulative results not available.

This grantee had an OPEC Hub grant in 2016-2017.

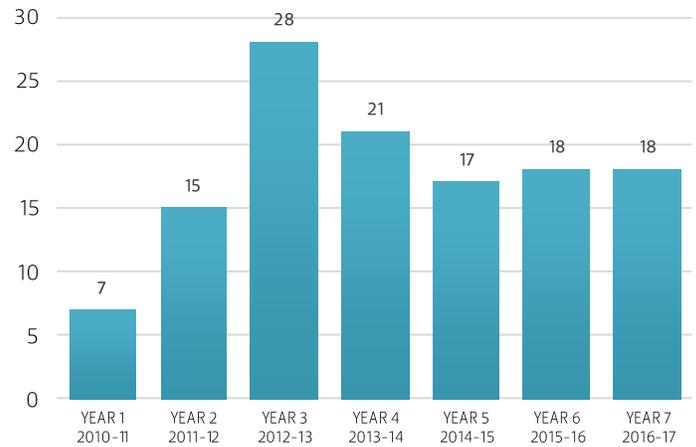


SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES [NUMBER OF CLASSES]

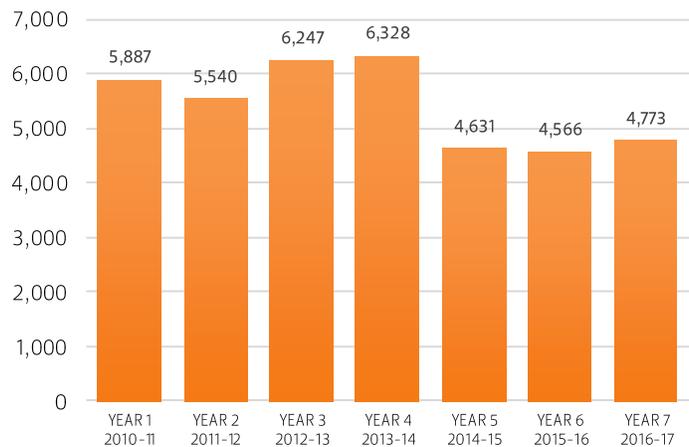


FAMILY PROGRAMS [WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]



TOTAL CONTACTS

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.



ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL*
Facilitators Trained in Curricula	OPEC Facilitators Trained	2	18
	Other Facilitators Trained	0	19
Funds Leveraged	Funds Leveraged	\$13,687	\$154,084
	In-Kind Leveraged	\$25,332	\$386,087
	Total Leveraged	\$39,019	\$540,171
Advisory Meetings	Number of Meetings	7	32
Professional Development	Professional Development Sessions for Facilitators	16	110
	Professional Development Sessions for OPEC Staff	7	66
Programs with Schools	Programs Held in School Facilities	64	823
	Additional Programs in Collaboration with Schools	1	87

*Cumulative totals from 2010-2017.



DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES AND WORKSHOPS]

GENDER	
76%	Women
20%	Men
4%	Did not specify

RACE/ETHNICITY	
84%	White/Caucasian
3%	Hispanic/Latino
2%	Black/African American
0%	Asian/Pacific Islander
6%	Native American
5%	Other/Did not specify

124	parents
242	children

CHILDREN	
0-18	Age range
6	Average age
24%	Age 0-6 years
2	Children per family

COUNTY	
100%	Douglas County

PARENT AGE	
16-70	Age range
35	Average age

PARENTING STYLE	
56%	With partner
28%	By themselves
16%	Did not specify

LOW INCOME STATUS	
65%	Use at least one resource for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)



PARENT & CHILD SKILLS

PARENTING SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.4	5.0***
Show my child(ren) love and affection frequently	4.6	5.4***
Listen to my child(ren) to understand their feelings	3.4	5.0***
Help my child(ren) feel good about themselves	3.9	5.3***
Set and stick to reasonable limits and rules	3.5	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)	3.3	5.2***
Play with my child(ren) frequently	3.8	5.1***
Protect my child(ren) from unsafe conditions	4.7	5.6***
Talk with other parents to share experiences	3.2	5.1***
Deal with the day-to-day stresses of parenting	3.0	4.9***
Understand my goals and values as a parent	3.6	5.4***



The retrospective t-test design revealed **significant improvement in parenting skills on starred items.**



The retrospective t-test design revealed **significant improvement in child skills on starred items.**

CHILD SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.7	4.7***
Willing to follow limits and rules	3.1	4.4***
Gets along with others	4.0	5.0***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 52$.



PARENT SATISFACTION

PARENTING EDUCATION SERIES

100%

of parents reported that the class series was somewhat or very helpful

98%

of parents reported they would recommend the class series to others

PARENTING WORKSHOPS

99%

of parents reported that the workshop was somewhat or very helpful

96%

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



QUOTES

[FROM PROGRAM PARTICIPANTS]



I use more positive strategies.



My baby now smiles more than ever and he holds conversations with his baby talk.



I have developed better communication and patience with my children.



I make sure I "put on my oxygen mask" first and my needs are met so I can be loving and caring with my child.



I'm more patient and have more tools to help me with my parenting.



STRENGTHS

Strong parenting education programming in Douglas County with emerging efforts in Klamath and Lake

New regional Parenting Hub Coordinator

Growing number of Advisory Board members

New and expanding partnerships, including Mercy Medical Center and Bonanza Cares



CHALLENGES

Staffing challenges related to turnover and hiring

Need to re-establish relationships across three counties

Building a pool of parenting education facilitators within and across counties

Reaching partners in expanded territory

Low attendance or cancelled series in smaller rural communities



LESSONS LEARNED



Community champions are key. In order to expand into a new community, you need to have an individual trusted by the community assigned as the champion within the community, and the best way to do that is to find the leaders and get them on board. This is especially important knowledge to keep in mind as we expand into Lake and Klamath Counties. We need to meet with community leaders and the different agency contacts to discuss with them what they feel is important for their community.

Relationship building is imperative, and a big part of that is face-to-face contact. It is easy to send an email or make a quick phone call, but we are committed to face-to-face meetings with our agency partners across all three counties every other month.

Flexibility and variety of curriculum is important as we continue to offer parenting education in Roseburg and look to expand to the rural communities in all three counties.

Quality marketing is paramount. The more we are able to spread the word on our classes through word of mouth and social media, the higher participant levels we see. We will continue to employ the use of paid Facebook advertising. We will be looking to increase community discussions on parenting education and making sure to form a positive narrative around the subject is still incredibly important. We are also going to ask that the community champions and the facilitators host 'meet and greet' meetings prior to a session to introduce the facilitator to the community.

The narrative sections of this report, including Lessons Learned and Plans for 2017-2018, were written by OPEC Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



PLANS FOR 2017-2018



- As we continue to expand into Lake and Klamath Counties, we will continue to work with new partners and build new partnerships to ensure a successful coordinated parenting education system throughout the three counties.
- Continue to seek out community leaders to help ensure the success of parent education opportunities in rural areas.
- Host Family Activities and “Meet and Greets” within the communities to introduce the facilitators to the classrooms.
- Increase staffing levels in all three counties, but specifically focus on Lake and Klamath Counties with the end goal to have a larger facilitator pool available for series and workshops.
- Offer new curriculum to the community and look to modify curriculum format while still maintaining fidelity.
- Build a stronger team of facilitators by hiring more into the pool and hosting regular meetings with them to share best practices and challenges within their sessions.

Mission: Supporting strong parenting to ensure all children thrive.

Vision: Our vision is to bring together individuals and organizations that share the vision of parenting education as a valuable ingredient of happy family life and a strong, healthy community. Our goal is that everyone raising a child in Southern Oregon will have access to skill building, tools, and resources, supportive peers, and helpful professionals to enable them to care for the children who are our future. We also work within guiding philosophies. These guiding philosophies were established with the advisory board and stakeholders.

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PROGRAMMING OVERVIEW

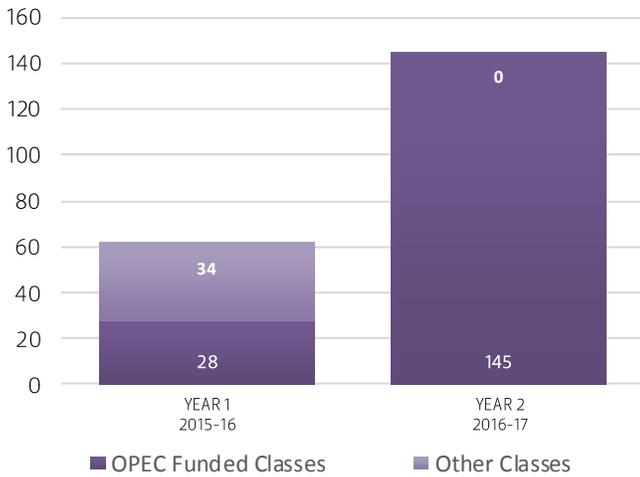
ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL *
OPEC Funded Parenting Education Series	Parenting Series Completed	16	20
	Parenting Classes	145	173
	Parents Attended At Least One Class	218	250
	Parents Attended—Average	131	149
	Parents Attended 70% or More	124	132
	Children/Youth Attended	137	153
	Contact Opportunities (parents & youth)	2,367	2,605
Other Parenting Education Series	Parenting Series Completed	0	4
	Parenting Classes	0	34
	Parents Attended At Least One Class	0	60
	Parents Attended—Average	0	20
	Parents Attended 70% or More	0	17
	Children/Youth Attended	0	2
	Contact Opportunities (parents & youth)	0	199
Parent Workshops	Number of Sessions	11	14
	Parents Attended	198	245
	Children/Youth Attended	95	160
Parent Support Activities	Number of Sessions	28	28
	Parents Attended	184	184
	Children/Youth Attended	129	129
Family Activities	Number of Activities	6	8
	People Attended	568	781

*Cumulative totals from 2015-2017

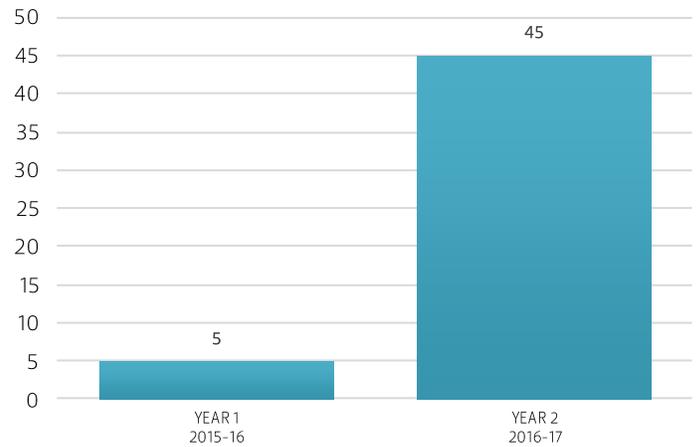


SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES [NUMBER OF CLASSES]



FAMILY PROGRAMS [WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

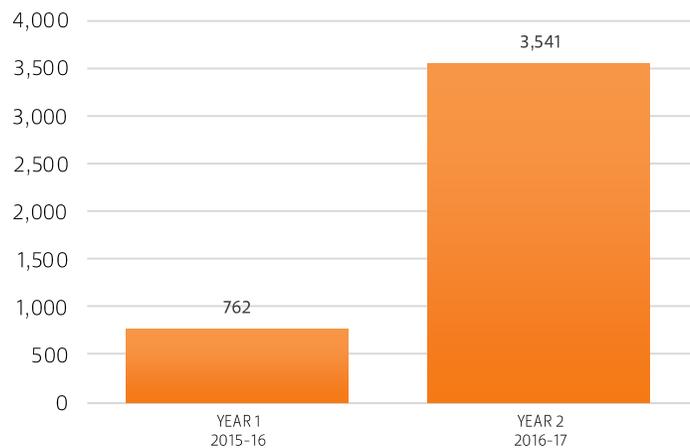


TOTAL CONTACTS



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





ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL*
Facilitators Trained in Curricula	OPEC Facilitators Trained	23	31
	Other Facilitators Trained	25	31
Funds Leveraged	Funds Leveraged	\$1,500	\$11,500
	In-Kind Leveraged	\$26,565	\$29,376
	Total Leveraged	\$28,065	\$40,876
Advisory Meetings	Number of Meetings	36	47
Professional Development	Professional Development Sessions for Facilitators	12	18
	Professional Development Sessions for OPEC Staff	16	44
Programs with Schools	Programs Held in School Facilities	59	79
	Additional Programs in Collaboration with Schools	0	0

*Cumulative totals from 2015-2017.



DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES AND WORKSHOPS]

GENDER	
75%	Women
24%	Men
1%	Did not specify

RACE/ETHNICITY	
40%	White/Caucasian
25%	Hispanic/Latino
1%	Black/African American
1%	Asian/Pacific Islander
0%	Native American
33%	Other/Did not specify

194 parents **303** children

CHILDREN	
0-18	Age range
5	Average age
17%	Age 0-6 years
2	Children per family

COUNTY	
72%	Jackson County
28%	Josephine County

PARENT AGE	
16-74	Age range
34	Average age

PARENTING STYLE	
43%	With partner
18%	By themselves
39%	Did not specify

LOW INCOME STATUS	
78%	Use at least one resource for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)



PARENT & CHILD SKILLS

PARENTING SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.7	5.2***
Show my child(ren) love and affection frequently	4.8	5.7***
Listen to my child(ren) to understand their feelings	3.8	5.4***
Help my child(ren) feel good about themselves	4.2	5.5***
Set and stick to reasonable limits and rules	3.6	5.1***
Know fun activities to help my child(ren) learn	3.9	5.3***
Find positive ways to guide and discipline my child(ren)	3.7	5.3***
Play with my child(ren) frequently	4.2	5.3***
Protect my child(ren) from unsafe conditions	5.3	5.9***
Talk with other parents to share experiences	3.3	5.1***
Deal with the day-to-day stresses of parenting	3.5	5.1***
Understand my goals and values as a parent	4.2	5.6***



The retrospective t-test design revealed **significant improvement in parenting skills on starred items.**



The retrospective t-test design revealed **significant improvement in child skills on starred items.**

CHILD SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	4.1	5.0***
Willing to follow limits and rules	3.5	4.8***
Gets along with others	4.4	5.3***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 138$.



PARENT SATISFACTION

PARENTING EDUCATION SERIES

100%

of parents reported that the class series was somewhat or very helpful

100%

of parents reported they would recommend the class series to others

PARENTING 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



QUOTES

[FROM PROGRAM PARTICIPANTS]



My kids are happy to have a calm, involved father.



I have changed my way of how to educate my children. I learned in this class that positive discipline can give lots of love too.



[My child] is listening better, I also am explaining our routines better. She has less anxiety and we are more in tune to each other.



My children understand that I'm trying to learn how to be a better parent and help them be good kids.



I remind myself regularly of the tools I've learned and apply them. My parenting has totally changed.



STRENGTHS

Expanded menu of parenting education offerings, including *Abriendo Puertas*, *Nurturing Parenting* (for fathers), and others

Strong relationship with health community, resulting in shared efforts and funding opportunities

Establishing a cohort of trained facilitators

Developing systems to increase community awareness of parenting education through social media, Vroom, print publications, and additional avenues

Growing relationships with faith-based communities

Hosted several large community events, including “Kids Fun Day!” and parenting conference



CHALLENGES

Transitions associated with staff turnover

Many parenting educators have limited availability to provide series

Recruiting and retaining child care providers

Partner staff turnover

Some resistance from partners to switch to evidence-based curricula

Lack of an effective referral system

Need for Spanish-speaking facilitators



LESSONS LEARNED

We have had some growing pains this year. We replaced our coordinator and our administrator. In doing so, some momentum was lost while other insights were gained. What we have learned most is to be flexible. New issues arise with each undertaking and we are still in our beginning stages of creating a sustainable Hub.



One of our internal challenges within the Hub that we are actively ameliorating is the monitoring and tracking of our grant funding. We were faced with some challenges within our fiscal department that set us back a time or two. With the newly hired fiscal member who will be focusing on our grants exclusively, we expect this issue will decrease in time.

Another lesson learned was in formulating a streamlined process for advertising. There was no magical way of going about this. It truly was a trial and error process. However, with innovation and diligent effort we are finally in a place where we can say that we know how to reach our parents. This of course will be an ongoing process as parents tend to change the way they access information as time passes.

continued on next page

The narrative sections of this report, including Lessons Learned and Plans for 2017-2018, were written by OPEC Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



LESSONS LEARNED

[CONTINUED]



I would say that this year The Family Connection found its voice and place within the community. We planned and implemented programming in a 6-month period that was projected to take us a year to accomplish. Our community is beginning to recognize who we are and what we do! With this growth, we have had to be mindful to not fall into the trap of scope creep and to hold respectful boundaries with organizations who are less collaborative. This has required mindfulness in maintaining our long-term mission and goals for the Hub. It is incredibly easy to want to 'help' other organizations when you see the need; however remaining sturdy to our goal of sustainability and creating collaborative relationships that are mutually beneficial has become a major focus for the Hub.



PLANS FOR 2017-2018



This is such an exciting time of expansion and learning for us. Some of the most important plans for the coming year are as follows:

- Create a fluent and branded look within our community
- Plan and map our programming and events a year in advance
- Continue to find new and renewable financial resources
- Streamline our advertising, recruitment, and retention processes
- Create a referral system within our larger organizations such as Asante, La Clinica
- Revamp our advisory board to establish a sense of 'ownership' and commitment within our board members
- Work towards sustainability with larger contracts (i.e. DHS, K-12)
- Create ongoing training around parenting education for our facilitators
- Continue to meet the requirements of our major grant funders
- Deepen our connection and collaboration with OPEC and OSU
- Train facilitators in new and innovative curriculum
- Incorporate Adverse Childhood Experiences (ACEs) training and presentations into the services we provide
- Continue to create new community relationships with partners who serve parents and families
- Strengthen our Hub in order to effectively work with the impact of growth
- Hear the needs of our parents and meet those needs in a mode that works for them

The list seems to lengthen with each passing day! We feel so blessed to be able to provide this service to our community and to have such amazing partners in doing so! We look forward to what this year has in store for us.

Mission: All parents have the knowledge, tools, and support systems to nurture their child's optimal development and success in school and life.

Vision: Lane County will have a strong countywide system of parenting education programs, information, and support for all families.

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PROGRAMMING OVERVIEW

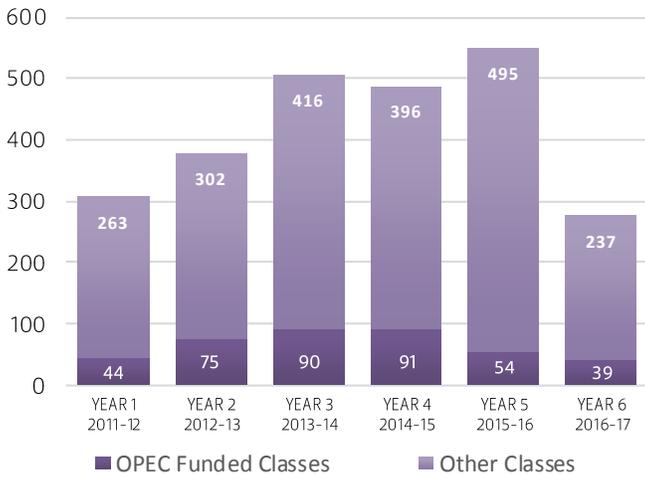
ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL *
OPEC Funded Parenting Education Series	Parenting Series Completed	4	38
	Parenting Classes	39	393
	Parents Attended At Least One Class	40	*
	Parents Attended—Average	27	304
	Parents Attended 70% or More	25	263
	Children/Youth Attended	36	270
	Contact Opportunities (parents & youth)	693	6,123
Other Parenting Education Series	Parenting Series Completed	24	180
	Parenting Classes	237	2,109
	Parents Attended At Least One Class	394	*
	Parents Attended—Average	277	1,960
	Parents Attended 70% or More	280	1,878
	Children/Youth Attended	181	1,373
	Contact Opportunities (parents & youth)	4,570	38,516
Parent Workshops	Number of Sessions	18	64
	Parents Attended	184	1,320
	Children/Youth Attended	132	777
Parent Support Activities	Number of Sessions	263	1,510
	Parents Attended	483	9,666
	Children/Youth Attended	576	14,116
Home Visits	Number of Home Visits	2,298	12,017
	Total New Families	51	580
	Total New Children	49	543
Family Activities	Number of Activities	26	90
	People Attended	1,739	7,937

*Cumulative totals from 2011-2017; *Parents Attended At Least One Class* was a new field in 2015-2016, therefore cumulative results not available.

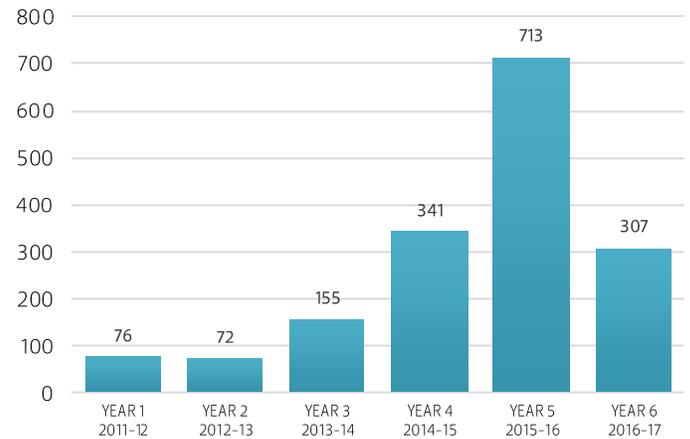


SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES [NUMBER OF CLASSES]

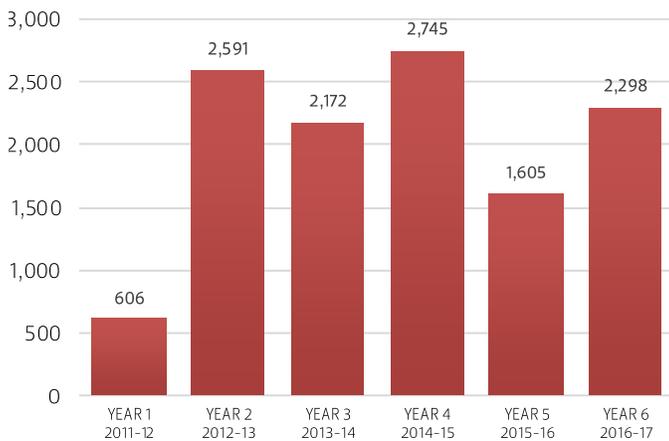


FAMILY PROGRAMS [WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

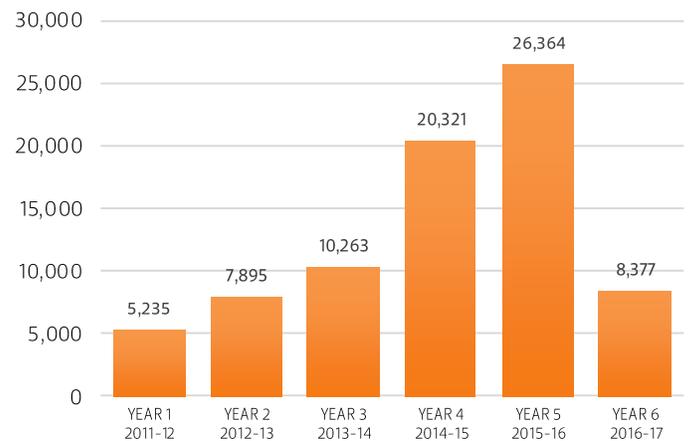


HOME VISITS & TOTAL CONTACTS

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.



ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL*
Facilitators Trained in Curricula	OPEC Facilitators Trained	0	26
	Other Facilitators Trained	32	115
Funds Leveraged	Funds Leveraged	\$316,500	\$731,252
	In-Kind Leveraged	\$0	\$86,970
	Total Leveraged	\$316,500	\$818,222
Advisory Meetings	Number of Meetings	9	65
Professional Development	Professional Development Sessions for Facilitators	0	20
	Professional Development Sessions for OPEC Staff	19	116
Programs with Schools	Programs Held in School Facilities	39	664
	Additional Programs in Collaboration with Schools	1	25

*Cumulative totals from 2011-2017.



DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES]

GENDER	
57%	Women
34%	Men
9%	Did not specify

RACE/ETHNICITY	
78%	White/Caucasian
11%	Hispanic/Latino
0%	Black/African American
0%	Asian/Pacific Islander
0%	Native American
11%	Other/Did not specify

218	parents	270	children
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CHILDREN	
0-17	Age range
2	Average age
39%	Age 0-6 years
1	Children per family

COUNTY	
100%	Lane County

PARENT AGE	
17-49	Age range
34	Average age

PARENTING STYLE	
88%	With partner
8%	By themselves
4%	Did not specify

LOW INCOME STATUS	
22%	Use at least one resource for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)



PARENT & CHILD SKILLS

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	5.2	5.7***
Listen to my child(ren) to understand their feelings	4.0	5.2***
Help my child(ren) feel good about themselves	4.4	5.3***
Set and stick to reasonable limits and rules	3.5	4.7***
Know fun activities to help my child(ren) learn	3.4	4.9***
Find positive ways to guide and discipline my child(ren)	3.4	4.9***
Play with my child(ren) frequently	4.7	5.4***
Protect my child(ren) from unsafe conditions	4.6	5.4***
Talk with other parents to share experiences	3.4	5.2***
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***



The retrospective t-test design revealed **significant improvement in parenting skills on starred items.**



The retrospective t-test design revealed **significant improvement in child skills on starred items.**

CHILD SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.2	4.1***
Willing to follow limits and rules	2.8	3.7***
Gets along with others	3.9	4.6***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 218$.



PARENT SATISFACTION

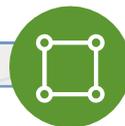
[PARENTING EDUCATION SERIES]

94%

of parents reported that the class was somewhat or very helpful

97%

of parents reported that they would recommend the class to others



QUOTES

[FROM PROGRAM PARTICIPANTS]

“ [I am] not sweating the small stuff as much.

“ I like finding common ground with other parents, and learning what is normal development and behavior.

“ I think [my child's] ability to get along with others has increased - he has benefited because I have.

“ I love having my child interact with others. I loved talking with other parents and swapping stories and ideas.

“ I am more thoughtful about parenting decisions. I feel I make more educated choices I would not have [made] otherwise.



STRENGTHS

Transitioned from a Vroom Pilot Site to a Vroom Information Hub

Established multiple lines of funding to carry forward and expand capacity to staff and implement parenting education

Increased numbers of families participating in *Triple P Online* parenting program

Development of marketing materials and a parent support toolkit to disseminate positive parenting messaging

Strong relationship with the health care community, including collaborative efforts to share resources and knowledge related to the importance of parenting education



CHALLENGES

Two key staff members left the agency

Time required to develop the Parent Advisory Group

Partner workloads have increased with multiple complementary initiatives

Recruiting families in new communities

Lower attendance in certain community-based series



LESSONS LEARNED



This year LaneKids took part in a fidelity review that brought to light several opportunities for improvement in implementation. Steps we have taken this year to address those opportunities are:

- Created a more thorough Request For Proposal application that is structured similarly to the fidelity guide and checklist OPEC provided. This will create an opportunity to monitor the plans and fidelity of funded agencies more closely.
- Added requirements to our mini-grant agreement that funded agencies must:
 - Participate in a fidelity assessment using OPEC's Fidelity and Best Practices Tool during the implementation of your series.
 - Provide follow-up communication with participants who miss a session.

The narrative sections of this report, including Lessons Learned and Plans for 2017-2018, were written by OPEC Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



PLANS FOR 2017-2018

- 
- In the coming year, LaneKids will increase the number of parenting education series from 19 to 22 series, with nine offered in Spanish.
 - Online and social media activities, including the successful *Triple P* campaign, will continue.
 - LaneKids, in collaboration with the Early Learning Alliance, will continue to incorporate Vroom and Raising A Reader into parenting education programming by pairing concepts with topics embedded in curricula.
 - In efforts to provide training and networking outside of curriculum trainings, LaneKids plans to hold biannual community cafés for parent educators in 2017-18. Topics for these community cafés will be decided by the LaneKids Steering Committee and will incorporate networking, training related to parenting education, and an action item for parent educators.
 - Finally, United Way of Lane County (UWLC) is in the midst of a strategic planning process to develop goals and strategies related to our newly adopted strategic focus of "ensuring children are successful in school and life." This presents a terrific opportunity to reassess how LaneKids is staffed and supported by UWLC going forward.

Mission: Leverage collaborations in order to provide services that encourage and enable a majority of parents in Linn and Benton Counties to access parenting information and engage in parenting education experiences.

Vision: A world in which families enjoy the ability to raise healthy children in caring homes.

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PROGRAMMING OVERVIEW

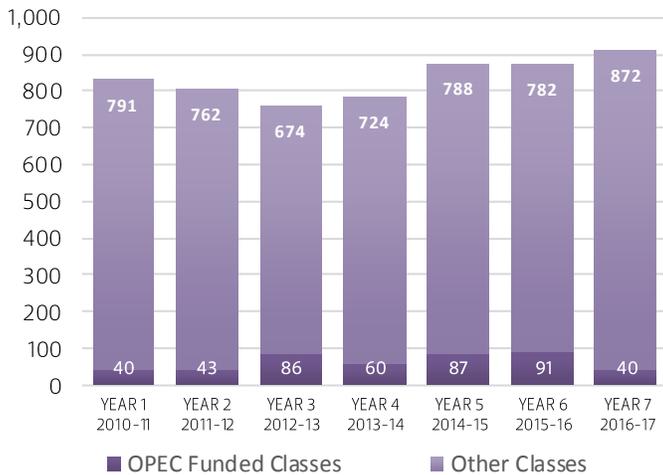
ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL *
OPEC Funded Parenting Education Series	Parenting Series Completed	4	49
	Parenting Classes	40	447
	Parents Attended At Least One Class	45	*
	Parents Attended—Average	25	336
	Parents Attended 70% or More	20	300
	Children/Youth Attended	22	342
	Contact Opportunities (parents & youth)	470	6,280
Other Parenting Education Series	Parenting Series Completed	81	565
	Parenting Classes	872	5,393
	Parents Attended At Least One Class	892	*
	Parents Attended—Average	662	4,838
	Parents Attended 70% or More	634	4,768
	Children/Youth Attended	733	4,765
	Contact Opportunities (parents & youth)	15,453	9,3554
Parent Workshops	Number of Sessions	12	64
	Parents Attended	135	1,300
	Children/Youth Attended	99	500
Parent Support Activities	Number of Sessions	11	55
	Parents Attended	11	70
	Children/Youth Attended	10	33
Home Visits	Number of Home Visits	308	1,605
	Total New Families	46	319
	Total New Children	67	543
Family Activities	Number of Activities	3	33
	People Attended	980	6,849

*Cumulative totals from 2010-2017; *Parents Attended At Least One Class* was a new field in 2015-2016, therefore cumulative results not available.

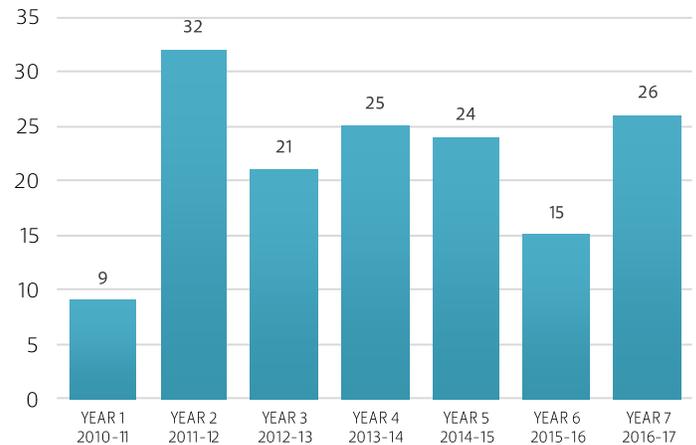


SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES [NUMBER OF CLASSES]

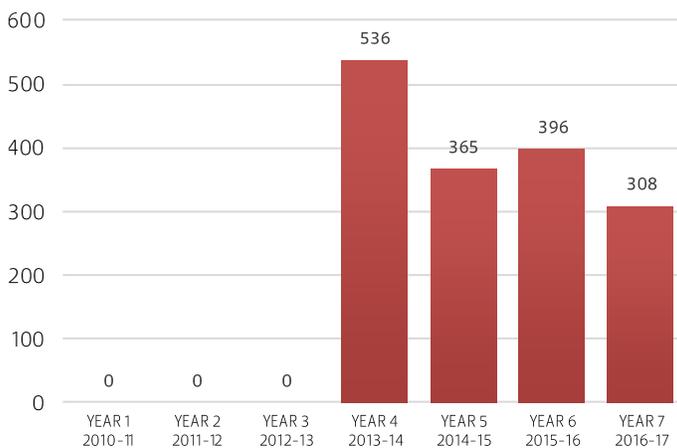


FAMILY PROGRAMS [WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

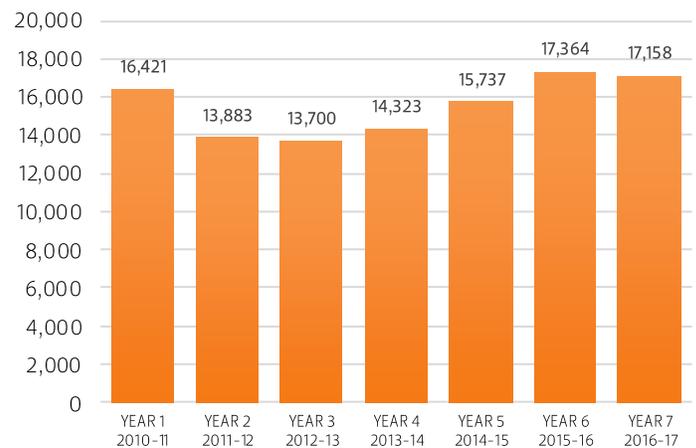


HOME VISITS & TOTAL CONTACTS

HOME VISITS



TOTAL CONTACTS



Note: Linn-Benton Hub elected to start reporting home visitation in 2013-2014. Home visits are conducted by Linn-Benton Community College's Family Support and Connections and were not funded by OPEC.

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.



ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL*
Facilitators Trained in Curricula	OPEC Facilitators Trained	26	104
	Other Facilitators Trained	4	80
Funds Leveraged	Funds Leveraged	\$44,514	\$288,296
	In-Kind Leveraged	\$20,045	\$127,567
	Total Leveraged	\$64,559	\$415,863
Advisory Meetings	Number of Meetings	9	139
Professional Development	Professional Development Sessions for Facilitators	6	91
	Professional Development Sessions for OPEC Staff	6	34
Programs with Schools	Programs Held in School Facilities	595	3,553
	Additional Programs in Collaboration with Schools	0	186

*Cumulative totals from 2010-2017.



DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES AND WORKSHOPS]

GENDER	
73%	Women
22%	Men
5%	Did not specify

RACE/ETHNICITY	
62%	White/Caucasian
30%	Hispanic/Latino
0%	Black/African American
3%	Asian/Pacific Islander
1%	Native American
4%	Other/Did not specify

134	parents	301	children
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CHILDREN	
0-18	Age range
6	Average age
13%	Age 0-6 years
2	Children per family

COUNTY	
69%	Linn County
31%	Benton County

PARENT AGE	
18-64	Age range
35	Average age

PARENTING STYLE	
72%	With partner
22%	By themselves
6%	Did not specify

LOW INCOME STATUS	
79%	Use at least one resource for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)



PARENT & CHILD SKILLS

PARENTING SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.3	4.8***
Show my child(ren) love and affection frequently	4.5	5.4***
Listen to my child(ren) to understand their feelings	3.5	5.0***
Help my child(ren) feel good about themselves	3.9	5.1***
Set and stick to reasonable limits and rules	3.2	4.7***
Know fun activities to help my child(ren) learn	3.6	4.8***
Find positive ways to guide and discipline my child(ren)	3.4	5.0***
Play with my child(ren) frequently	3.7	4.9***
Protect my child(ren) from unsafe conditions	4.9	5.5***
Talk with other parents to share experiences	3.2	4.8***
Deal with the day-to-day stresses of parenting	3.0	4.7***
Understand my goals and values as a parent	3.8	5.1***



The retrospective t-test design revealed **significant improvement in parenting skills on starred items.**



The retrospective t-test design revealed **significant improvement in child skills on starred items.**

CHILD SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.5	4.5***
Willing to follow limits and rules	3.0	4.2***
Gets along with others	3.6	4.5***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 103$.



PARENT SATISFACTION

PARENTING EDUCATION SERIES

97%

of parents reported that the class series was somewhat or very helpful

95%

of parents reported they would recommend the class series to others

PARENTING WORKSHOPS

94%

of parents reported that the workshop was somewhat or very helpful

97%

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



QUOTES

[FROM PROGRAM PARTICIPANTS]



I am more loving with my child.



We did this class as a couple which helps us align our goals and be more open in our communication.



My daughter loves that I am giving her more compliments and encouragement.



[My children] are more aware of their feelings. They are more empathetic of others feelings, and how their actions affect others.



It has kept me thinking about my role and approach to being a parent, making me more aware of areas that are good and areas that need changing.



STRENGTHS

High quality parenting educators and child care program staff serving the region

Maintaining annual events along with partners, including Parenting Educator Celebration, National Speaker Event, Child Abuse Prevention Summits, and other ongoing supports

Expansion of school-based parenting education series

Strong partnerships and collaborations that have provided opportunities for leveraged funds in serving children and families in high risk and rural communities

Offered an *Abriendo Puertas* Training the Trainer to support parenting education for Spanish-speaking families in the community



CHALLENGES

Scheduling parenting education series in certain schools

Attrition for longer class series that span across holidays

Concerns about political climate impacting participation of Spanish-language community

Finding additional streams of funding to support sustainability

Anticipating stress and burnout of professionals supporting families

Staffing turnover and transitions

Cancelled fall classes due to low enrollment and staff turnover

Lower than expected participation in classes held in Spanish



LESSONS LEARNED

OPEC Hub

This year we were able to forge partnerships with schools and organizations who generously donated staff, facilities, food, materials, and incentives to make many of the parenting classes as successful as possible.



The Spanish-language population was hit hard emotionally by the political changes last fall and these families have been less willing to attend the series that were offered. Regaining trust and finding new ways to overcome barriers to participate is important.

Practitioner stress and burnout came to the forefront as a need this year. Further training and support will be explored in this area.

continued on next page

The narrative sections of this report, including Lessons Learned and Plans for 2017-2018, were written by OPEC Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



LESSONS LEARNED

[CONTINUED]



OPEC Hub (continued)

Enrollment in the smaller pockets of the region was lower than preferred, but we believed that creating a place for families to meet and build on these offerings was more important than the risks of cancelling and so we kept them running. For those who came, these were highly valuable and changed parents ideas about how to support their children. In a region filled with high levels of poverty, violence, and generations of abuse and neglect, we count every participant in our groups as a huge success!

Parents and practitioners who work with children and families can all benefit from education and professional development that is geared to supporting good outcomes for children. To that end, the Parenting Support Network (PSN) will offer free workshops to any adult who wants to attend.

Programming Grant

Our project is designed to address the gaps in services by providing universal parent-child parenting education classes for rural families with babies who are identified by the Pollywog Project funded by InterCommunity Health Network (IHN) CCO. Unfortunately, the Pollywog Project has had to adjust its timeline as it takes the time to work with partners to refine the database and referral process. Until the Pollywog Project is fully functional, we will need to continue targeted work in each community to promote the classes.

We are blessed with strong partnerships with our Early Learning Hub, Family Connections (our Child Care Resource & Referral) and Strengthening Rural Families. These groups are significant partners in this project and provide us with the links to IHN-CCO, school districts and our region's hospitals. We are working with partners established through our Early Learning Hub to inform and support the establishment of the Live and Learn with Baby class in Lincoln County.



PLANS FOR 2017-2018

OPEC Hub

There will be a wide variety of parenting classes offered throughout our two-county Parenting Support Network (PSN) region. Some will be funded in part or whole by OPEC while others will be funded by InterCommunity Health Network CCO/CHANCE funds, in collaboration with partner agencies and school districts, and using an additional year of grant funding through Children's Trust Fund of Oregon.

- Summer 2017: 1 series (CHANCE) and two HOPE support groups
- Fall 2017: 2 series (OPEC), 2 series (CHANCE), 3 HOPE support groups (OPEC), and 3 parent/professional workshops
- Winter 2018: 1 series (OPEC) and 2 series (CHANCE), 3 HOPE support groups (OPEC), and 1 parent/professional workshop
- Spring 2018: 1 series (OPEC) and 4 series (CHANCE), 3 HOPE support groups (OPEC), and 2 parent/professional workshops



PLANS FOR 2017-2018

[CONTINUED]

OPEC Hub (continued)

Many Live and Learn classes will continue throughout the region, which are parent-child classes for parents of infants, wobblers, and toddlers.

- 8th Annual Parenting Educator Celebration in April 2018
- 5th Annual National Speaker event in May 2018, in conjunction with OPEC/OSU Conference

Parent and practitioner workshops will be offered throughout the year in collaboration between PSN, the local Child Care Resource and Referral, and Noah's Ark Preschool. In addition to providing quality information that will be helpful to adults, we also hope that parents may sign up for a longer series after attending one or more of these workshops.

- Positive Strategies to Address the Causes of Challenging Behavior in Young Children
- Inspiring Creative and Innovative Play in Young Children through Loose Parts Materials
- Self-care for the Caregiver: Creating Balance While Caring for Young Children
- Cultivating Positive Social Relationships
- Emotion Coaching for Young Children
- Examining Challenges for Children with Activated Stress Response and Calming Strategies Using All 5 Senses

While there are representatives from the Early Learning Hub who sit on the OPEC Hub Steering Committee, the OPEC Hub coordinator has joined several committees run by the Hub including: Early Childhood Coordinating Council, Data Evaluation, and Parent Engagement. This will help make collaborations between the Hubs more meaningful.

The Pollywog Project, which is a system-based resource and referral effort between the Early Learning Hub and InterCommunity Health Network, is launching and we are hopeful that this will lead to increased enrollment of parents into groups and workshops.

Programming Grant

We will be offering *Live and Learn with Baby* class series in Lebanon and Philomath fall, winter, and spring terms. An additional class will be offered winter and spring terms in Newport. We are working with Lincoln County Parents Together to identify a site and instructor.

An additional Parents Interacting with Infants (PIWI) training will be held for new instructors teaching *Live and Learn* classes at LBCC.

Instructors funded by this project will participate in all Parenting Education Department in-services and activities throughout the school year.

Funds from this grant are allocated for research and evaluation of the "*Live and Learn*" Curriculum series. Jerri Wolfe and Shauna Tominey have created a plan for evaluation of the *Live and Learn* series which included an enhanced Parenting Skills Ladder, parent-child observations, and focus groups which will be implemented in the coming year.

We will continue to work closely with the Pollywog project as it rolls out across Linn, Benton, and Lincoln Counties in the next year.

Mission: Marion & Polk Early Learning Hub, Inc. is the regional coordinating body that identifies resources focused on children ages 0-6 and their families and helps align resources toward high impact and shared goals of the community. MPHELH is focused on the overarching outcome of increasing school readiness for children, especially at risk children, while supporting stable and attached families and ensuring a coordinated, efficient learning system.

Vision: Our vision, with our partner organizations, is a strong system of parent education and supports so that parents, as a child's first teacher, are effective and children are safe and school ready.

Margie Lowe, mlope@earlylearninghub.org, 503.559.9610
 Veronica Mendoza-Ochoa, vochoa@earlylearninghub.org, 503.967.1183
 Lisa Harnisch, lharnisch@earlylearninghub.org, 503.967.1183

Early Learning Hub, Inc.
 2995 Ryan Drive SE, Suite 100
 Salem, OR 97301

PROGRAMMING OVERVIEW

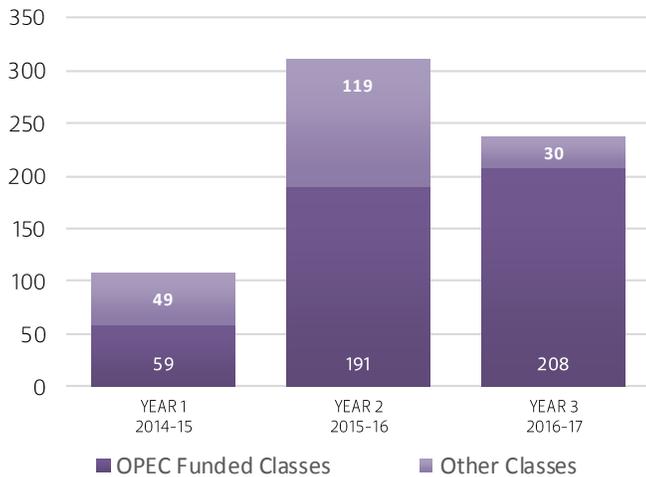
ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL*
OPEC Funded Parenting Education Series	Parenting Series Completed	20	42
	Parenting Classes	208	458
	Parents Attended At Least One Class	236	*
	Parents Attended—Average	176	436
	Parents Attended 70% or More	155	327
	Children/Youth Attended	259	599
	Contact Opportunities (parents & youth)	4,483	10,921
Other Parenting Education Series	Parenting Series Completed	3	29
	Parenting Classes	30	198
	Parents Attended At Least One Class	54	*
	Parents Attended—Average	37	417
	Parents Attended 70% or More	32	375
	Children/Youth Attended	92	467
	Contact Opportunities (parents & youth)	1,144	5,351
Parent Workshops	Number of Sessions	40	53
	Parents Attended	778	1,451
	Children/Youth Attended	922	1,476
Parent Support Activities	Number of Sessions	36	242
	Parents Attended	962	2,992
	Children/Youth Attended	962	3,013
Family Activities	Number of Activities	25	58
	People Attended	5,310	13,360

*Cumulative totals from 2014-2017; *Parents Attended At Least One Class* was a new field in 2015-2016, therefore cumulative results not available.

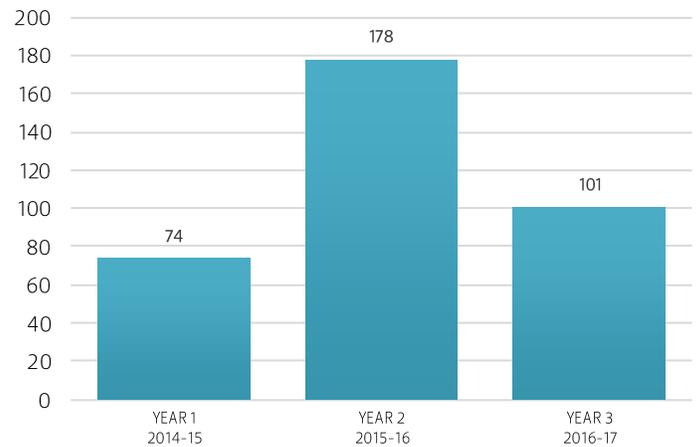


SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES [NUMBER OF CLASSES]



FAMILY PROGRAMS [WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

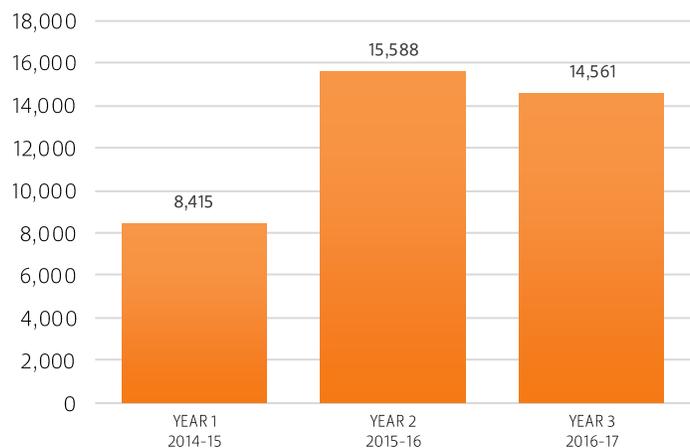


TOTAL CONTACTS



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





ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL*
Facilitators Trained in Curricula	OPEC Facilitators Trained	12	57
	Other Facilitators Trained	49	113
Funds Leveraged	Funds Leveraged	\$223,500	\$4,930,500
	In-Kind Leveraged	\$14,550	\$125,682
	Total Leveraged	\$238,050	\$5,056,182
Advisory Meetings	Number of Meetings	30	68
Professional Development	Professional Development Sessions for Facilitators	2	11
	Professional Development Sessions for OPEC Staff	43	63
Programs with Schools	Programs Held in School Facilities	256	411
	Additional Programs in Collaboration with Schools	2	10

*Cumulative totals from 2014-2017.



DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES AND WORKSHOPS]

GENDER	
68%	Women
24%	Men
8%	Did not specify

RACE/ETHNICITY	
25%	White/Caucasian
66%	Hispanic/Latino
1%	Black/African American
1%	Asian/Pacific Islander
0%	Native American
7%	Other/Did not specify

240
parents

563
children

CHILDREN	
0-18	Age range
7	Average age
15%	Age 0-6 years
2	Children per family

COUNTY	
100%	Marion County

PARENT AGE	
17-69	Age range
35	Average age

PARENTING STYLE	
71%	With partner
11%	By themselves
18%	Did not specify

LOW INCOME STATUS	
76%	Use at least one resource for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)



PARENT & CHILD SKILLS

PARENTING SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.4	5.0***
Show my child(ren) love and affection frequently	4.4	5.5***
Listen to my child(ren) to understand their feelings	3.9	5.4***
Help my child(ren) feel good about themselves	4.1	5.4***
Set and stick to reasonable limits and rules	3.7	5.2***
Know fun activities to help my child(ren) learn	3.9	5.4***
Find positive ways to guide and discipline my child(ren)	3.8	5.3***
Play with my child(ren) frequently	3.9	5.3***
Protect my child(ren) from unsafe conditions	4.7	5.6***
Talk with other parents to share experiences	3.7	5.3***
Deal with the day-to-day stresses of parenting	3.6	5.2***
Understand my goals and values as a parent	4.0	5.5***



The retrospective t-test design revealed **significant improvement in parenting skills on starred items.**



The retrospective t-test design revealed **significant improvement in child skills on starred items.**

CHILD SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.8	5.0***
Willing to follow limits and rules	3.5	4.9***
Gets along with others	4.2	5.2***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 182$.



PARENT SATISFACTION

PARENTING EDUCATION SERIES

97%

of parents reported that the class series was somewhat or very helpful

99%

of parents reported they would recommend the class series to others

PARENTING WORKSHOPS

98%

of parents reported that the workshop was somewhat or very helpful

100%

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



QUOTES

[FROM PROGRAM PARTICIPANTS]



I dedicate more time to my children.



Mis hijos saben que vengo porque estoy aprendiendo a ser mejor madre.



I feel I am a better mom. I'm more patient and less stressed.



Jugamos, pintamos, bailamos y convivimos con más alegría.



It has helped me create some structures that were not there before.



STRENGTHS

Expanded menu of offerings related to parenting education with a growing number of community partners

Participation in a significant number of community events

Provided facilitator trainings in *Mind in the Making* and the *Incredible Years*

Strong cohort of freelance facilitators who have been trained in evidence-based parenting education curricula, including several bilingual professionals

Hosted a day-long training on Trauma-Informed Care, which was well received by the community



CHALLENGES

Recruitment and retention of families in parent education

Recruitment of parents to fully participate in the Parent Advisory Committee

Education community is at times cautious about encouraging parents to attend parenting classes at faith-based locations

Determining how to allocate mini-grant opportunities to maximize resources across the parenting hub area

Keeping the parenting website a dynamic recourse for families.

Confirming that all required elements and logistics are in place prior to starting a parenting class series



LESSONS LEARNED

The Hub is approaching its fourth anniversary and has now been a parenting hub for three years. We have used this report as an opportunity to review the trends that we have seen in our family engagement work to better understand our success and areas that need additional attention.

Class Offerings

Class Type	Year 1	Year 2	Year 3	Total
Parenting Series	12	27	21	60
School Readiness	3	13	27	43
Total Offerings	15	40	48	103

continued on next page

The narrative sections of this report, including Lessons Learned and Plans for 2017-2018, were written by OPEC Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



LESSONS LEARNED

[CONTINUED]

The trend in the past year at Kindergarten Partnership and Innovation (KPI) locations has been to move away from general parenting classes to the Ready for Kindergarten curriculum. Most locations are offering *Ready for Kindergarten* to families with three- and four-year-old children and if the population they serve has non-English speaking families, they are offering the series in both English and Spanish. This has reduced general parenting class offerings in school settings, but has nearly doubled the number of families attending the *Ready for Kindergarten* workshop series as seen in the next table.

Parent Participation of 70% or More

Class Type	Year 1	Year 2	Year 3	Total
Parenting Series	96	324	228	648
School Readiness	44	258	495	797
Total Parents	140	582	723	1,445

The benefit of this change is that schools are actively reaching families wanting to better prepare their children for school success, but the shift in offerings has resulted in fewer families gaining broader parenting education and support.

Parent retention in classes started at 74% in Year 1, dipped to a low of 59% in Year 2, and improved slightly in Year 3 to 61%. At the facilitator training for the Incredible Years curriculum, the trainer gave several strategies to improve retention that Marion & Polk Early Learning Hub (MPELH) will integrate into all programs' delivery. On the recruitment front, MPELH is piloting social media ad purchasing to reach our tech-savvy families. The first round drew several English-speaking families, but did not improve participation for the Spanish-speaking parents.

To support program fidelity and quality, staff from MPELH work hard to visit every parenting class series three times during the class schedule. By doing so, we identify needs early and support the site and facilitator in modifying the program to assure every parent and child are well served.

With the dedicated assistance of our two summer interns and other staff members, MPELH has connected with 5,620 family members at events across Marion and Polk counties during the past year. At events this spring, we are learning that community awareness of the Hub and its programs are growing; many parents share that they already use VROOM and have a copy of the kinder-ready calendar from their preschool or physician. Many express interest in parenting classes, but thus far have not followed through with attendance. We hope to have more traffic with our social media tools when they are re-launched in the fall. We now have both dad and mom bloggers who are early childhood educators that provide monthly messages aligned with the topics/themes that are a part of the overall communications plan.

A difficult lesson learned this year is that support for families and early childhood programs can quickly erode in both private and public funding in spite of compelling data and strong advocacy. This lesson is playing out with OPEC's tiered step-down support, P-3 programs phasing out, and the...

continued on next page



LESSONS LEARNED

[CONTINUED]

...Oregon Legislature's reduced support for Early Learning Hubs and the Kindergarten Partnership and Innovation (KPI) grant program. It has been disheartening to see the rise and fall in such a short time span with the first children who benefited still in their early years of elementary school. We will be very attentive listeners to the discussions at the OPEC Fall Conference on sustainability.

At the local level, we have trained as many facilitators in evidence-based curriculum as possible while our OPEC grant was at the highest level to mitigate the impact of declining resources in the later grant years. We had also paired the KPI program funds with the OPEC resources in Marion County to be able to offer parenting classes in schools. Reductions in resources in both the OPEC and KPI programs will require partner organizations to provide a match of some type or will reduce the number of mini-grant funded opportunities resulting in fewer families being served by both programs.



PLANS FOR 2017-2018

Marion & Polk Early Learning Hub will be reviewing its logic model and the experiences of other similar-sized Hubs this summer to review and refine both our parenting and kinder-ready strategies. Analysis of the participation and survey data will help the Hub and its local partners identify where services need to be reconfigured. Planning in the last three months of the current year have many of the program materials and staff in place and ready to launch this fall. The state Kindergarten Partnership and Innovation (KPI) grant requires the development of a new work plan by the end of September; the Hub and its partners will use August and September to determine how to most effectively "braid and blend" the OPEC and KPI family engagement work so that program outcomes for neither program are shorted by approaching the work together.

The Hub was asked by the Behavioral Health Network of Willamette Valley Community Health (CCO) to develop a plan to improve supports to families and child care providers who are coping with a child exhibiting high behavioral needs. The plan developed in partnership with many local organizations includes training for both early learning staff and families, resources for physical supports to child care environments, technical assistance for providers, and seed funds for non-special education therapeutic classrooms. We plan to provide a trusted resource for families to connect with via social media and through 211.

A parallel process is being used to develop a proposal for the CCO's Transformation Investment Opportunities funds. The Hub has been an important partner for the CCO in advancing Oregon Health Authority metrics required for early childhood screening and is now working with the CCO to send Oregon Health Plan families with children 0-5 age appropriate books along with a literacy "lesson" and a reminder to schedule a needed upcoming well-child check-up and immunization.

Mission: To serve as the hub where community partners support families through evidence-based parent education and resources accessible in all areas of Polk and Yamhill Counties.

Vision: Parenting education will be seen as “higher education” for parents across socio-economic and cultural boundaries. Utilizing intentional strategies, our efforts will continue to increase parent knowledge, strengthen parental confidence, positively impact the number of children entering school ready to learn, and increase our organizational capacity.

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Stephanie Gilbert, Polk County, 503.623.9664, ext 2368
Miriam Vargas Corona, Yamhill County, 503.455.8047

**Polk County Family & Community
 Outreach Department**
 182 SW Academy Suite 220
 Dallas, OR 97338

PROGRAMMING OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL *
OPEC Funded Parenting Education Series	Parenting Series Completed	18	59
	Parenting Classes	176	526
	Parents Attended At Least One Class	173	*
	Parents Attended—Average	107	397
	Parents Attended 70% or More	91	343
	Children/Youth Attended	137	365
	Contact Opportunities (parents & youth)	2,261	6,638
Other Parenting Education Series	Parenting Series Completed	8	38
	Parenting Classes	80	507
	Parents Attended At Least One Class	64	*
	Parents Attended—Average	46	225
	Parents Attended 70% or More	41	199
	Children/Youth Attended	18	140
	Contact Opportunities (parents & youth)	624	4,640
Parent Workshops	Number of Sessions	13	37
	Parents Attended	127	329
	Children/Youth Attended	149	358
Parent Support Activities	Number of Sessions	72	97
	Parents Attended	112	159
	Children/Youth Attended	35	83
Home Visits	Number of Home Visits	0	42
	Total New Families	0	7
	Total New Children	0	10
Family Activities	Number of Activities	1	16
	People Attended	200	964

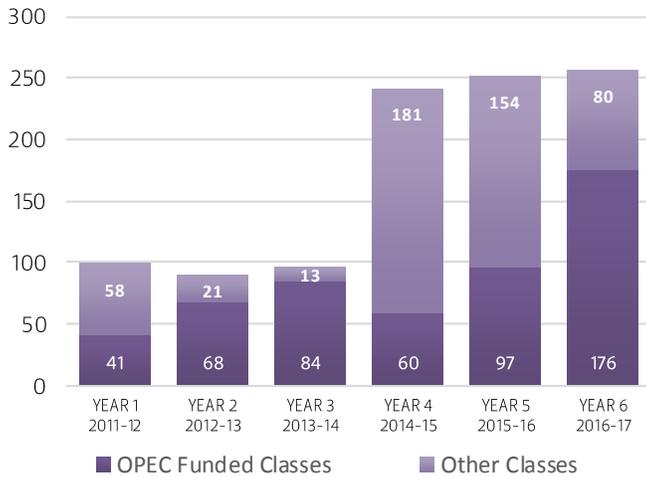
*Cumulative totals from 2011-2017; *Parents Attended At Least One Class* was a new field in 2015-2016, therefore cumulative results not available.

This grantee had an OPEC Hub grant in 2016-2017.

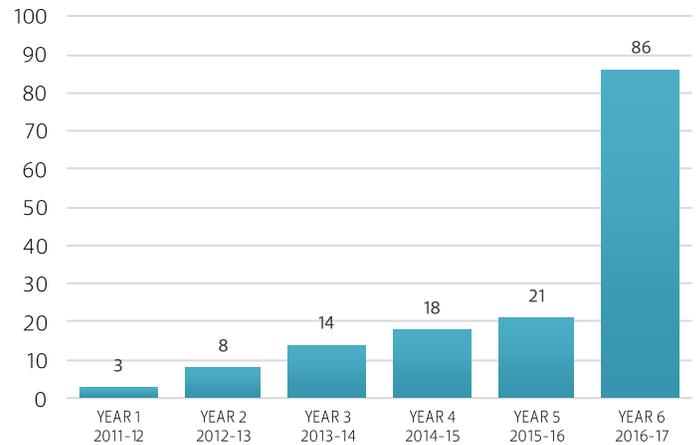


SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES [NUMBER OF CLASSES]



FAMILY PROGRAMS [WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

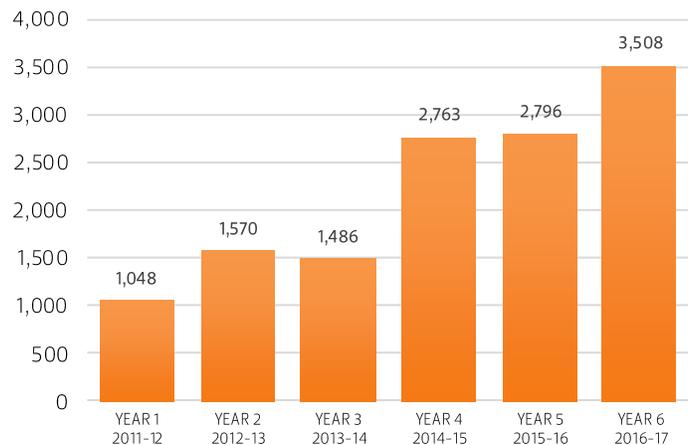


TOTAL CONTACTS



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





ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL*
Facilitators Trained in Curricula	OPEC Facilitators Trained	14	56
	Other Facilitators Trained	3	31
Funds Leveraged	Funds Leveraged	\$14,200	\$75,675
	In-Kind Leveraged	\$39,245	\$394,095
	Total Leveraged	\$53,445	\$469,770
Advisory Meetings	Number of Meetings	9	63
Professional Development	Professional Development Sessions for Facilitators	4	14
	Professional Development Sessions for OPEC Staff	16	47
Programs with Schools	Programs Held in School Facilities	116	366
	Additional Programs in Collaboration with Schools	0	4

*Cumulative totals from 2011-2017.



DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES AND WORKSHOPS]

GENDER	
65%	Women
27%	Men
8%	Did not specify

RACE/ETHNICITY	
71%	White/Caucasian
16%	Hispanic/Latino
<1%	Black/African American
2%	Asian/Pacific Islander
4%	Native American
7%	Other/Did not specify

189	parents
477	children
CHILDREN	
0-18	Age range
7	Average age
15%	Age 0-6 years
3	Children per family
COUNTY	
64%	Polk County
36%	Yamhill County

PARENT AGE	
18-70	Age range
34	Average age
PARENTING STYLE	
64%	With partner
22%	By themselves
14%	Did not specify
LOW INCOME STATUS	
77%	Use at least one resource for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)



PARENT & CHILD SKILLS

PARENTING SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.4	4.9***
Show my child(ren) love and affection frequently	4.6	5.3***
Listen to my child(ren) to understand their feelings	3.7	5.2***
Help my child(ren) feel good about themselves	4.1	5.2***
Set and stick to reasonable limits and rules	3.5	4.9***
Know fun activities to help my child(ren) learn	3.8	4.9***
Find positive ways to guide and discipline my child(ren)	3.6	5.2***
Play with my child(ren) frequently	4.1	5.1***
Protect my child(ren) from unsafe conditions	4.8	5.4***
Talk with other parents to share experiences	3.0	4.9***
Deal with the day-to-day stresses of parenting	3.5	5.1***
Understand my goals and values as a parent	3.6	5.3***



The retrospective t-test design revealed **significant improvement in parenting skills on starred items.**



The retrospective t-test design revealed **significant improvement in child skills on starred items.**

CHILD SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.8	4.9***
Willing to follow limits and rules	3.3	4.7***
Gets along with others	4.2	4.9***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 112$.



PARENT SATISFACTION

PARENTING EDUCATION SERIES

98%

of parents reported that the class series was somewhat or very helpful

96%

of parents reported they would recommend the class series to others

PARENTING WORKSHOPS

92%

of parents reported that the workshop was somewhat or very helpful

97%

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



QUOTES

[FROM PROGRAM PARTICIPANTS]



[I am] more aware of my child's needs.



I think I have learned a lot in this class and have taken good information and put it to use.



[My children] enjoyed being with other kids and I think it's good for them to know that I am trying to be a better parent.



My child is learning empathy and also acting in a routine.



[My child] gets along with other kids better.



STRENGTHS

Attendance at a significant number of community events to spread awareness of Mid-Valley Parenting

Expanding pool of interested and trained child care providers

Engaging the steering committee in the strategic planning process associated with the Hub's expansion to two counties

First series of kindergarten readiness parent workshops was a success

Provided training for parenting educators in the *Nurturing Parenting* curriculum

Parenting education opportunities being offered in new locations, including a growing number in partnership with schools and to new targeted groups of families



CHALLENGES

Transitions associated with staff turnover

Late distribution of marketing materials resulted in lower recruitment

Unable to secure transportation for community event

Lower than expected turnout for facilitator training

Challenges recruiting and retaining families for summer parenting classes

Cancelled classes in some communities due to low enrollment and participation



LESSONS LEARNED



This was the first year of being a two-county Hub and with that comes growing pains. We have learned that while both counties have a lot of similarities, there are also a lot of different ways to approach parenting education and sometimes something that works in one place does not necessarily fit in another community. We have learned that we need to use the experts in both counties to ensure that the programming that is out there meets the needs of specific communities.

The narrative sections of this report, including Lessons Learned and Plans for 2017-2018, were written by OPEC Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



PLANS FOR 2017-2018



In the coming year, this Hub will focus on strategic planning and implementing parenting education series in a more thoughtful and intentional approach. This will be accomplished in a number of ways including a new payment schedule for mini grants based on the number of sessions (rather than a preset total per series) and quarterly professional development and networking opportunities for facilitators and child care providers that focus on topics that will be determined by a survey sent out at the beginning of the year. Coordinators will work with partners to produce a quarterly programming calendar to ensure that classes are being offered throughout the region and minimize duplication. There will also be a focus on raising awareness that parenting education is for everyone. This will be accomplished by updating the Mid-Valley Parenting website to be more regionally focused and user friendly, and by offering teaser workshops to help introduce parent education into communities. We will also use the help of parent education champions and parent ambassadors to help spread the word about the opportunities being offered through Mid-Valley Parenting. We will be working to make sure that the right partners are at the table to help spread the message and implement programs. This will include having universal parents serving on our steering committee as a voice for parents across the region.

Mission: Siskiyou Parenting Hub partners will work together to provide locally-accessible, evidence-based parenting education and family support programs in a culturally inclusive, family-centered environment.

Vision: Participation in parenting education and child development programs is a community norm.

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First 5 Siskiyou Children & Families Commission

310 N Mt. Shasta Blvd, Suite 5
Mt. Shasta, CA 96067

PROGRAMMING OVERVIEW

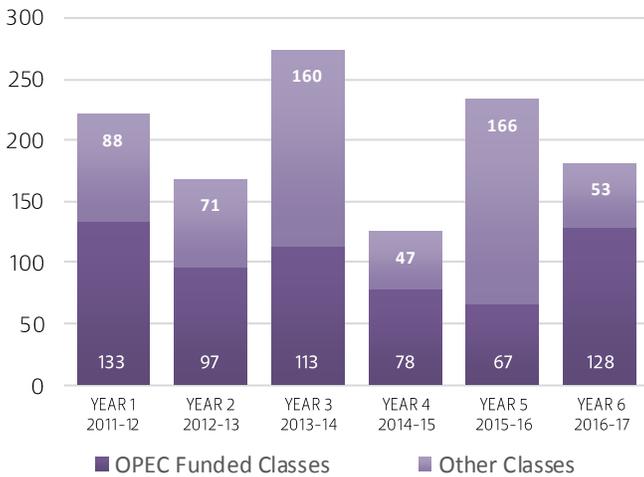
ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL *
OPEC Funded Parenting Education Series	Parenting Series Completed	12	63
	Parenting Classes	128	616
	Parents Attended At Least One Class	148	*
	Parents Attended—Average	84	446
	Parents Attended 70% or More	84	396
	Children/Youth Attended	121	430
	Contact Opportunities (parents & youth)	2,198	8,062
Other Parenting Education Series	Parenting Series Completed	6	51
	Parenting Classes	53	585
	Parents Attended At Least One Class	95	*
	Parents Attended—Average	54	369
	Parents Attended 70% or More	51	311
	Children/Youth Attended	36	189
	Contact Opportunities (parents & youth)	760	5,947
Parent Workshops	Number of Sessions	43	286
	Parents Attended	423	3,104
	Children/Youth Attended	517	2,991
Parent Support Activities	Number of Sessions	471	3,582
	Parents Attended	1,737	9,201
	Children/Youth Attended	2,115	12,363
Family Activities	Number of Activities	62	589
	People Attended	4,775	57,426

*Cumulative totals from 2011-2017; *Parents Attended At Least One Class* was a new field in 2015-2016, therefore cumulative results not available.

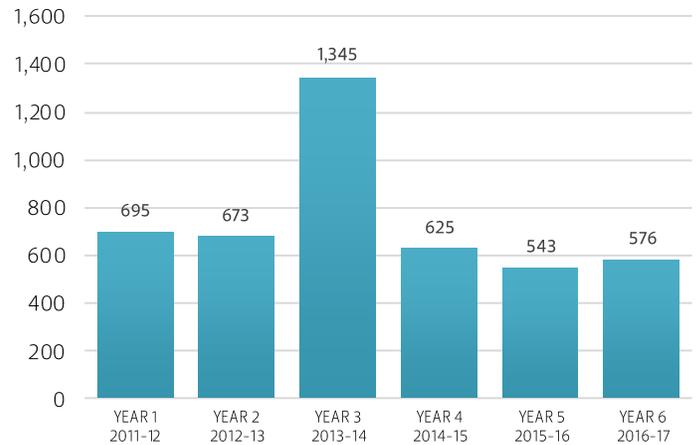


SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES [NUMBER OF CLASSES]

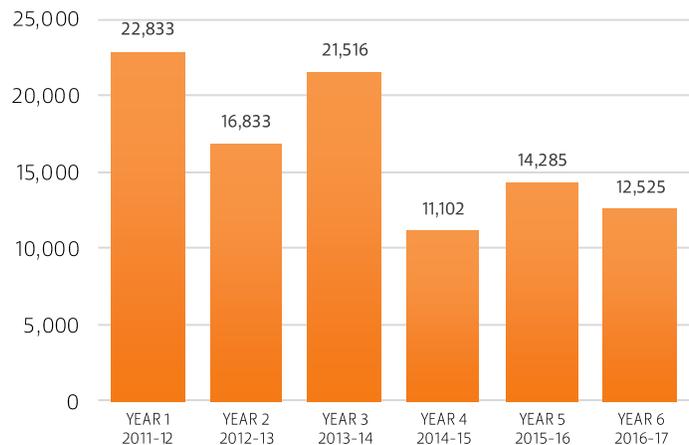


FAMILY PROGRAMS [WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]



TOTAL CONTACTS

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.



ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL*
Facilitators Trained in Curricula	OPEC Facilitators Trained	1	117
	Other Facilitators Trained	0	6
Funds Leveraged	Funds Leveraged	\$107,899	\$505,759
	In-Kind Leveraged	\$45,725	\$2,109,985
	Total Leveraged	\$153,624	\$2,615,744
Advisory Meetings	Number of Meetings	22	138
Professional Development	Professional Development Sessions for Facilitators	17	91
	Professional Development Sessions for OPEC Staff	18	77
Programs with Schools	Programs Held in School Facilities	582	1,309
	Additional Programs in Collaboration with Schools	24	225

*Cumulative totals from 2011-2017.



DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES AND WORKSHOPS]

GENDER	
73%	Women
18%	Men
9%	Did not specify

RACE/ETHNICITY	
67%	White/Caucasian
17%	Hispanic/Latino
2%	Black/African American
1%	Asian/Pacific Islander
9%	Native American
4%	Other/Did not specify

448
parents

841
children

CHILDREN	
0-18	Age range
6	Average age
18%	Age 0-6 years
2	Children per family

COUNTY	
100%	Siskiyou County

PARENT AGE	
13-79	Age range
39	Average age

PARENTING STYLE	
62%	With partner
20%	By themselves
18%	Did not specify

LOW INCOME STATUS	
45%	Use at least one resource for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)



PARENT & CHILD SKILLS

PARENTING SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.7	4.9***
Show my child(ren) love and affection frequently	5.0	5.5***
Listen to my child(ren) to understand their feelings	4.2	5.2***
Help my child(ren) feel good about themselves	4.4	5.4***
Set and stick to reasonable limits and rules	3.5	4.8***
Know fun activities to help my child(ren) learn	4.1	5.0***
Find positive ways to guide and discipline my child(ren)	3.8	5.2***
Play with my child(ren) frequently	4.4	5.2***
Protect my child(ren) from unsafe conditions	5.2	5.6***
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	4.2	5.3***



The retrospective t-test design revealed **significant improvement in parenting skills on starred items.**



The retrospective t-test design revealed **significant improvement in child skills on starred items.**

CHILD SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.9	4.8***
Willing to follow limits and rules	3.5	4.6***
Gets along with others	4.3	5.0***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 96$.



PARENT SATISFACTION

PARENTING EDUCATION SERIES

96%

of parents reported that the class series was somewhat or very helpful

99%

of parents reported they would recommend the class series to others

PARENTING 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



QUOTES

[FROM PROGRAM PARTICIPANTS]



My children have better parents.



This class has had a profound difference on the way me and my child interact.



[I] learned tools to be more empathetic toward my kids.



[My children] talk about their feelings more now.



I take more time to listen to their feelings and then figure out what we are going to do from there.



STRENGTHS

Securing additional funding sources to insure growth and long-term sustainability of parenting education

Strong collaboration with numerous organizations to offer educational classes for parents and those who serve them

Team members who are enthusiastic about and dedicated to the work

More series offered in Spanish

Growing menu of offerings for children and families, including expanded parenting education classes, story time events, Yoga/Brain Gym, school readiness workshops, and more

Evidence from families demonstrating the impact of parenting education on short- and long-term family well-being

Enhanced partnership with Karuk tribe including offerings of parenting education classes at Karuk Housing



CHALLENGES

Sustaining community based resources without a community hub - Family Resource Center. Two centers in smallest of the communities were closed during the fiscal year

Changes in staffing for key partners

Smaller Family Resource Centers struggle with staffing and family recruitment

Need for additional qualified facilitators



LESSONS LEARNED



As the Siskiyou Parenting Education Collaborative grows and continues to strengthen, it has been essential to guide our efforts by the philosophy that *"our attitude describes our present and predicts our future."* Collectively we have made a commitment to focus our attention to working with those who are open and willing to work together towards mutuality of shared goals and commitment to growth and change. This culture of commitment to the greater good has created the pathway to new partnerships. As a result, we have increased the number of new facilitators, enhanced relationships with schools and other organizations, recruited more volunteers, and adopted new programs such as the Dolly Parton Imagination Library and Reach Out and Read. Furthermore, collectively we have created stronger support systems for all families by providing a menu of accessible quality resources and opportunities including; workshops, newsletters, social media messages, play groups, and other parent support programs.

continued on next page

The narrative sections of this report, including Lessons Learned and Plans for 2017-2018, were written by OPEC Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



LESSONS LEARNED

The trust built between the key partner organizations has been a motivator for others to join in our collective efforts of providing family friendly and inclusive education, support, and fun programs, where all families are respected, and have access to high-quality locally based resources.



Respect, honor, open communication, and support are key to successful relationships. Successful relationships are the foundation for extraordinary results. By unifying our individual organization goals Siskiyou County Parenting and County Wide Training Collaborative partners have truly become a powerful force for community transformation.

Another important lesson has been to slow down, focus attention to celebrating successes and always remember to think of ways to support other organizations in meeting their priorities. Siskiyou Parenting HUB Collaborative is a "Yes" collaborative.

Continue to sustain high standards and embrace the importance of implementing programs with fidelity and promote the importance of evaluation systems. This is key to long-term sustainability.



PLANS FOR 2017-2018



- Provide a minimum of 170 sessions of evidence-based parenting education classes and workshops in communities throughout Siskiyou County to assure access to all families.
- Provide orientation to all new child development program providers (child care) on standards for program delivery. Work with Family Resource Centers and College of the Siskiyous to recruit minimum of three new providers.
- Continue to strengthen the connection with advisory group partners.
- Work with partners to host "movies with a purpose" events in three communities to increase community education about the impact of Adverse Childhood Experiences and the important benefits of early childhood investments.
- Provide a minimum of four county-wide trainings including Strengthening Families Framework, Ages and Stages Questionnaire, and Trauma and Development.
- Work together with partners to increase community knowledge of the importance of parenting education as a key protective factor.
- Create opportunity to celebrate successes along the way.
- Work with willing partners to continue to sustain and grow programs through diversified funding and resources.

Mission: To provide high quality parenting education opportunities to all families throughout Union, Umatilla, and Morrow Counties.

Vision: A coordinated and collaborative delivery system of parenting education that offers a variety of tools to support families and community as they learn together, strengthening and shaping the success of our future.

Maureen McGrath, Executive Director, 541.564.6878
Mary Lou Gutierrez, Parent Education Coordinator, 541.667.6091
Rob Kleng, Union County Parent Education Coordinator, 541.962.3622

Umatilla-Morrow Head Start, Inc.
 110 NE 4th Street
 Hermiston, OR 97838

PROGRAMMING OVERVIEW

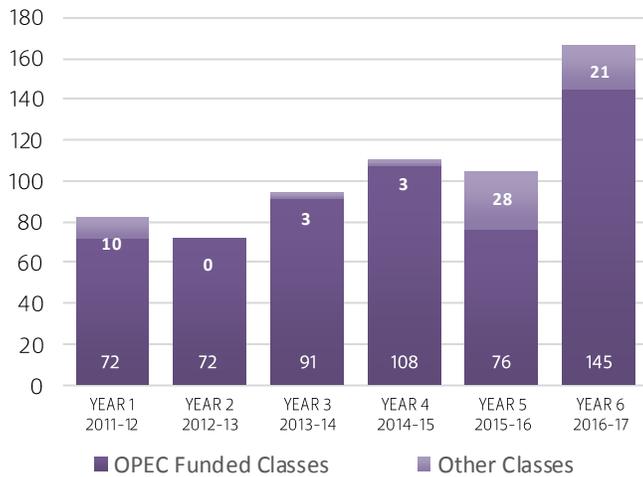
ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL *
OPEC Funded Parenting Education Series	Parenting Series Completed	14	62
	Parenting Classes	145	564
	Parents Attended At Least One Class	119	*
	Parents Attended—Average	66	397
	Parents Attended 70% or More	61	346
	Children/Youth Attended	62	367
	Contact Opportunities (parents & youth)	1,382	7,492
Other Parenting Education Series	Parenting Series Completed	3	10
	Parenting Classes	21	65
	Parents Attended At Least One Class	48	*
	Parents Attended—Average	37	99
	Parents Attended 70% or More	37	100
	Children/Youth Attended	24	80
	Contact Opportunities (parents & youth)	427	1,186
Parent Workshops	Number of Sessions	43	186
	Parents Attended	403	2,586
	Children/Youth Attended	164	2,048
Parent Support Activities	Number of Sessions	319	710
	Parents Attended	1,113	1,920
	Children/Youth Attended	1,554	2,270
Home Visits	Number of Home Visits	1,675	6,947
	Total New Families	148	477
	Total New Children	245	667
Family Activities	Number of Activities	2	17
	People Attended	131	982

*Cumulative totals from 2011-2017; *Parents Attended At Least One Class* was a new field in 2015-2016, therefore cumulative results not available.

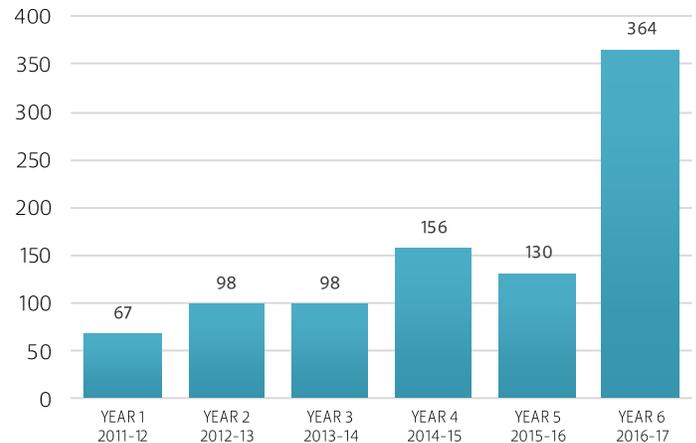


SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES [NUMBER OF CLASSES]

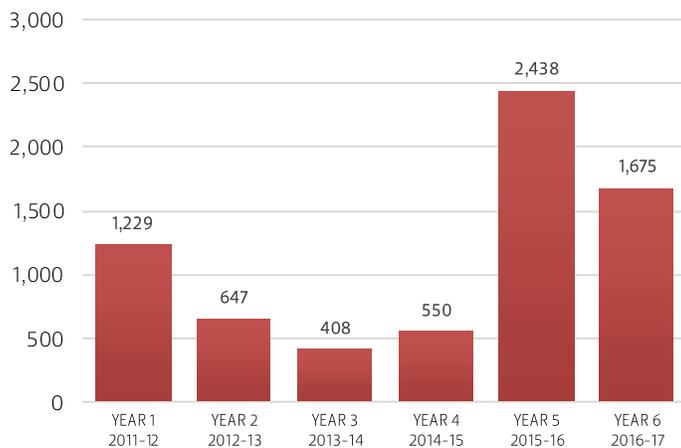


FAMILY PROGRAMS [WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

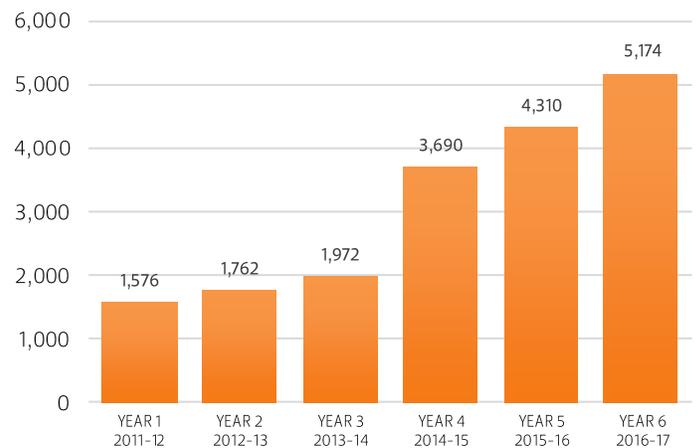


HOME VISITS & TOTAL CONTACTS

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.



ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL*
Facilitators Trained in Curricula	OPEC Facilitators Trained	0	148
	Other Facilitators Trained	25	79
Funds Leveraged	Funds Leveraged	\$3,000	\$161,138
	In-Kind Leveraged	\$0	\$130,525
	Total Leveraged	\$3,000	\$291,663
Advisory Meetings	Number of Meetings	12	70
Professional Development	Professional Development Sessions for Facilitators	28	101
	Professional Development Sessions for OPEC Staff	14	30
Programs with Schools	Programs Held in School Facilities	224	867
	Additional Programs in Collaboration with Schools	53	109

*Cumulative totals from 2011-2017.



DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES AND WORKSHOPS]

GENDER	
85%	Women
12%	Men
3%	Did not specify

RACE/ETHNICITY	
49%	White/Caucasian
46%	Hispanic/Latino
0%	Black/African American
1%	Asian/Pacific Islander
0%	Native American
4%	Other/Did not specify

229
parents

533
children

CHILDREN	
0-18	Age range
7	Average age
13%	Age 0-6 years
2	Children per family

COUNTY	
62%	Umatilla County
24%	Morrow County
14%	Union County

PARENT AGE	
12-74	Age range
35	Average age

PARENTING STYLE	
75%	With partner
17%	By themselves
8%	Did not specify

LOW INCOME STATUS	
69%	Use at least one resource for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)



PARENT & CHILD SKILLS

PARENTING SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.6	4.9***
Show my child(ren) love and affection frequently	4.5	5.5***
Listen to my child(ren) to understand their feelings	3.7	5.2***
Help my child(ren) feel good about themselves	3.8	5.2***
Set and stick to reasonable limits and rules	3.5	4.9***
Know fun activities to help my child(ren) learn	3.9	5.3***
Find positive ways to guide and discipline my child(ren)	3.7	5.3***
Play with my child(ren) frequently	4.2	5.2***
Protect my child(ren) from unsafe conditions	5.0	5.7***
Talk with other parents to share experiences	3.4	5.1***
Deal with the day-to-day stresses of parenting	3.7	5.1***
Understand my goals and values as a parent	3.9	5.3***



The retrospective t-test design revealed **significant improvement in parenting skills on starred items.**



The retrospective t-test design revealed **significant improvement in child skills on starred items.**

CHILD SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	4.1	4.9***
Willing to follow limits and rules	3.4	4.7***
Gets along with others	4.5	5.2***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 39$.



PARENT SATISFACTION

PARENTING EDUCATION SERIES

94%

of parents reported that the class series was somewhat or very helpful

100%

of parents reported they would recommend the class series to others

PARENTING 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



QUOTES

[FROM PROGRAM PARTICIPANTS]



[My son] is feeling more understood.



Realizing that how you feel is normal and every parent has difficulties. It helps knowing I am not alone.



I learned to have more patience in knowing how to treat [my children] according to their age.



I think that [my daughter] feels more empowered and connected.



Taking this class has helped me reestablish a relationship with my five year old.



STRENGTHS

Shared referral process with DHS that allows for a “soft hand-off” between organizations

Strong participation and commitment to parenting education from advisory committee members

Parenting education classes expanded to rural areas

Increased family participation through the use of targeted phone calls

New and emerging community collaborations through shared trainings and community events

Offering the *Nurturing Fathers* curriculum to reach dads



CHALLENGES

Small numbers of participants in some parenting class series

Marketing efforts related to parenting education

Summer months can be difficult to recruit families to participate in parenting education

Providing classes in rural areas (e.g., South Morrow County)

Developing a process for collecting Parenting Skills Ladders

Staff turnover in partner agencies result in new staff needing training in evidence-based parenting programs



LESSONS LEARNED

Union-Umatilla-Morrow OPEC Hub advisory committee meets on a monthly basis; we find that this consistent, regular time is critical to our success in parenting education and in collaborating with each other.



Each monthly meeting has a training aspect on the agenda. We believe it is important that all members stay current with the same information that we deliver to parents during parenting education sessions. Examples of those are: Communication Styles: what is yours?, *Conscious Discipline* brain breaks, VROOM information and access, Identifying the four parenting styles and results of each, Creating "Squishtivities" from the *Parenting Now!* curriculum, and self-care activities.

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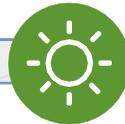
LESSONS LEARNED

[CONTINUED]



The large effort in the Day for Dude's (father/male caregiver & child event) was worth it! Lots of planning paid off and we saw over 100 fathers attend the evening for family meal, fun activities, and parenting tips.

Working with a niche group such as fathers (all male caregivers) is different from a general population group and requires careful thought in how to approach and facilitate. We must recognize that parenting is different amongst "moms and dads," as well as teens, and that the approach to these groups needs to be done with those differences in mind. One size does not fit all.



PLANS FOR 2017-2018



50% of the Parenting Education series will be co-facilitated.

More workshops with topics requested by parents will be delivered as the "hook" to other parenting classes and opportunities. This may cut down on the total number of evidence-based programs we offer, but our hope is to see higher numbers of participants in those series.

Add a parenting support group (Circle of Parents) in the Pendleton area for parents who have attended an evidence-based program but want additional support.

More collaboration with Cay-Uma-Wa of the Confederated Tribe of Umatilla Indian Reservation.

Train two parents in a parenting curriculum.

Mission: Strengthening families through proven parent education and support programs.

Vision: All Eastern Oregon families have equal access to the skills needed to nurture healthy, productive children.

Maria Weer
Executive Director
mweer@oregonbhf.org
541.426.9411

Building Healthy Families
207 NE Park Street
Enterprise, Oregon 97828

PROGRAMMING OVERVIEW

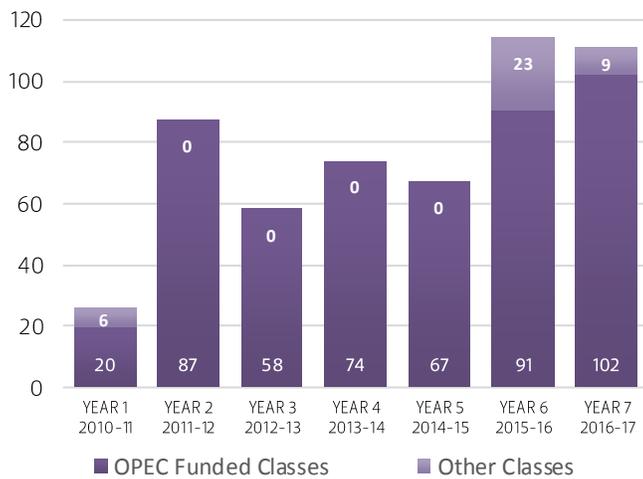
ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL *
OPEC Funded Parenting Education Series	Parenting Series Completed	8	51
	Parenting Classes	102	499
	Parents Attended At Least One Class	58	*
	Parents Attended—Average	43	355
	Parents Attended 70% or More	41	318
	Children/Youth Attended	95	552
	Contact Opportunities (parents & youth)	2,056	9,275
Other Parenting Education Series	Parenting Series Completed	1	5
	Parenting Classes	9	38
	Parents Attended At Least One Class	6	*
	Parents Attended—Average	5	30
	Parents Attended 70% or More	5	30
	Children/Youth Attended	7	36
	Contact Opportunities (parents & youth)	108	498
Parent Workshops	Number of Sessions	9	51
	Parents Attended	103	807
	Children/Youth Attended	120	888
Parent Support Activities	Number of Sessions	161	838
	Parents Attended	459	1,209
	Children/Youth Attended	681	1,964
Home Visits	Number of Home Visits	1,149	6,713
	Total New Families	80	485
	Total New Children	110	649
Family Activities	Number of Activities	24	124
	People Attended	3,230	26,238

*Cumulative totals from 2010-2017; *Parents Attended At Least One Class* was a new field in 2015-2016, therefore cumulative results not available.

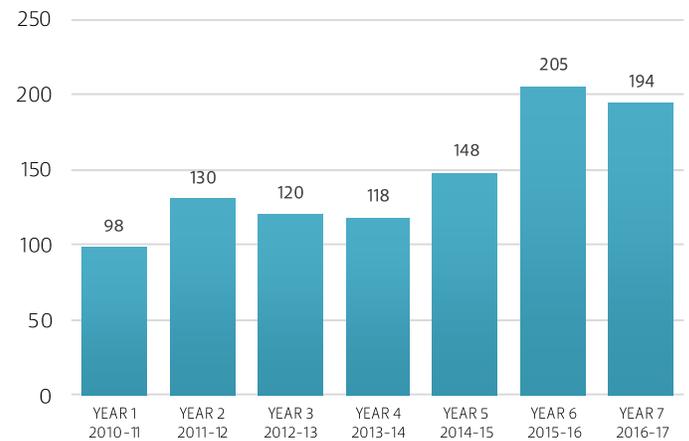


SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES [NUMBER OF CLASSES]

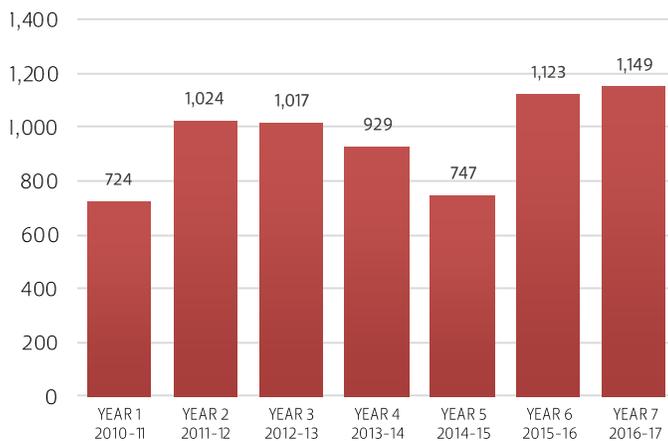


FAMILY PROGRAMS [WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

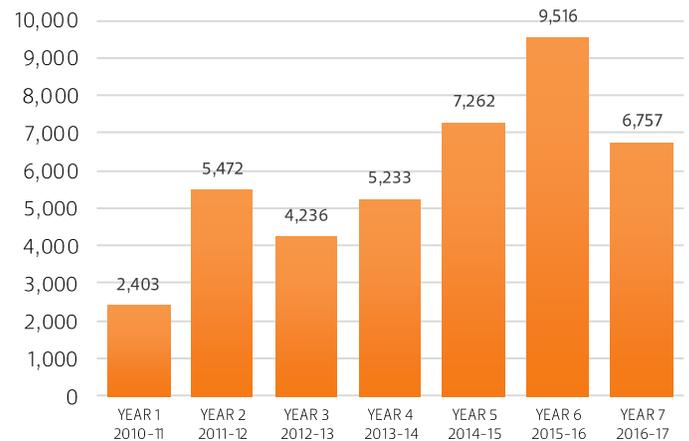


HOME VISITS & TOTAL CONTACTS

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.



ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL*
Facilitators Trained in Curricula	OPEC Facilitators Trained	5	26
	Other Facilitators Trained	1	17
Funds Leveraged	Funds Leveraged	\$1,177,816	\$4,215,512
	In-Kind Leveraged	\$86,000	\$630,266
	Total Leveraged	\$1,263,816	\$4,845,778
Advisory Meetings	Number of Meetings	16	108
Professional Development	Professional Development Sessions for Facilitators	34	199
	Professional Development Sessions for OPEC Staff	25	308
Programs with Schools	Programs Held in School Facilities	279	2,100
	Additional Programs in Collaboration with Schools	13	139

*Cumulative totals from 2010-2017.



DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES]

GENDER	
95%	Women
0%	Men
5%	Did not specify

RACE/ETHNICITY	
86%	White/Caucasian
5%	Hispanic/Latino
0%	Black/African American
0%	Asian/Pacific Islander
0%	Native American
9%	Other/Did not specify

21
parents

41
children

CHILDREN	
0-11	Age range
5	Average age
32%	Age 0-6 years
2	Children per family

COUNTY	
43%	Wallowa County
48%	Baker County
9%	Malheur County

PARENT AGE	
21-40	Age range
31	Average age

PARENTING STYLE	
43%	With partner
48%	By themselves
9%	Did not specify

LOW INCOME STATUS	
86%	Use at least one resource for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)



PARENT & CHILD SKILLS

PARENTING SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.2	4.6***
Show my child(ren) love and affection frequently	4.9	5.6***
Listen to my child(ren) to understand their feelings	3.7	5.0***
Help my child(ren) feel good about themselves	4.0	5.1***
Set and stick to reasonable limits and rules	3.4	4.5***
Know fun activities to help my child(ren) learn	3.8	5.0***
Find positive ways to guide and discipline my child(ren)	3.4	5.1***
Play with my child(ren) frequently	4.4	5.3***
Protect my child(ren) from unsafe conditions	4.5	5.3***
Talk with other parents to share experiences	3.4	5.2***
Deal with the day-to-day stresses of parenting	3.1	4.9***
Understand my goals and values as a parent	3.4	5.1***



The retrospective t-test design revealed **significant improvement in parenting skills on starred items.**



The retrospective t-test design revealed **significant improvement in child skills on starred items.**

CHILD SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.1	3.9***
Willing to follow limits and rules	2.8	3.8***
Gets along with others	4.0	4.4***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 21$.



PARENT SATISFACTION

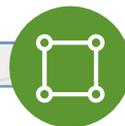
[PARENTING EDUCATION SERIES]

100%

of parents reported that the class was somewhat or very helpful

100%

of parents reported that they would recommend the class to others



QUOTES

[FROM PROGRAM PARTICIPANTS]



I am a lot more confident as a parent.



I've been much more in tune with [my child's] motor skills and what to do to improve them.



My child is less timid, more adventurous.



I have become much more patient with my children and can communicate better too.



They see a much more understanding, patient, caring mom, who also is better taking care of herself.



STRENGTHS

Improved access to resources and technology (e.g., new photocopier, multi-line phone system), which has allowed for expanded capacity

Programming grant dollars have supported expanded partnership and collaboration with the healthcare community

Successful completion of Vroom pilot projects in all three counties

Parent volunteer involvement in parenting education

Created a waiting room library for children and families in clinic lobby with take-home school readiness activities

RMC Fidelity study helped identify areas for continued improvement and growth

Shared professional development opportunities related to parenting education in collaboration with community partners

Expanded professional development opportunities for parenting educators, including poverty simulations, parent cafés, trauma informed practices, and others

Started a “mini-grant” process in Malheur County to expand parenting education services through partnerships



CHALLENGES

Recruiting and hiring staff in rural areas

Supporting programming needs across the region with limited local staff (e.g., increased travel time and expense)

Access to ongoing facilitator trainings

Staff workload and staff transitions in partner agencies

Ensuring fidelity and high-quality programming when working with partner agencies



LESSONS LEARNED



Perhaps the greatest lesson learned this year is patience. From staffing, to programming, to building challenges, time has been the key to getting things accomplished. The following examples of patience demonstrate the positive effects of not rushing results.

continued on next page



LESSONS LEARNED

[CONTINUED]



Staffing – After three rounds of posting for a new home visitor in Baker/Union County, we were thrilled to hire Joy Mudd in the third quarter. Now fully trained and working directly with clients, we are so excited that we waited to find the "right" candidate. Her professionalism, ability to connect with families, and facilitation skills make her a phenomenal parent educator and a wonderful addition to our team.

Programming – In Baker County, where we still have an absence, we have been able to utilize amazing parent volunteers. These wonderful mothers have helped to lead programming, recruit families, and provide ideas for opportunities to grow in Baker County. While we are still looking to hire additional FTE, we feel that this opportunity to connect to volunteers may not have surfaced without our gap in staffing.

Building Progress – As mentioned above, patience paid off and we have wrapped up several large business projects this year. From a new copier and phone system to flooring and structural improvements, the completion of long-term projects have helped to increase our capacity and provide more efficient and effective services.



PLANS FOR 2017-2018

While we have many plans for the upcoming year, the following are major highlights:

Expand Medical Collaborations – With the support of the Kelley Foundation, we will work to build a position focused on our medical partnership in Wallowa County. This will serve as a model for staffing in surrounding communities. Through our new partnership with Treasure Valley Pediatrics in Malheur County, we will continue to expand evidence-based series, workshops, and connection to resources.



Hire in Baker – We plan to hire two positions in Baker County focused on parent education. One of these positions includes a supervisor that will be able to be a "face" for parent education and community services.

Focus on Target Populations – We will work to provide more opportunities for specific target populations. These includes parents of children with special needs, fathers, and grandparents.

Mission: Parenting Together Washington County builds and sustains life-long learning connections between children, families and communities to enable all to thrive.

Vision: Our community raises strong, healthy children and families who are life-long learners, with equitable opportunities to succeed and reach their full potential.

Leslie Moguil
Senior Program Coordinator
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**Washington County Health
& Human Services**
155 N First Street, Suite 250, MS 6
Hillsboro, OR 97123

PROGRAMMING OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL *
OPEC Funded Parenting Education Series	Parenting Series Completed	7	13
	Parenting Classes	82	144
	Parents Attended At Least One Class	88	171
	Parents Attended—Average	76	154
	Parents Attended 70% or More	68	144
	Children/Youth Attended	78	174
	Contact Opportunities (parents & youth)	1,866	3,660
Other Parenting Education Series	Parenting Series Completed	6	7
	Parenting Classes	56	61
	Parents Attended At Least One Class	71	81
	Parents Attended—Average	55	63
	Parents Attended 70% or More	48	56
	Children/Youth Attended	62	62
	Contact Opportunities (parents & youth)	1,071	1,111
Parent Workshops	Number of Sessions	23	29
	Parents Attended	301	370
	Children/Youth Attended	382	465
Parent Support Activities	Number of Sessions	13	13
	Parents Attended	43	43
	Children/Youth Attended	52	52
Family Activities	Number of Activities	5	20
	People Attended	366	4,615

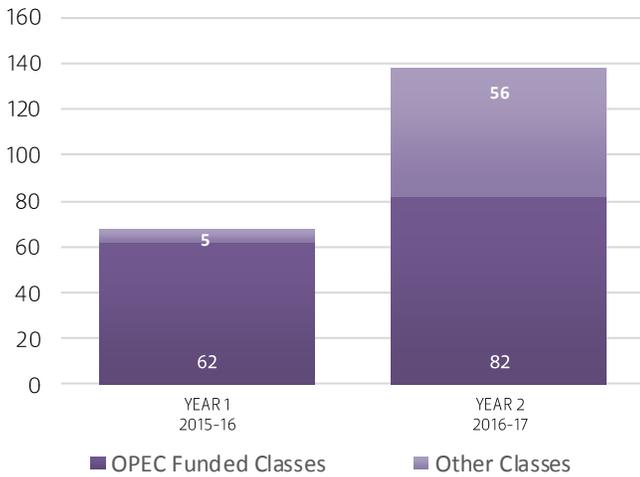
*Cumulative totals from 2015-2017

This grantee had an OPEC Hub grant in 2016-2017.

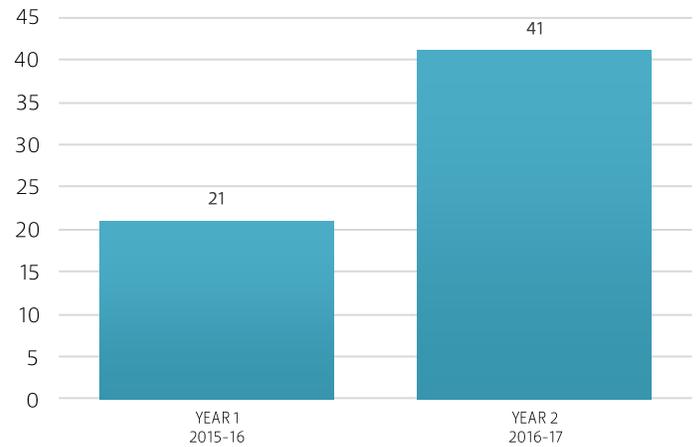


SERIES & FAMILY PROGRAMS

PARENTING EDUCATION SERIES [NUMBER OF CLASSES]



FAMILY PROGRAMS [WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

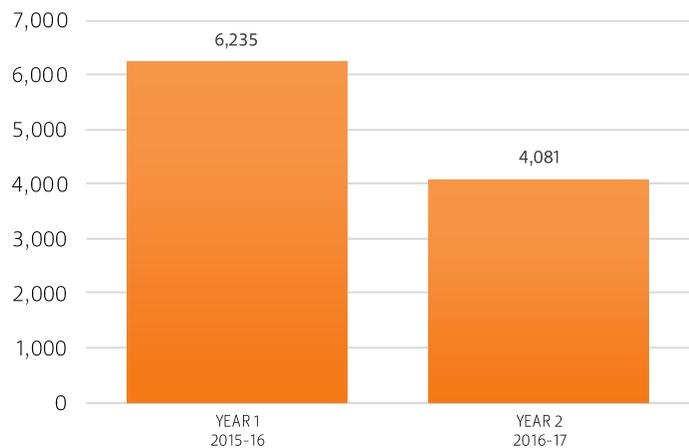


TOTAL CONTACTS



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





ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL	CUMULATIVE TOTAL*
Facilitators Trained in Curricula	OPEC Facilitators Trained	2	2
	Other Facilitators Trained	24	62
Funds Leveraged	Funds Leveraged	\$28,000	\$751,383
	In-Kind Leveraged	\$35,000	\$72,000
	Total Leveraged	\$63,000	\$823,383
Advisory Meetings	Number of Meetings	36	65
Professional Development	Professional Development Sessions for Facilitators	0	5
	Professional Development Sessions for OPEC Staff	26	34
Programs with Schools	Programs Held in School Facilities	274	450
	Additional Programs in Collaboration with Schools	46	52

*Cumulative totals from 2015-2017.



DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES AND WORKSHOPS]

GENDER	
83%	Women
12%	Men
5%	Did not specify

RACE/ETHNICITY	
47%	White/Caucasian
36%	Hispanic/Latino
3%	Black/African American
5%	Asian/Pacific Islander
0%	Native American
9%	Other/Did not specify

167	parents
333	children

CHILDREN	
0-18	Age range
6	Average age
17%	Age 0-6 years
2	Children per family

COUNTY	
100%	Washington County

PARENT AGE	
19-56	Age range
34	Average age

PARENTING STYLE	
64%	With partner
28%	By themselves
8%	Did not specify

LOW INCOME STATUS	
71%	Use at least one resource for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)



PARENT & CHILD SKILLS

PARENTING SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.0	4.9***
Show my child(ren) love and affection frequently	4.4	5.6***
Listen to my child(ren) to understand their feelings	4.0	5.3***
Help my child(ren) feel good about themselves	4.1	5.4***
Set and stick to reasonable limits and rules	3.0	4.8***
Know fun activities to help my child(ren) learn	3.7	5.2***
Find positive ways to guide and discipline my child(ren)	3.5	5.2***
Play with my child(ren) frequently	3.8	5.1***
Protect my child(ren) from unsafe conditions	4.8	5.7***
Talk with other parents to share experiences	3.4	4.6***
Deal with the day-to-day stresses of parenting	3.0	4.8***
Understand my goals and values as a parent	3.5	5.4***



The retrospective t-test design revealed **significant improvement in parenting skills on starred items.**



The retrospective t-test design revealed **significant improvement in child skills on starred items.**

CHILD SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.5	5.1***
Willing to follow limits and rules	2.7	4.8***
Gets along with others	3.3	5.0***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 39$.



PARENT SATISFACTION

PARENTING EDUCATION SERIES

94%

of parents reported that the class series was somewhat or very helpful

97%

of parents reported they would recommend the class series to others

PARENTING WORKSHOPS

98%

of parents reported that the workshop was somewhat or very helpful

92%

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



QUOTES

[FROM PROGRAM PARTICIPANTS]

“ | *Aprendí cómo ser un mejor padre.*

“ | *Mi hijo ha mostrado mayor interés en leer cuentos.*

“ | *I have more understanding of how I can help and support my child.*

“ | *Mi niña viene muy contenta cada vez que tomamos la clase juntos porque sabe que ella está feliz que su mamá está en clase con todas las mamás.*

“ | *I am very grateful for all the classes that were offered to me because as a mother it helped me to understand my children more and I am happy.*



STRENGTHS

Fostered new and continuing mini-grant partnerships, supporting evidence-based parenting education for universal and targeted groups of parents

Supported many successful school readiness and parenting workshops in collaboration with community partners and schools

Received support from an Encore Fellow to manage and support new website development

Hosted a full-day Family Engagement Conference for family engagement and parenting education professionals

Served as a Vroom texting pilot site



CHALLENGES

Potential funding cuts to the Early Learning Hub have the potential to impact parenting programming

Lack of active interfaith organization in the county through which a relationship could be built with faith-based communities

Lower than hoped for enrollment in Spanish-speaking *Nurturing Hope* class

Unable to find a mini-grant partner to conduct an evidence-based summer series

Class location that did not align with family transportation needs, resulting in a shift in location



LESSONS LEARNED



The planning, organizing, and culmination of the Parenting Together Washington County & Early Learning Washington County Family Engagement Conference in May validated the need to continually reach out and engage the broad representation of family engagement and parenting education staff across sectors. Participant feedback overwhelmingly spoke to the unique opportunity for networking and engaging with peers across family engagement communities. The speakers, facilitators, and workshop topics were well received and evaluation feedback was universally positive as to the value of the content and the expertise of the facilitators.

continued on next page

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LESSONS LEARNED

[CONTINUED]



PTWC's partnership with the Immigrant & Refugee Community Organization (IRCO) in reaching out to Washington County's growing newcomer and immigrant community reinforced the importance of the absolute importance of cultural and linguistic responsiveness in engaging families who have little knowledge and experience with supports that exist to help strengthen their existing knowledge of what it is to be a parent. Partnerships with community-based organizations that have depth of experience in working with one or more culturally specific communities are essential to engaging families who otherwise remain in the shadows of Oregon's many communities.

The Sherwood School District elevated the value of new and creative approaches to engage families in learning and fun with their children through the creative choices of community-based facilitators and by offering Yoga and Singing and Signing.



PLANS FOR 2017-2018



Parenting Together Washington County (PTWC) is delighted to be ahead of schedule on our website design and launch due largely to the efforts of our Encore Fellow, Lori Gates, and her work with community partners. Washington County Health and Human Services communication coordinator has volunteered to provide the final phase of review and feedback. Planned launch is targeted for late August or early September 2017. The PTWC Senior Program Coordinator along with at least one community partner will be interviewed for the monthly taping of Community Matters, an on-air program that will focus on informing the public about the mission and activities of PTWC and connect to the website launch opportunity.

We will continue to explore collaborative event sponsorship advertisement promotion opportunities to further our efforts in building a stronger and more connected family engagement community of practice.

Finally, PTWC will continue our commitment to sustain our mission to build and sustain life-long learning connections between children, families, and communities to enable all to thrive.

The Black Parent Initiative is funded to provide culturally-specific parenting education to promote healthy birth and family outcomes for Black families, using *Parents as Teachers* as the curriculum.

Mission: The Black Parent Initiative educates and mobilizes the parents and caregivers of Black and multi-ethnic children to ensure they achieve success.

Charles Smith
Program Director
charles.smith@thebpi.org
503.284.8000

Kimberly Porter
Program Manager
kimberly.porter@thebpi.org
503.284.8000

Black Parent Initiative
2915 NE Martin Luther King Blvd
Portland OR 97212

PROGRAMMING OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL
Parent Workshops	Number of Sessions	9
	Parents Attended	197
	Children/Youth Attended	143
Parent Support Activities	Number of Sessions	23
	Parents Attended	30
	Children/Youth Attended	18
Home Visits	Number of Home Visits	481
	Total New Families	14
	Total New Children	14
Family Activities	Number of Activities	1
	People Attended	130



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

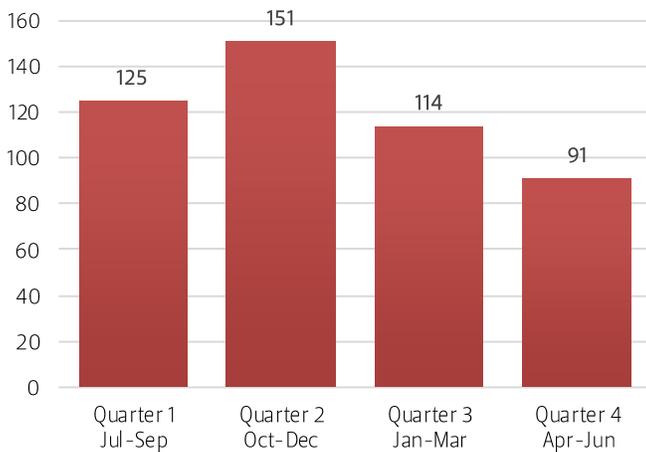
This grantee had an OPEC Programming Grant in 2016-2017.





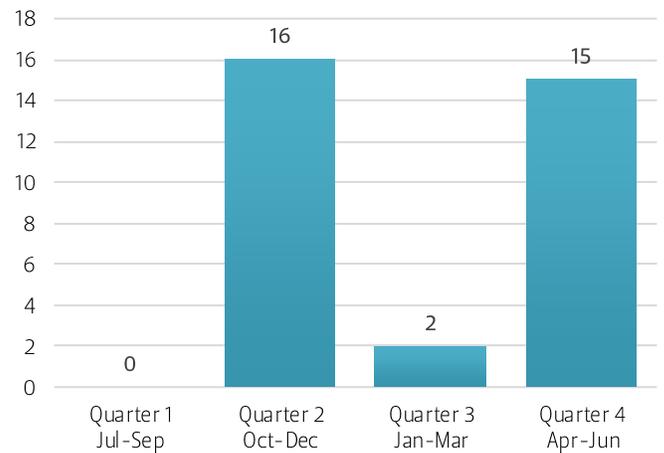
HOME VISITS & FAMILY PROGRAMS by QUARTER

HOME VISITS



FAMILY PROGRAMS

[WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

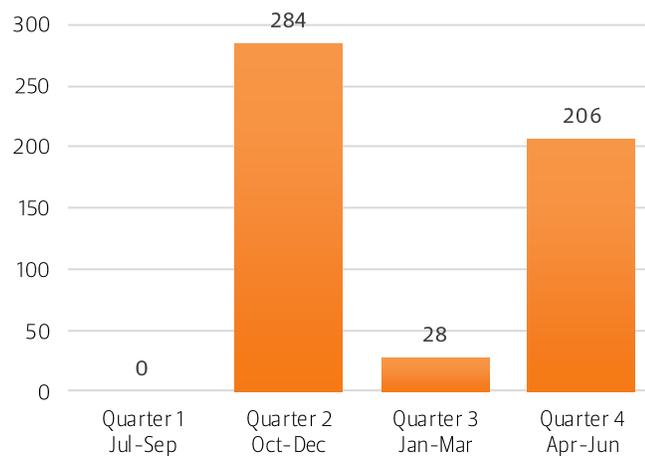


TOTAL CONTACTS by QUARTER



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.

TOTAL CONTACTS





ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL
Facilitators Trained in Curricula	OPEC Facilitators Trained	2
	Other Facilitators Trained	0
Funds Leveraged	Funds Leveraged	\$0
	In-Kind Leveraged	\$0
	Total Leveraged	\$0
Professional Development	Professional Development Sessions for Facilitators	10
	Professional Development Sessions for OPEC Staff	3
Programs with Schools	Programs Held in School Facilities	15
	Additional Programs in Collaboration with Schools	1



STRENGTHS

Offering a range of culturally specific programs for families related to parenting as well as employment and economic stability
Enhanced community partnerships

Increased motivation from families to participate in different parenting programs and opportunities
Expansion into doula services



CHALLENGES

Working toward building capacity to attend to the range of developmental and situational needs of families

Evaluation of culturally responsive programs
Developing a process for collecting Parenting Skills Ladders



LESSONS LEARNED

The Black Parent Initiative (BPI) team has been fortunate to learn so much from the young Black families that we serve. Although transformation appears to be slow when working with people intensively over time, we have found that it is the depth of these relationships that are formed through time together that makes the difference in parents/families' lives. The most prominent aspect of this transformation appears when parents start to show the confidence and self-efficacy they have gained through their hard work to overcome challenges and discover the best ways they can be most responsive to their children. It is when the parents are no longer defined and controlled by the intergenerational trauma and present toxic stress that is a major part of the Black American experience (moving toward optimal health), that they begin to clearly demonstrate the boundless potential they have as parents, nurturers, and creative people.

A second lesson learned has been the many opportunities to make small steps toward collective impact on behalf of families, and the value of being intentional about seeking to identify collective impact opportunities in all encounters within and outside the organization. Taking the time and energy to identify potential opportunities for connections and coordination in the moment, and building organizational capacity to promote and follow up on opportunities has been particularly fruitful.



BPI's work with a family household consisting of a parent with young twins illustrates the two lessons above. The parent entered the Together We Can (TWC) home visiting program and shared several challenges with self-esteem, self-confidence, and chronic stress as a result of complicated family problems and economic instability. BPI staff worked with this parent to strengthen her positive cultural identity, expose her to education and career options, present her with opportunities to use her voice to advocate, and offered her parenting and daily living skills and emotional support. BPI's employment specialist arranged for this parent and others to take a tour of Portland State University and meet Black faculty and staff. This was a transformative experience for the parent as she was able to envision herself taking the step to attend college and pursue her career dreams. Later the parent was able to start in an internship program BPI created with partners, focused on urban farming. Grant funds from the Oregon Department of Education and Multnomah County focused on employment and education were used to build on BPI's Cultivating Culture gardening and physical health program and broader community initiatives to create sustainable healthy food production and access in the Black community. These collective efforts and resources helped solidify BPI's partnership with Mudbone Grown, a Black urban farming business, to develop Black urban farmers and host the internship. This internship design is now being used as the foundation for a partnership between Mudbone Grown and the Oregon Food Bank to secure a multi-year USDA grant to develop farmers of color. The parent is working four days a week at a Black urban farm run by Mudbone Grown and receiving hands on experience and mentoring from Black farmers. This opportunity has stabilized her economic situation and affected the nutrition practices in her family. Recently, she reported that her young twins proudly announced that they were eager to eat their vegetables because their mother had grown and picked the food just for them to eat.

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PLANS FOR 2017-2018

Black Parent Initiative is finalizing its strategic plan, and has identified five key outcome areas to promote optimal health and have a positive impact on parents and children during the first 1,000 days and beyond. For 2017-2018, we plan to focus on strengthening the quality and depth of our services toward five outcomes:

- Positive Black Cultural Identity
- Family Health and Wellness
- Family Stability
- Positive Parenting
- Children's Social-Emotional-Cognitive Development

We will be moving into full implementation of our culturally specific services structured around our *Pre-Pregnancy Through the First 1,000 Days* Initiative and our Black Family Resource Center. This will allow and encourage program and service coordination within BPI focused on the five outcomes and ensure that we maintain a comprehensive focus on parents and children.

Self Enhancement, Inc. is funded to provide a 20-week parenting class using trauma-informed best practices curriculum designed to provide participants with the skills needed for effective parenting.

Mission: Self Enhancement's mission is to guide underserved youth to realize their full potential. Working with families, schools and other community-based organizations, Self Enhancement provides urban minority youth and their families with the opportunities, resources and support they need to achieve academic, personal and economic success.

Stephanie Peters

Program Manager for Parent Education
and Early Childhood Programs
stephaniep@selfenhancement.org
503.285.0493 ext. 1119

Melissa Hicks

Director of Stability and
Empowerment Programs
melissah@selfenhancement.org
503.972.3683

Self Enhancement, Inc.

4803 NE 7th Ave
Portland, OR 97211

PROGRAMMING OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL
OPEC Funded Parenting Education Series	Parenting Series Completed	4
	Parenting Classes	46
	Parents Attended At Least One Class	83
	Parents Attended—Average	55
	Parents Attended 70% or More	55
	Children/Youth Attended	37
	Contact Opportunities (parents & youth)	1,066
Other Parenting Education Series	Parenting Series Completed	0
	Parenting Classes	0
	Parents Attended At Least One Class	0
	Parents Attended—Average	0
	Parents Attended 70% or More	0
	Children/Youth Attended	0
	Contact Opportunities (parents & youth)	0
Parent Workshops	Number of Sessions	4
	Parents Attended	33
	Children/Youth Attended	31
Parent Support Activities	Number of Sessions	44
	Parents Attended	176
	Children/Youth Attended	108
Home Visits	Number of Home Visits	1,170
	Total New Families	43
	Total New Children	39
Family Activities	Number of Activities	8
	People Attended	753



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

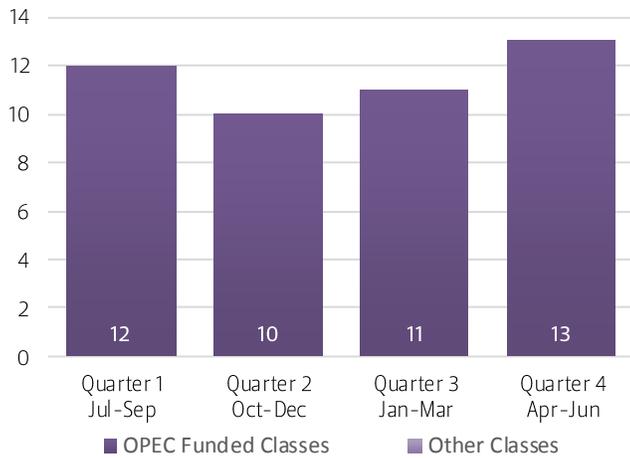
This grantee had an OPEC Programming Grant in 2016-2017.



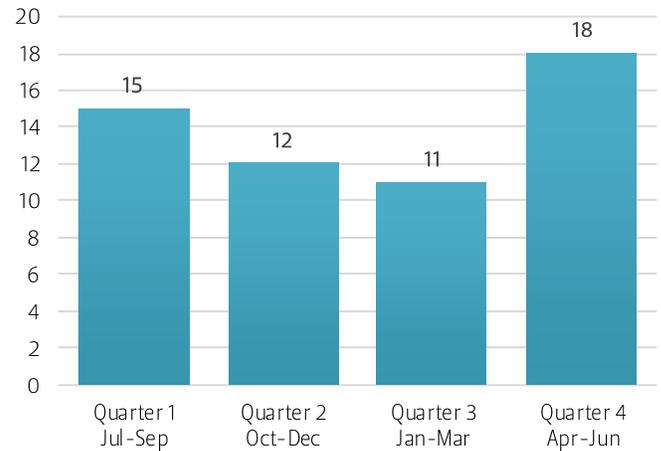


SERIES & FAMILY PROGRAMS by QUARTER

PARENTING EDUCATION SERIES [NUMBER OF CLASSES]

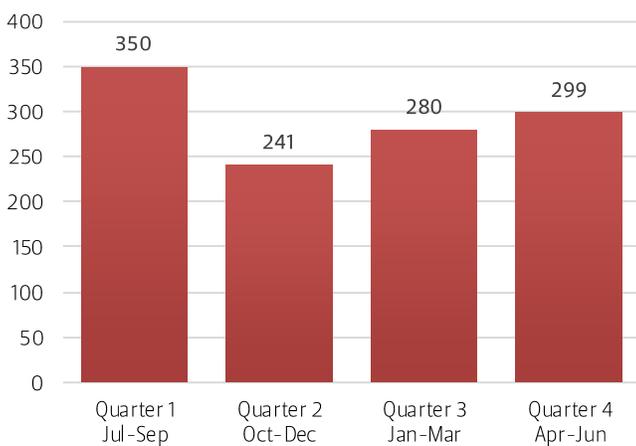


FAMILY PROGRAMS [WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

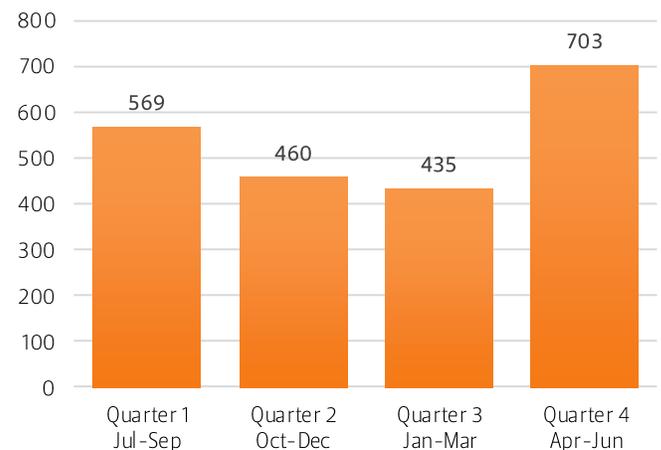


HOME VISITS & TOTAL CONTACTS by QUARTER

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.



ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL
Facilitators Trained in Curricula	OPEC Facilitators Trained	4
	Other Facilitators Trained	17
Funds Leveraged	Funds Leveraged	\$13,399
	In-Kind Leveraged	\$0
	Total Leveraged	\$13,399
Advisory Meetings	Number of Meetings	4
Professional Development	Professional Development Sessions for Facilitators	4
	Professional Development Sessions for OPEC Staff	1
Programs with Schools	Programs Held in School Facilities	41
	Additional Programs in Collaboration with Schools	46



DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES]

GENDER	
81%	Women
19%	Men
0%	Did not specify

RACE/ETHNICITY	
16%	White/Caucasian
23%	Hispanic/Latino
61%	Black/African American
0%	Asian/Pacific Islander
0%	Native American
0%	Other/Did not specify

31 parents **58** children

CHILDREN	
0-18	Age range
6	Average age
16%	Age 0-6 years
2	Children per family

COUNTY	
100%	Multnomah County

PARENT AGE	
22-58	Age range
34	Average age

PARENTING STYLE	
26%	With partner
71%	By themselves
3%	Did not specify

LOW INCOME STATUS	
84%	Use at least one resource for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)



PARENT & CHILD SKILLS

PARENTING SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.5	5.1***
Show my child(ren) love and affection frequently	4.5	5.5***
Listen to my child(ren) to understand their feelings	3.8	5.3***
Help my child(ren) feel good about themselves	4.1	5.1***
Set and stick to reasonable limits and rules	3.2	4.5***
Know fun activities to help my child(ren) learn	3.8	4.9***
Find positive ways to guide and discipline my child(ren)	3.5	4.9***
Play with my child(ren) frequently	3.9	4.9***
Protect my child(ren) from unsafe conditions	4.6	5.5***
Talk with other parents to share experiences	3.4	5.1***
Deal with the day-to-day stresses of parenting	3.3	4.6***
Understand my goals and values as a parent	3.8	5.3***



The retrospective t-test design revealed **significant improvement in parenting skills on starred items.**



The retrospective t-test design revealed **significant improvement in child skills on starred items.**

CHILD SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.5	4.7***
Willing to follow limits and rules	3.2	4.4***
Gets along with others	3.7	4.7***

Note: Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 31$.



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



QUOTES

[FROM PROGRAM PARTICIPANTS]

“ My child speaks on how she feels more. My child corrects me when I am not listening.

“ I have more tolerance, I am more in tune with my child's feelings. I ask questions, I am concerned about listening to her.

“ We talk more.

“ [My child] has grown tremendously in this group. She has learned cooperation, appropriate interactions, and patience.

“ [My child] loves to come to this class and play with other children.



STRENGTHS

Dedicated staff to identify specific needs that families have related to parenting has improved focus and recruitment of Parenting Class participants within broader SEI programming

Growth in Parenting Class participation through word-of-mouth referrals and classes maintain strong retention rates

Expanding Child Watch program to correspond with Parenting Class topics

Working on the planning and development of a centrally managed volunteer staff agency-wide

Positive working relationships with other community organizations and businesses



CHALLENGES

Growing intentional program evaluation to move toward an evidence-based model

Level of need for youth and families continues to grow and outpace available funding

Finding, recruiting, and training staff who can effectively support the needs of participants



LESSONS LEARNED



Each year brings new challenges and transitions for all of the program offerings that Self Enhancement, Inc. (SEI) offers, including our Parent Education programming. This year we were able to maintain the impact that we have through multiple leadership transitions in our Community + Family Programs (CFP) Department, where our Parent Education and Early Childhood programming resides. Additionally, SEI is implementing what we call the RIISE Model in all of our CFP service delivery programs. RIISE stands for Restoration, Identification, Implementation, Stability, and Empowerment. This model will allow us to develop an intentional focus in all of our programs of disrupting generational cycles of poverty that are often the root causes that bring families to the point of needing to access community resources like SEI for their survival. Fiscal Year (FY) 2017 was a learning year with regards to the full implementation of RIISE. FY 2018 will be a planning year, and FY 2019 will be the implementation year. One of the biggest lessons that we learned through this past year was that we must work with our funders to deliver programming that allows us to work with smaller caseloads for longer amounts of time.

continued on next page

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LESSONS LEARNED

[CONTINUED]



Additionally, the agency SEI continues to move to increase the collective impact we can have in our community through successful and strategic partnerships. This intentional focus will serve us well as we continue in partnership with OPEC and the community of small grant providers statewide who are offering excellent parent education services. SEI is in a great position through this continued partnership to continue to learn and grow as we strive to offer the very best to the families and community that we serve.



PLANS FOR 2017-2018



SEI is very grateful to have been approved to receive continued funding through OPEC to support our Parent Education programming. SEI was able to take some significant steps during the past year to improve the infrastructure and quality of our child watch programming. Going forward we plan to maintain those successful program developments as well as taking steps to build up our capacity and infrastructure through the development and utilization of a coordinated on-call staff and a coordinated agency volunteer programming.

Additionally, SEI is planning to initiate a strategic process to build up additional staff capacity to facilitate our parenting class. Going forward we want to be intentional and strategic in our efforts to ensure the sustainability of our high-quality service delivery long past the tenure of any current personnel.

Virginia Garcia Memorial Health Center is funded to expand the parenting education program, *Padres con Iniciativa*, offering evidence-based services that promote strong families and healthy early child development and reduces risk factors for child neglect and abuse for at-risk Latina parents and their families.

Mission: The mission of the Virginia Garcia Memorial Health Center is to provide high-quality, comprehensive, and culturally appropriate primary health care to the communities of Washington and Yamhill Counties with a special emphasis on migrant and seasonal farmworkers and others with barriers to receiving healthcare.

Ignolia Duyck, Program Manager, 503.359.8527
Ariana Barajas, Parent Educator, 503.359.8513
Michele Haynes, Foundation Relations Officer, 503.352.8617

Virginia Garcia Memorial Health Center
 1151 N Adair St
 Cornelius, OR 97113

PROGRAMMING OVERVIEW

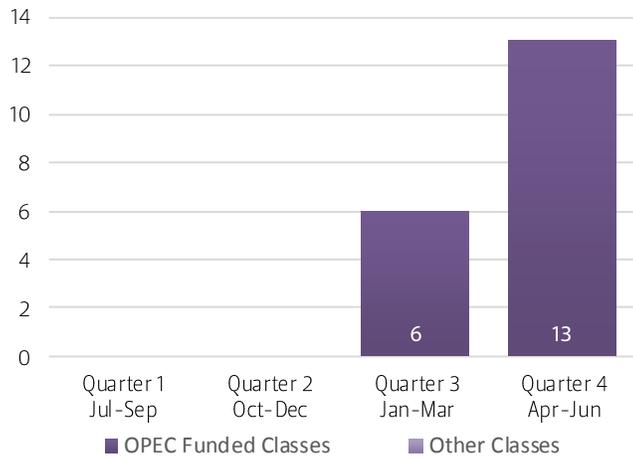
ACTIVITY	DESCRIPTION	2016-2017 TOTAL
OPEC Funded Parenting Education Series	Parenting Series Completed	3
	Parenting Classes	19
	Parents Attended At Least One Class	13
	Parents Attended—Average	9
	Parents Attended 70% or More	9
	Children/Youth Attended	12
	Contact Opportunities (parents & youth)	128
Other Parenting Education Series	Parenting Series Completed	0
	Parenting Classes	0
	Parents Attended At Least One Class	0
	Parents Attended—Average	0
	Parents Attended 70% or More	0
	Children/Youth Attended	0
	Contact Opportunities (parents & youth)	0
Parent Workshops	Number of Sessions	2
	Parents Attended	3
	Children/Youth Attended	4
Parent Support Activities	Number of Sessions	0
	Parents Attended	0
	Children/Youth Attended	0
Home Visits	Number of Home Visits	32
	Total New Families	19
	Total New Children	37
Family Activities	Number of Activities	3
	People Attended	15

This grantee had an OPEC Programming Grant in 2016-2017.

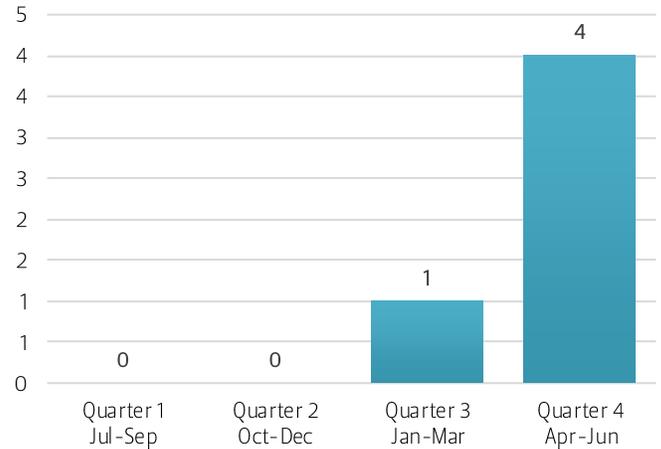


SERIES & FAMILY PROGRAMS by QUARTER

PARENTING EDUCATION SERIES
[NUMBER OF CLASSES]

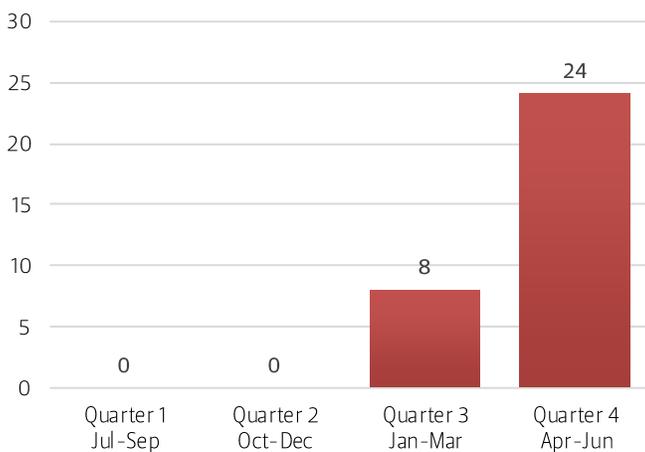


FAMILY PROGRAMS
[WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

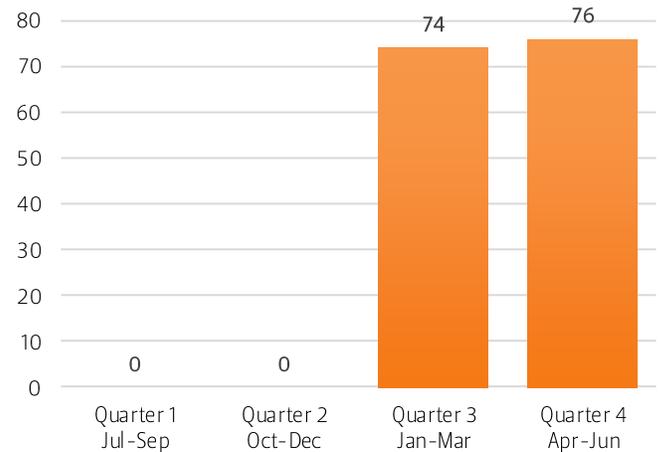


HOME VISITS & TOTAL CONTACTS by QUARTER

HOME VISITS



TOTAL CONTACTS

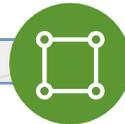


Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.



ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL
Facilitators Trained in Curricula	OPEC Facilitators Trained	5
	Other Facilitators Trained	0
Funds Leveraged	Funds Leveraged	\$6,000
	In-Kind Leveraged	\$0
	Total Leveraged	\$6,000
Advisory Meetings	Number of Meetings	2
Professional Development	Professional Development Sessions for Facilitators	15
	Professional Development Sessions for OPEC Staff	0
Programs with Schools	Programs Held in School Facilities	0
	Additional Programs in Collaboration with Schools	0



QUOTES

[FROM PROGRAM PARTICIPANTS]

“ | *I feel more confident; I understand my child more.*

“ | *I think it has positively impacted [my children].*

“ | *I learned more strategies to help my children.*



STRENGTHS

Expanding awareness of parenting education programming among clinic staff

New parenting educator has led significant community outreach efforts to grow relationships and spread awareness of parenting education programming

Parenting education class attendance is growing

Increased referrals to parenting education classes from clinic providers

Improved communication and referrals between community partners



CHALLENGES

Parenting educator staff turnover led to gaps and delays in programming

Fewer than expected referrals to parenting education from partners

Difficulty recruiting families

Finding places to host parenting education classes in specific communities

Limited time and capacity to participate in community and partner meetings

Developing a process for collecting Parenting Skills Ladders



LESSONS LEARNED

The program has undergone changes in the last six months and the lessons learned are as follows:

- The community needs parenting classes of any kind. Many Latino parents have expressed a need of this resource. Parents of youth are concerned about the emotional and physical changes their children are going through and looking for answers to those questions through parenting classes targeted to this specific age.
- Since the former parent educator's resignation, the program did not provide any services to the clinic patients and community members, but had to use other community resources to accommodate the need of parents. By doing this, it was a gain for parents but a loss for the organization since we had no parenting program component in hand that could be easy for parents to attend in a place already known by them.
- Rebuilding the parenting program has been an arduous task. The current parenting educator is working hard internally and externally to ensure that patients, community members, and social services agencies are well informed about the program and its services.
- Among the activities she has done, she has been participating in meetings that providers and their team have to answer questions about the referral process, the curriculum used for each class, and any other service that the program offers. The same has been done when doing outreach visiting community agencies and schools. She has participated in over a dozen events where she has had direct contact with parents and their families. The promotion of the program is still being worked on and we are beginning to see results.



The narrative sections of this report, including Lessons Learned and Plans for 2017-2018, were written by OPEC Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



PLANS FOR 2017-2018

The collaboration plans for the upcoming year include strengthening the recently formed relationships with the staff from the Beaverton, Forest Grove and Hillsboro school districts. The organizational structuring for the new year will include continuing and developing collaborations with DHS staff that serve the cities of Beaverton, Hillsboro, Cornelius, and Forest Grove.

The *Padres con Iniciativa* or *Parents with Initiative* (PCI) parenting educator will employ proven promotional and advertising strategies to increase program exposure in the community and work with Virginia Garcia's public relations officer for marketing materials. In an effort to increase word-of-mouth program promotion from parent-to-parent, the PCI parenting educator will utilize family engagement techniques with participating families. She is also conducting outreach and recruitment during the Summer Lunch programming at local parks.

The parenting educator has initiated a dental health collaboration and organizational plan which will enhance the programming for the upcoming year and began scheduling dental health sessions with Annette Leong from the Oregon Community Foundation for the parenting classes in Cornelius and Beaverton. These classes and sessions will be reported for Quarter 1. PCI will schedule one dental health session per parenting series per site until December 2018. The first dental health sessions at each class are scheduled to occur before August 29, 2017. In an effort to continue the strong community outreach, the PCI parenting educator will attend biweekly, Virginia Garcia Dental Baby Days in Cornelius, Beaverton, and Hillsboro and will be actively recruiting parents during the Virginia Garcia's Health Fairs during the summer.

The PCI parenting educator and participating families began attending summer programming community recreational events, which will also link the participation in fall and winter events. She will recruit families during local school districts' Open Houses and/or Back-to-School Nights. Classes for English-speaking parents will be provided and work will continue to expand the program in the Beaverton area. (Parenting classes are currently being held at the Beaverton Community Center. The curriculum being presented is the *Active Parenting Teen*.)

The parenting educator will be taking behavior-related and ACEs trainings to enhance her work with families.

Youth Contact is funded to provide five *Nurturing Parenting* programs, including two long-term series, one mid-range option and two single-session workshops, with an emphasis on reaching parents and caregivers who have children with special needs and/or other health concerns.

Mission: Youth Contact’s mission is to prevent and treat behavioral health concerns of children, youth, and families. The agency provides a continuum of services that includes outreach, prevention, treatment, and short-term support.

Judy Harris
Executive Director
JHarris@youthcontact.org
503.640.4222

Sarah Cordua
Program Coordinator
scordua@youthcontact.org
503.640.4222

Youth Contact, Inc.
447 SE Baseline
Hillsboro, OR 97213

PROGRAMMING OVERVIEW

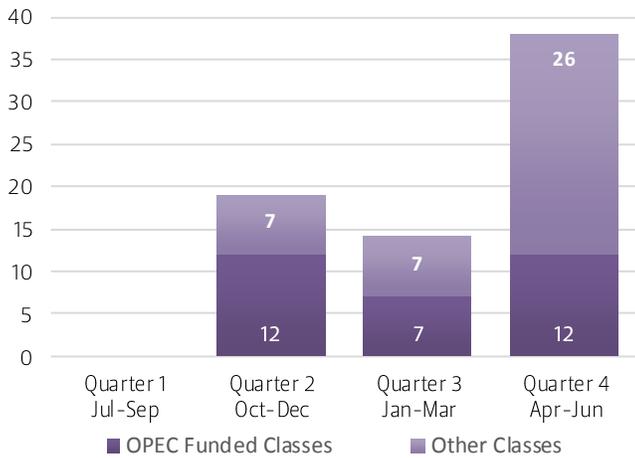
ACTIVITY	DESCRIPTION	2016-2017 TOTAL
OPEC Funded Parenting Education Series	Parenting Series Completed	3
	Parenting Classes	31
	Parents Attended At Least One Class	57
	Parents Attended—Average	36
	Parents Attended 70% or More	26
	Children/Youth Attended	28
	Contact Opportunities (parents & youth)	588
Other Parenting Education Series	Parenting Series Completed	5
	Parenting Classes	40
	Parents Attended At Least One Class	81
	Parents Attended—Average	50
	Parents Attended 70% or More	43
	Children/Youth Attended	62
	Contact Opportunities (parents & youth)	903
Parent Workshops	Number of Sessions	7
	Parents Attended	100
	Children/Youth Attended	127
Parent Support Activities	Number of Sessions	0
	Parents Attended	0
	Children/Youth Attended	0
Family Activities	Number of Activities	0
	People Attended	0

This grantee had an OPEC Programming Grant in 2016-2017.

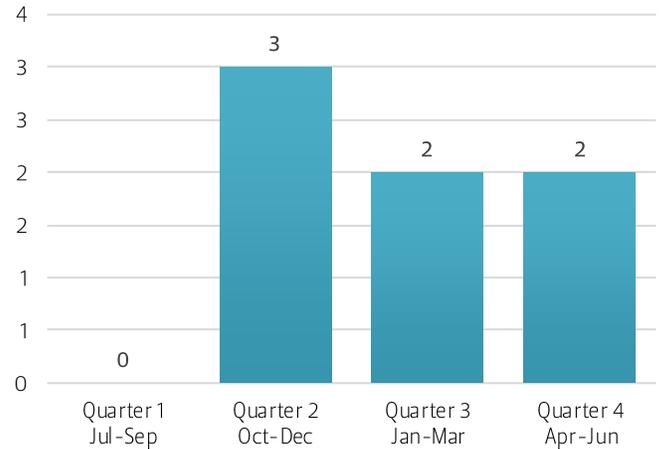


SERIES & FAMILY PROGRAMS by QUARTER

PARENTING EDUCATION SERIES [NUMBER OF CLASSES]



FAMILY PROGRAMS [WORKSHOPS, PARENT SUPPORT ACTIVITIES, AND FAMILY ACTIVITIES]

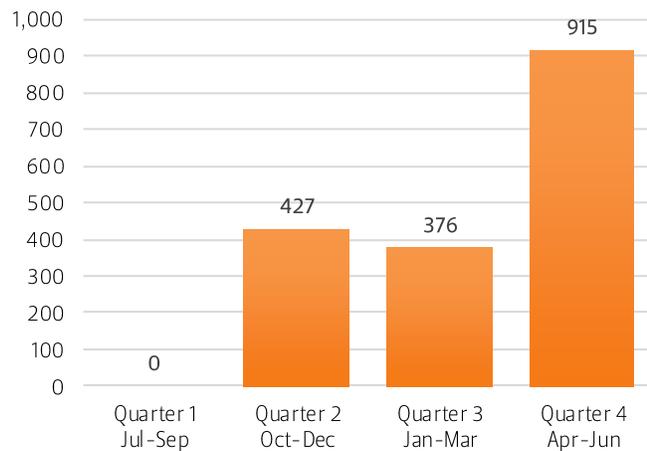


TOTAL CONTACTS by QUARTER

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.





ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	2016-2017 TOTAL
Facilitators Trained in Curricula	OPEC Facilitators Trained	4
	Other Facilitators Trained	11
Funds Leveraged	Funds Leveraged	\$0
	In-Kind Leveraged	\$4,091
	Total Leveraged	\$4,091
Advisory Meetings	Number of Meetings	4
Professional Development	Professional Development Sessions for Facilitators	3
	Professional Development Sessions for OPEC Staff	0
Programs with Schools	Programs Held in School Facilities	22
	Additional Programs in Collaboration with Schools	0



DEMOGRAPHICS

[OF FAMILIES COMPLETING EVALUATIONS FOR PARENTING SERIES AND WORKSHOPS]

GENDER	
76%	Women
23%	Men
1%	Did not specify

RACE/ETHNICITY	
32%	White/Caucasian
49%	Hispanic/Latino
11%	Black/African American
4%	Asian/Pacific Islander
0%	Native American
4%	Other/Did not specify

80	parents
177	children

CHILDREN	
0-18	Age range
7	Average age
15%	Age 0-6 years
2	Children per family

COUNTY	
100%	Washington County

PARENT AGE	
22-62	Age range
38	Average age

PARENTING STYLE	
64%	With partner
27%	By themselves
9%	Did not specify

LOW INCOME STATUS	
56%	Use at least one resource for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)



PARENT & CHILD SKILLS

PARENTING SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.2	4.8***
Show my child(ren) love and affection frequently	4.3	5.3***
Listen to my child(ren) to understand their feelings	3.3	5.2***
Help my child(ren) feel good about themselves	3.8	5.2***
Set and stick to reasonable limits and rules	3.1	4.9***
Know fun activities to help my child(ren) learn	3.6	4.9***
Find positive ways to guide and discipline my child(ren)	3.2	5.1***
Play with my child(ren) frequently	4.0	5.1***
Protect my child(ren) from unsafe conditions	5.1	5.6***
Talk with other parents to share experiences	3.2	4.7***
Deal with the day-to-day stresses of parenting	3.0	4.9***
Understand my goals and values as a parent	3.5	5.3***



The retrospective t-test design revealed **significant improvement in parenting skills on starred items.**



The retrospective t-test design revealed **significant improvement in child skills on starred items.**

CHILD SKILLS

	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.8	4.9***
Willing to follow limits and rules	3.2	4.7***
Gets along with others	4.4	5.3***

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



PARENT SATISFACTION

PARENTING EDUCATION SERIES

100%

of parents reported that the class series was somewhat or very helpful

96%

of parents reported they would recommend the class series 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



QUOTES

[FROM PROGRAM PARTICIPANTS]



I learned to respond and not to react.



[My children] loved the classes and it helped them express their feelings.



[My child] loved coming to class and to know why we are here - letting her know that we care and that we are trying our best to improve our parenting skills.



It has made me a better parent to my child.



I try to engage with my son in every situation, turn it into a learning experience.



STRENGTHS

Successful completion of numerous evidence-based series (*Nurturing Parenting*, *Incredible Years*, and *Nurturing Hope*) as well as multiple family workshops

Partnerships with other community agencies has led to shared funding and in-kind support for parenting classes

Hiring child care staff and site coordinators to support parenting education efforts

Trained two facilitators in *Nurturing Hope* and one bilingual facilitator in *Nurturing Parenting*

Expanded community capacity to support families who have children with special needs through offering *Nurturing Hope*



CHALLENGES

Maintaining a reliable group of site coordinators and child care providers

Limited funding to find and train bilingual staff members in parenting curricula

Recruitment of Spanish-speaking families for the *Nurturing Hope* Program

Need lower child-to-facilitator ratio to support children with special needs

Typical methods of marketing and recruitment resulted in low enrollment of Spanish-speaking families



LESSONS LEARNED

There were many lessons learned though our programming efforts this year:

Culturally specific strategies support parent outreach.

Youth Contact has been serving children and families from diverse backgrounds in many ways for over 40 years. This year we engaged underserved families by continuing community partnerships and outreach methods that have been effective in the past. We have found that connecting with families from diverse backgrounds requires additional efforts when dealing with a class with a new target population (e.g., parents of children with health concerns). Targeting sites and advocacy groups where our population is already actively engaged with material that is culturally specific and relevant, has been very effective this spring and is something we will continue to develop.

Encouraging and providing avenues for professional growth is the best incentive we can offer our facilitators.

We are continually grateful for the professionalism and commitment facilitators make to our parenting education programs. This June we were able to host a Parenting Education Facilitator training in...

continued on next page

The narrative sections of this report, including Lessons Learned and Plans for 2017-2018, were written by OPEC Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



LESSONS LEARNED

[CONTINUED]

...*Nurturing Parenting* for staff and community partners at our main office in Hillsboro. *Nurturing Parenting* was selected due to high demand by staff as well as community providers. Leslie Moguil from the Washington County Hub was excited about this opportunity and actively assisted in dispersing information as well as recruiting trainees. We were able to train 11 facilitators involved in working with at-risk families. This included six bilingual/bicultural staff from Department of Human Services (DHS), the Tigard Resource Center, the Beaverton School District, Adelantes Mujeres, and Youth Contact.

Continued community collaboration strengthens the services we offer to parents.

This last year we were able to collaborate with the Hillsboro Pediatrician Clinic, Tuality Community Hospital, several community resource centers and DHS locations, the Washington County Juvenile Department, and all school districts across the entirety of Washington County. We are working on expanding our efforts to as many health-focused providers and advocacy groups as possible. Collaboration with health providers and advocacy groups will help us provide the best holistic parenting approach for underserved populations.



PLANS FOR 2017-2018

In the coming year, we will provide the following programs in partnership with several funders and community providers:

1. **OPEC Programming Grant:** Partners include: Tuality Health Alliance and Hillsboro Pediatric Clinic
 - a. Two *Nurturing Parenting* Special Needs and Health Challenges programs (English and Spanish)
 - b. One *Nurturing Parenting* ABCs series (English)
 - c. Two *Nurturing Parenting* workshops (English and Spanish)
2. **Washington County Department of Health and Human Services (Alcohol & Drug):** Partners include: Beaverton area schools, Tigard-Tualatin area schools, Family Resource Managers, and Tigard-Tualatin Family Resource Center
 - a. One *Incredible Years* series (Spanish)
 - b. One *Nurturing Parenting* program (English)

To prepare for this programming, we successfully trained two staff on the *Nurturing Parenting Special Needs/Health Challenges* curriculum in February 2017. We additionally trained two bilingual/bicultural staff and four bilingual/bicultural associates on the *Nurturing Parenting* base curriculum in March and June of 2017.

We will continue to grow our connections to additional health focused providers. We are also developing culturally specific messages to enhance current outreach methods, materials, and language. We are grateful for the continued support and involvement of our partners, and are looking forward to the strengthening of community ties over the coming year.

APPENDICES

Appendix 1: Evaluation and Technical Assistance Overview

Appendix 2: Curricula Used for Series

Appendix 3: Parent Voices

Appendix 4: Community Partner Perspectives

Appendix 5: Progress Towards Goals

Appendix 6: Cumulative OPEC Programming Numbers

Appendix 7: Parents with Children Age 0-6 Years Old

Appendix 1

EVALUATION AND TECHNICAL ASSISTANCE OVERVIEW

2016-2017

The funders for the Oregon Parenting Education Collaborative (OPEC) partnered with Oregon State University (OSU) to develop a systematic approach to supporting OPEC funded projects through evaluation, professional development, and technical assistance. This appendix outlines the evaluation process and support provided to OPEC sites during the 2016-2017 funding period.

EVALUATION PROCESS OVERVIEW

The OSU evaluation team used a *cluster evaluation* method for initiating, conducting, and analyzing information from the Hub and Small/Programming 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 Foundation¹, 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.

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.wkcf.org/knowledge-center/resources/2008/04/Designing-Initiative-Evaluation-A-Systems-Orientated-Framework-For-Evaluating-Social-Change-Efforts.aspx>

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 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 site¹.

The following sections outline the various methods of qualitative and quantitative data collection employed over the seventh 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, informal communication throughout the year (e.g., emails), and surveys. In 2016-2017, 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, professional development offered to community partners, 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 Katzev² at Oregon State University, the PSL was revised in 2006 for use with Enhancing the Skills of Parents Program II (ESPP II) grantees and in 2010 for use with OPEC grantees³. 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. English and Spanish versions were available to sites.

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 available 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.

three OPEC sites who have Programming Grants – *Coos/Curry Hub*, *Virginia Garcia Memorial Health Center*, and *Youth Contact*. Two were conducted in English and one in Spanish. The target audience for the focus groups was parents who had participated in parenting education programs supported by OPEC. 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 four to ten, with a total of 20 parents participating across the three focus groups.

At the beginning of the focus group, parents completed a survey. This survey included questions asking parents to reflect on family outcomes (parenting skills and child behaviors) related to their participation in parenting education 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 3.

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 from three OPEC grantees. Two sites were Hubs with Programming Grants (*Coos/Curry Hub* and *Jackson/Josephine Hub*) and one site was a non-Hub organization with a Programming Grant (*Youth Contact*). The number of participants at each site ranged from 6 to 14, with a total of 27 community partners participating in the focus groups.

Participants in the community partner focus group completed a short survey, including questions about collaboration 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 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 in the field of parenting education. These gatherings with peers and experts provide information on best practices, strategies for addressing common issues experienced by programs across the state, and opportunities to network. OPEC grantee staff share program implementation, collaboration, and sustainability strategies as well as discuss successes and challenges faced by their programs. Networking activities coordinated by Oregon State University during the seventh year of the OPEC initiative included:

- Annual OPEC Grantee Networking Conference
- Compilation of resource materials for conference participants
- Ongoing consultation with the funders to plan and coordinate activities
- Coordinating periodic conference calls for Hub staff networking
- Connecting OPEC project staff based on common interests

OPEC Grantee Networking Conference

All OPEC Hub and Programming Grant organizations were invited to attend a joint gathering in 2016-2017. The Annual OPEC Grantee Networking Conference was held on October 3-4, 2016 in Portland, Oregon. Topics for the Networking Conference were selected based on evaluation results from the previous OPEC networking conferences, input of OPEC grantees, and information regarding training needs garnered through the project evaluation process.

The first day of the conference focused on bringing grantees together to share an overview of their organization and parenting education efforts. Each of the 19 organizations provided a five-minute update from the previous year. In addition, Dr. Shauna Tominey (the OPEC Coordinator and Principal Investigator for OPEC at Oregon State University) presented a talk on *The Latest Research on Parenting Education*.

The second day of the conference featured keynote speaker Dr. Ariel Kalil from the University of Chicago. Dr. Kalil gave a talk titled: *Inequality at Home: The Role of Parenting in the Diverging Destinies of Rich and Poor Children*. The second day also featured a number of additional presentations from university faculty and graduate students. Dr. Bridget Hatfield from Oregon State University presented a study focused on changes in maternal stress reactivity and mother-child interactions after participation in an OPEC parenting education series. Also from Oregon State University, Dr. John Geldhof and Asia Thogmartin (graduate student) shared

findings from two research studies conducted in collaboration with OPEC. Dr. Geldhof shared results from an evaluation of the Parenting Skills Ladder, the evaluation tool used throughout the OPEC initiative, and Ms. Thogmartin presented findings from a quality study focused on Burmese Refugee families participating in OPEC funded parenting education classes.

Also on the second day, the Oregon School Readiness Consortium conducted a panel featuring brief research studies presented by Dr. Megan McClelland from Oregon State University, Lizzy Tremaine (graduate student) from Portland State University, and Dr. Katherine Pears from Oregon Social Learning Center. Kim Deck (OPEC professional development coordinator) shared an update on the Oregon Parenting Education Network (OrPEN) professional development system. And finally, Karen Drill and Lauren Maxim from RMC Research presented findings related to a pilot fidelity study conducted across the OPEC network in preparation for a widespread fidelity evaluation planned to begin later in the year.

The third day included a presentation from Annette Leong (consultant with The Oregon Community Foundation) who shared an update on the Oral Health Partnership with an opportunity for grantees to bring free dental health workshops to participating families. In addition, the final day of the conference provided numerous opportunities for brainstorming and networking. OPEC grantees had the opportunity to work together to share strategies on topics including recruitment and retention of families, programming quality, research, evaluation, and sustainability.

Informal Networking

During 2016-2017, OPEC sites also shared resources and expertise informally. Examples of informal networking included:

- Sharing information, resources, and research articles via email, videoconferences, visits, webinars, and social media (e.g., Facebook)
- Sharing opportunities for OPEC colleagues to attend curricula and other professional development trainings in neighboring regions
- Developing informal mentoring relationships with staff at different OPEC organizations

Technical Assistance Activities

In addition to the networking opportunities, the OSU team (including consultant, Vicki Ertle) also provided ongoing 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 with all 15 of the Hubs and the four additional non-Hub Programming Grant sites as part of the review of renewal applications for the 2017-2018 OPEC funding cycle. Site visits gave the OSU evaluation team and funders the opportunity to:

- meet program staff, board members, and 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 15 Hubs and four non-Hub Programming grant organizations 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 also 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 additional support at that time. The calls also allowed OSU faculty to update grantees on new resources and upcoming opportunities.

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.

Resource Development

Through additional funding received from The Ford Family Foundation for 2016-2017, OSU was able to support FTE for staffing to develop supplemental resources for OPEC grantees as well as other organizations offering parenting education. These resources include monthly parenting newsletters in English and Spanish, a quarterly blog for parents and families, and social media posts through OPEC's Facebook and Twitter accounts. Each of these resources is made available

for OPEC Hubs and other organizations supporting parenting education to share through their own networks. For example, Hubs and other organizations have reported distributing newsletters through local early childhood centers and schools and sharing online resources (e.g., blog posts, Facebook posts) using their own social media channels. In addition, a comprehensive Resource Manual and the OPEC website are updated on a regular basis.

In addition, OSU offered ongoing professional development opportunities through webinars offered every other month. Webinars were presented by OSU faculty as well as partnering agencies in the community. Examples of a few webinar topics presented this year include:

- Operations and professional development for OPEC Hubs (e.g., *“Marketing,”* presented by Lee Weinstein, Weinstein PR)
- Research on child development and parenting education (e.g., *“An Examination of Mother-Child Interactions for Mothers Participating in a Parenting Education Series,”* presented by Bridget Hatfield, PhD and Staci Ebadirad, Oregon State University)
- Strategies for engaging families in community resources (e.g., *“Promoting Developmental Screening with Parents and Building a Library of Developmental Resources,”* presented by Kerry Norton, MPH, and Sherri Alderman, MD, Oregon Health Authority)
- Community efforts to reduce barriers for families (*“Community Health Workers Breaking Barriers,”* presented by Araceli Mendes, Analuz Torres Giron, and Viviana Gonzalez, Benton County Health Services)

Professional Development System for Parent Educators

Funding from The Ford Family Foundation and a private donor also allowed OSU to support FTE devoted to building a professional development system for parenting educators using a multipronged approach to engage professionals in networking as well as to provide high-quality professional development opportunities and resources to OPEC Hubs and Programming Grant sites as well as other parenting educators around the state. The professional development system includes the following components:

- OrPEN
- Resource Development, Sharing, and Social Media
- Core Knowledge and Skills
- Online Modules
- OPEC Recognition System

OrPEN

The Oregon Parenting Educators Network (OrPEN) has been established as a professional organization for parenting educators in Oregon. Over the last year, OrPEN has grown to 192 active members with a 7-member leadership team representing leaders in parenting education in different regions of Oregon. Members receive a discount to the annual Parenting Educators Conference as well as additional benefits, including access to parenting education resources and job postings. The OrPEN Leadership Team met four times over the past year to discuss future directions and goals for the organization.

Resource Development, Sharing, and Social Media

Over the past year, we have developed and disseminated resources for parenting educators and families that have been shared through the OrPEN network, OPEC sites, and through social media channels, including Facebook, Twitter, and YouTube. Resources include: 1) monthly newsletters for families; 2) quarterly newsletters for parenting education professionals; 3) monthly/bi-monthly webinars on a range of topics related to supporting positive outcomes for children and families (e.g., dental health, emotional intelligence, kindergarten readiness/Vroom); and 4) a blog for parenting educators and families. In addition, we have recently released a series of communication toolkits which are featured on orparenting.org (the OPEC website). The toolkits feature parenting and parenting education research and are formatted to be easily accessible for a broad audience. They are available for download (as a PDF or PPT) and are accompanied by corresponding resources for use by parents, parenting educators, early childhood educators, and others in the parenting education field to share and learn about research on parenting and parenting education.

The OPEC website continues to undergo improvements based on feedback from the OPEC community. We have seen a steady increase in interaction since the official launch in 2015 (with over 13,000 views in 2017). In early September 2017, we launched a new resource development initiative (#BEthePARENT) asking parents and parent educators to tell us (via an online Qualtrics survey) what resources help them to 'Be the Parents' they want to be. We plan to use these data in the next year to inform the development of new parenting resources that are easily accessible and target topics that parents are interested in learning more about. A series of infographics has also been developed to summarize data collected from a number of other OPEC initiatives including the Annual Parenting Educators Conference, Essentials Modules Course, and OPEC Recognition System.

Core Knowledge and Skills

After completion of The "Core Knowledge and Skills for Oregon Parenting Educators" document in 2016, there has been an extensive effort to incorporate the professional development

resources and information funded by this grant into the orparenting.org website. New webpages have been added to host the information, including one specifically for the Core Knowledge and Skills information. In addition, the Core Knowledge and Skills document was distributed to the 450 participants who attended the Oregon Parenting Educators Conference in May 2017 as well as shared with leadership from the National Parenting Educators Network (NPEN). We believe this is important as the work for this involved an extensive review from the OrPEN leadership team, the Professional Development Steering Committee, professionals in the parenting education field across the state of Oregon, as well as members of the National Parenting Educators Network (NPEN). The document is final and available for public use here: <https://orparenting.org/parent-educators/core-knowledge-skills/>

Online Modules

We completed development of the content for seven online modules focused on skills foundational for parenting educators based on the Core Knowledge and Skills for Oregon Parenting Educators. As a result of receiving in-kind support from Oregon State University, the modules have been released through an online format to be shared openly and at no cost to parenting educators and professionals working with families across the state of Oregon. Completion of the full online course is a requirement for parenting educators applying for recognition within the OPEC Recognition System. Professionals can also participate in one or more modules without taking the entire course based on their professional needs and interests. Information about the course, including a user guide, frequently asked questions, and direct link access can be found at: <https://orparenting.org/parent-educators/essentials-modules/>

OPEC Recognition System

In 2017, the OSU team worked closely with Ideal-Logic to develop an online platform to host the OPEC Recognition System. In April 2017, nine Parenting Educators were selected to participate in a pilot group in order to test out the first iteration of the system. Participants built a portfolio and began the application process toward recognition. Feedback from the pilot group was collected via an online Qualtrics survey and data from the survey was used to integrate strategic improvements to the recognition system. At the fall OPEC Grantee Networking Conference (October 2017), a soft launch of the OPEC Recognition System was announced and OPEC grantees were invited to access the system and begin building a portfolio. Parenting educators connected with OPEC Parenting Education Hubs and Programming Grant sites are invited to use the system to track professional development, work experience, and education, as well as to apply for recognition as a parenting educator. The first cohort of parenting educators achieving recognition will be announced at the May 2018 Oregon Parenting Educators Conference at Oregon State University (described in detail in the next section).

Oregon Parenting Educators Conference

On May 22, 2017, the OSU team hosted the Oregon Parenting Educators Conference at Oregon State University. The conference was a collaboration between the OSU Hallie E. Ford Center for Healthy Children and Families and OPEC. The Oregon Parenting Educators Conference is a statewide conference hosted on the OSU campus in Corvallis, Oregon. The conference was supported by a Conference Planning Committee, which met three times prior to the conference and reviewed submissions for conference presentations and workshops. Each OPEC grantee organization was invited to send two parenting educators or staff to the conference at no cost to their organization.

The conference drew over 450 professionals, including parenting educators, home visitors, early childhood educators, and human service professionals across the state of Oregon and was hosted in tandem with Oregon Parenting Education Awareness Week (Governor's Proclamation). This year, the leadership team from the National Parenting Education Network (NPEN) was also present at the conference, conducting their annual leadership meeting on-site. Several members of NPEN presented workshops at the conference as well as contributed to a closing panel, sharing data from a national survey of parenting educators. The conference featured breakout workshops and two keynote speakers (Dena Simmons from the Yale Center for Emotional Intelligence and Sarah Watamura from the University of Denver), both of whom participated in speaking tours hosted by OPEC Hubs following the conference. Participants reported that the emphasis on professionals working with parents filled a valuable gap in existing professional development opportunities. Nearly 90% of attendees agreed that reported that if the conference was offered again in the future, they would attend. In addition, when asked if attendees would be interested in attending a Parenting Educators Training Institute, nearly 90% said yes. This data has informed the decision to expand the conference and include a Training Institute in 2018.

Collective Impact through Statewide Systems-Building

One of the goals of the OPEC initiative at the local and regional level is to promote community collaboration, including establishing and maintaining partnerships, leveraging new and existing resources across partner agencies, reducing duplication in efforts, and ultimately enhancing the positive parenting supports available to families through collective impact. As individual Hubs and grantee organizations have strengthened their relationships with partner agencies, OPEC leadership (OSU team members and representatives from foundation partners) have actively promoted partnerships at the state level. During 2016-2017, these efforts primarily focused on the following:

- spreading awareness of OPEC to partner agencies
- spreading awareness of partner agencies to the OPEC community
- identifying overlapping goals between OPEC and partner agencies
- exploring the possibility of shared metrics
- considering other opportunities for collective impact through partnership, programming, and professional development

Numerous steps were taken to expand these efforts. Of note, OPEC leadership presented invited testimony for the House Committee on Early Childhood and Family Supports in February 2017. OPEC leadership also deepened their relationship with the Department of Human Services by forming a workgroup, which continues to meet quarterly and includes representatives from Child Welfare and Self-Sufficiency Programs. OPEC leadership also meet regularly with leadership from the Early Learning Division (ELD) and regularly participate in ELD workgroups focused on Kindergarten Readiness Metrics, Social and Emotional Support for Children and Families, and Professional Development.

Appendix 2
CURRICULA USED FOR SERIES
BY SITE AND BY CURRICULA for 2016-2017

BY SITE

CENTRAL OREGON

OPEC Series
Make Parenting A Pleasure Parenting Now!

Non-OPEC Series
Active Parenting of Teens Make Parenting A Pleasure Nurturing Parenting Parenting Now! Staying Connected with your Teen

CLACKAMAS COUNTY

OPEC Series
Active Parenting Now Make Parenting A Pleasure Nurturing Parenting Parenting: The First Three Years The Incredible Years

Non-OPEC Series
Parenting Inside Out Parenting: The First Three Years

CLATSOP/COLUMBIA/TILLAMOOK

OPEC Series
Abriendo Puertas Nurturing Parenting Nurturing Parenting ABCs Parenting: The First Three Years

Non-OPEC Series
Active Parenting Parenting Inside Out

COLUMBIA GORGE

OPEC Series
The Incredible Years The Incredible Years "Attentive Parenting"

Non-OPEC Series
Parenting Inside Out Staying Connected with your Teen Strengthening Families The Incredible Years

COOS/CURRY

OPEC Series
Make Parenting A Pleasure Nurturing Parenting Parenting Now!

Non-OPEC Series
Make Parenting A Pleasure Strengthening Families

DOUGLAS/KLAMATH/LAKE

OPEC Series
Abriendo Puertas Make Parenting A Pleasure Nurturing Parenting

Non-OPEC Series
Raising Highly Capable Kids

JACKSON/JOSEPHINE

OPEC Series
Abriendo Puertas/Opening Doors Make Parenting A Pleasure Nurturing Parenting Nurturing Fathers Parenting Now!

Non-OPEC Series
[None]

LANE COUNTY

OPEC Series
Make Parenting A Pleasure Nurturing Parenting

Non-OPEC Series
Make Parenting A Pleasure Nurturing Parenting Parenting: The First Three Years The Incredible Years

LINN/BENTON

OPEC Series
Abriendo Puertas/Opening Doors Live & Learn with Your Baby Make Parenting A Pleasure

Non-OPEC Series
Active Parenting of Middle Schoolers Creative Development Juntos (Together) Live & Learn with Your Baby Live & Learn with Your Preschooler Live & Learn with Your Toddler Live & Learn with Your Wobbler Make Parenting A Pleasure Nurturing Parenting Padres y Niños Pequeños Parenting: The First Three Years Parents & Toddlers Together The Incredible Years

MARION COUNTY

OPEC Series
Abriendo Puertas/Opening Doors Make Parenting A Pleasure Nurturing Parenting

Non-OPEC Series
Circle of Security Make Parenting A Pleasure Nurturing Parenting

POLK/YAMHILL

OPEC Series
Abriendo Puertas Make Parenting A Pleasure Nurturing Fathers Nurturing Parenting

Non-OPEC Series
Circle of Security Mothers and Babies Strengthening Families

SISKIYOU COUNTY

OPEC Series
Nurturing Parenting Parenting Now! Raising Emotionally Healthy Children

Non-OPEC Series
How to Talk so Kids will Listen Parenting Inside Out Nurturing Parenting Raising Emotionally Healthy Children

UMATILLA/MORROW/UNION

OPEC Series
Abriendo Puertas/Opening Doors Make Parenting A Pleasure Nurturing Parenting Nurturing Fathers (from Nurturing Parenting) Parenting Now! The Incredible Years

Non-OPEC Series
Conscious Parenting Love & Logic

WALLOWA/BAKER/MALHEUR

OPEC Series
Abriendo Puertas Make Parenting A Pleasure Parenting Inside Out Parenting Now!

Non-OPEC Series
Strengthening Families

WASHINGTON COUNTY

OPEC Series
Abriendo Puertas Nurturing Parenting The Incredible Years

Non-OPEC Series
Nurturing Parenting Strengthening Families The Incredible Years

SELF ENHANCEMENT INC.

OPEC Series
Nurturing Parenting

Non-OPEC Series
[None]

VIRGINIA GARCIA

OPEC Series
Active Parenting of Teens Positive Solutions for Families

Non-OPEC Series
[None]

YOUTH CONTACT

OPEC Series
Nurturing Parenting
Nurturing Parenting/Nuturing Hope

Non-OPEC Series
Nurturing Parenting
The Incredible Years

BY CURRICULA

Abriendo Puertas	
Clatsop/Columbia/Tillamook	Polk/Yamhill
Douglas/Klamath/Lake	Umatilla/Morrow/Union
Jackson/Josephine	Wallowa/Baker/Malheur
Linn/Benton	Washington County
Marion County	

Active Parenting Now	
Clackamas County	Clatsop/Columbia/Tillamook

Active Parenting of Middle Schoolers	
Linn/Benton	

Active Parenting of Teens	
Central Oregon	Virginia Garcia

Circle of Security	
Marion County	Polk/Yamhill

Conscious Parenting	
Umatilla/Morrow/Union	

Creative Development	
Linn/Benton	

How to Talk so Kids will Listen	
Siskiyou County	

Juntos (Together)	
Linn/Benton	

Live & Learn with Your Baby, Wobbler, Toddler/Twos, or Preschooler	
Linn/Benton	

Love & Logic	
Umatilla/Morrow/Union	

Make Parenting A Pleasure

Central Oregon	Linn/Benton
Clackamas County	Marion County
Coos/Curry	Polk/Yamhill
Douglas/Klamath/Lake	Umatilla/Morrow/Union
Jackson/Josephine	Wallowa/Baker/Malheur
Lane County	

Mothers & Babies

Polk/Yamhill

Nurturing Parenting

Central Oregon	Marion County
Clackamas County	Polk/Yamhill
Clatsop/Columbia/Tillamook	Self Enhancement Inc
Coos/Curry	Siskiyou County
Douglas/Klamath/Lake	Umatilla/Morrow/Union
Jackson/Josephine	Washington County
Lane County	Youth Contact
Linn/Benton	

Nurturing Fathers

Jackson/Josephine	Umatilla/Morrow/Union
Polk/Yamhill	

Nurturing Parenting ABCs

Clatsop/Columbia/Tillamook

Nurturing Parenting/Nuturing Hope

Youth Contact

Padres y Niños Pequeños

Linn/Benton

Parenting Inside Out

Clackamas County	Siskiyou County
Clatsop/Columbia/Tillamook	Wallowa/Baker/Malheur
Columbia Gorge	

Parenting Now!

Central Oregon	Siskiyou County
Coos/Curry	Umatilla/Morrow/Union
Jackson/Josephine	Wallowa/Baker/Malheur

Parenting: The First Three Years

Clackamas County

Lane County

Clatsop/Columbia/Tillamook

Linn/Benton

Parents & Toddlers Together

Linn/Benton

Positive Solutions for Families

Virginia Garcia

Raising Emotionally Healthy Children

Siskiyou County

Raising Highly Capable Kids

Douglas/Klamath/Lake

Staying Connected with your Teen

Central Oregon

Columbia Gorge

Strengthening Families

Columbia Gorge

Wallowa/Baker/Malheur

Coos/Curry

Washington County

Polk/Yamhill

The Incredible Years

Clackamas County

Umatilla/Morrow/Union

Columbia Gorge

Washington County

Lane County

Youth Contact

Linn/Benton

The Incredible Years "Attentive Parenting"

Columbia Gorge

Appendix 3

PARENT VOICES

2016-2017

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 skills¹.

During the 2016-2017 grant year, over 1,479 parents participated in parenting education series associated with Oregon Parenting Education Collaborative (OPEC) Hubs and Programming Grants 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 Ladder² (PSL). In addition to 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 key stakeholders in OPEC programming and their opportunity to share thoughts on the parenting program helps inform both evaluation as well as ongoing efforts to improve programming. In order to further understand the experiences of parents in parenting education programs, the Oregon State University (OSU) team conducts parent focus groups annually.

Focus groups were held with three OPEC sites who have Programming Grants – *Coos/Curry Hub, Virginia Garcia Memorial Health Center, and Youth Contact*. Two were conducted in English and one in Spanish. The target audience for the focus groups was parents who had participated in parenting education programs supported by OPEC. A total of 20 parents participated in the focus groups across the three sites, with the number at each site ranging from four to ten. Demographic information was available for all 20 parents (Table 1).

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 and Programming Grant Projects sections under Parent and Child Outcomes

Table 1

Demographics of Parents Participating in 2016-2017 Focus Groups

	Demographics 20 parents
Age Range of Participant	21 to 54 years
Median Age of Participant	30-39 years
Gender	85% Female 15% Male
Race/Ethnicity	50% White/Caucasian 32% Hispanic/Latino 14% Black/African American 5% Native American
Education	10% Less than 9th grade 5% 9th to 12th grade, no diploma 35% High School Diploma or GED 25% Some college, no degree 0% Associate's Degree 15% Bachelor's Degree 10% Graduate or professional degree
Employment	10% Part-time 35% Full-time 5% Retired 50% Do not work
Parenting Style	60% With a Partner 25% By Self 15% With a relative in the same home
Use of Services Designated for Low-Income Households	30% receive WIC 45% use SNAP (food stamps) 65% use Oregon Health Plan 25% had school-aged children who received free or reduced lunch

Demographic information was available for 47 children (Table 2) within the households of the participants from Table 1. About half of the children in participants' families (47%) were under 6 years old, 32% were between 7 and 11 years old, and 21% were between 12 and 18 years old. Sixty-three percent of the households had two children, with the remaining households having between three and six children each.

Table 2

Child Demographics from Parents Participating in 2016-2017 Focus Groups

	Demographics 47 children
Age Range of Children	Under 1 to 18 years
Average Age of Children	7.71 years
Children Ages 0-6	47%
Range of Children per Household	1 to 6 children
Average Children per Household	2.68 children

Participants were asked to identify the most recent parenting class in which they had participated. Six of the participants (35%) participated in *Making Parenting a Pleasure*, three (18%) participated in *Nurturing Parenting*, and one (6%) participated in *Incredible Years*. Almost a quarter of parents (24%) could not remember the name of the curriculum in which they participated. Fourteen (78%) of the participants attended their most recent class within six months of the focus group and four (22%) reported that their last class was 6-24 months prior to the focus group. Seventy-six percent (13) of the participants reported that they attended almost all of the class sessions, and four participants (24%) said that they attended all of the class sessions. Three parents did not provide an answer to this question. Some parents reported other classes that they had taken, including *Familias Saludables*, *Positive Parenting*, *ABC Parenting*, multiple Kindergarten Readiness classes, and classes focused on supporting families who had children with special needs.

Parenting Survey

At the beginning of the focus group, parents were asked to complete a survey rating their perspective on 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 3-5 display the mean, standard deviation, range, and percentage of parents that reported that they *slightly, mostly, or completely agreed* with an item.

As seen in Table 3, the average ratings on the parenting behavior items ranged from 4.85 to 5.55. The items that parents agreed with the most were *I feel comfortable in my ability to protect my child from unsafe situations*, *I am confident in my ability to parent my child*, *I have healthy ways of coping with everyday stresses of parenting*, *I feel confident in my ability to discipline my child in a positive way*, and *I spend time with my child doing things he/she wants*

to do. The lowest ranking items was *I am confident I can find resources and services for my child*, although this item still had 80% at least agree to this statement.

Table 3

Parenting Behaviors: Means, Standard Deviations, Range, and Percentage of Parents Who Agreed with Each Item, N = 20

Item	Mean	Std Dev ^a	Range ^b	Percent Agreed
Parenting Behaviors				
I show my child love and affection frequently.	5.55	0.76	3 – 6	95%
I feel comfortable in my ability to protect my child from unsafe situations.	5.55	0.60	4 – 6	100%
I am confident in my ability to parent my child.	5.35	0.67	4 – 6	100%
I have used activities that helped my child learn.	5.28	1.23	1 – 6	94%
I spend time with my child doing things he/she wants to do.	5.26	0.65	4 – 6	100%
I feel confident in my ability to discipline my child in a positive way.	5.25	0.64	4 – 6	100%
I have the ability to bounce back from challenges.	5.25	1.25	1 – 6	95%
I have age-appropriate expectations for my child's behavior.	5.11	0.94	2 – 6	95%
I am confident I can find resources and services for my child.	5.05	1.43	1 – 6	80%
I find positive ways to manage my child's behavior.	5.00	1.21	1 – 6	95%
I have healthy ways of coping with the everyday stresses of parenting.	5.00	0.65	4 – 6	100%
I am able to soothe my child when he/she is upset.	4.95	0.94	2 – 6	90%
I feel satisfied with the amount of support I receive related to parenting from my family and/or friends.	4.95	0.94	3 – 6	95%
I am able to set appropriate limits for my child.	4.95	1.18	1 – 6	95%
I get the emotional support I need from my family and/or friends to help me parent effectively.	4.90	1.17	2 – 6	90%
I am able to identify what my child is feeling.	4.85	0.99	2 – 6	90%
I am able to meet my child's needs even when I am dealing with stress.	4.85	1.18	1 – 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.

As seen in Table 4, the average ratings on the child behavior items ranged from 4.50 to 5.44. All items were highly rated by parents, with parents mostly to completely agreeing that their child *shows concern for others* and *gets along with others*. The lowest rated items were that their child *is willing to follow rules and limits* although the mean indicated that parents *mostly agreed* that their child could follow rules and limits.

Table 4

Child Behaviors: Means, Standard Deviations, Range, and Percentage of Parents Who Agreed with Each Item, N = 20

Item	Mean	Std Dev ^a	Range ^b	Percent Agreed
Child Behaviors				
My child knows he/she is loved.	5.44	1.25	1 – 6	94%
My child shows concern for others.	5.28	0.83	4 – 6	100%
My child gets along with others.	5.06	0.80	4 – 6	100%
My child is willing to follow rules and limits.	4.50	0.92	2 – 6	94%

Note: Scale ranged from 0 to 6, with 0 indicating *completely disagree* and 6 indicating *completely agree*. ^aStandard 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. ^bRange is the lowest and highest answer selected by participants.

As seen in Table 5, the vast majority of parents highly rated their experiences and the changes that resulted from being involved in parenting education, with 94% of the parents agreeing that their participation in the parenting series was helpful for their family and 100% noting that they had seen positive changes in their child’s behavior. All parents (100%) also *agreed* that they have seen positive changes in their parenting and have continued to put into practice what they learned in class. All parents also agreed that they liked the interactions they had with parents in the parenting classes with 63% staying in contact with other parents from class. Eighty percent of families reported that they have continued to access parenting education opportunities since participating in the class.

Table 5

Parenting Education Experiences: Means, Standard Deviations, Range, and Percentage of Parents Who Agreed with Each Item, N = 20

Item	Mean	Std Dev ^a	Range ^b	Percent Agreed
Parenting Education Experiences				
Overall my participation in the parenting series was helpful for my family.	5.17	0.92	2 – 6	94%
I experienced positive changes in my parenting behavior as a result of the parenting series I attended.	5.39	0.61	4 – 6	100%
I see positive changes in my child’s behavior As a result of the parenting series I attended.	4.72	0.75	4 – 6	100%
I have continued to put into practice what I learned from the parenting series.	5.28	0.67	4 – 6	100%

Continued on next page

Table 5 (continued)

Parenting Education Experiences: Means, Standard Deviations, Range, and Percentage of Parents Who Agreed with Each Item, N = 20

Item	Mean	Std Dev ^a	Range ^b	Percent Agreed
I liked the interaction with other parents in the parenting education series	5.65	0.59	4 – 6	100%
I have continued to access parenting education opportunities since I participated in this parenting program	4.80	1.61	1 – 6	80%
I have stayed in contact with the other parents I met in this parenting class	3.58	2.01	1 – 6	63%

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.

Perspectives on Parenting Education

After completing the survey, parents were asked questions about their experiences in the parenting education program. Parents were asked to share what they liked about the classes, what they thought could be improved, how the classes helped them with parenting, differences seen in their child’s behavior, changes in parenting practices, interest in other parenting education programs, whether the parenting classes have changed their relationships with healthcare providers, 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 the class helped build a **supportive community**. Participants talked about meeting other parents at classes when they moved into the community, about making lifelong friends with other participants, and learning about community resources from each other and the instructors. Another parent shared that recommending the class to other friends and family has allowed them to feel like they are helping other parents as well. Others said that they carry cards with 211info or other local agency information on it to hand to parents they see in the community who seem to be struggling.

Parents also described enjoying activities that they participated in during the class, including warm-up sessions. One parent shared: that "*icebreakers helped with participation from everybody, and feeling comfortable, and learning about the ways other people do things compared to the way things you do things.*" The activities and discussions helped parents feel as if they were not alone in their struggles. One parent said: "*we learned that everyone else [was]*

feeling the same as us. Personally, I was really glad. Everybody else really shared they were in the same place. I thought I was the only one feeling the way I was feeling." Having a safe place to share struggles seemed to help parents participate in the classes and to feel as if they were learning from one another, as well as from the instructor.

This trust and warmth established between parents in class extended into their relationships with other parents in their communities. Parents in the Spanish-speaking group talked about how the classes helped them create a sense of community while they live far away from their families of origin, and this has led them to reach out to neighbors and friends to recommend the classes. One parent talked about feeling like a loner before the class, but learning how to open up with parents who face the same parenting struggles.

The class opened me up more. I'm really a closed person, I say 'hi' and 'bye', and keep on pushing, but I'm open to talk now, I like these parents, I recognize them. I'm comfortable with them... and am happy to see them. I didn't know people were going through the same thing I was going through.

The curriculum and discussions also provided useful information and tools for parents to use as they navigated family interactions and their jobs. For some parents, this involved reviewing information that they had previously learned, but forgotten, and for other parents, this was the first time they heard solutions and strategies for problems they faced.

From an educator's point of view, it was nice to get some new tools that I had maybe forgotten about or learned about in the past that got brought up again, or if there was something I was really struggling with in the classroom I can bring it and some of these parents would give me different strategies and ideas where I would not have thought of it in any other kind of situations.

Other parents talked about how *"the children form a bond with their teachers"* when there is child care provided at the parenting class sites, and how the children *"enjoy this time meeting new friends, playing, and socializing."* One mother added that her daughter looked forward to going back to the child care during parenting classes, and this helped the mother look forward to classes as well.

My 3-year-old would ask me when we would get to go back to school. She thought this was her school. So, because I come to class and I would say "mommy has to go to class," and she would go like, "I need to go to class too, I have to go to school." So they did art projects with the kids and we got to play and she just looked forward to it every week and every time we drive by she goes "that's my school."

Change in Parenting Practices

Parents reported that they used strategies from parenting classes to make changes in their parenting practices, which related to improved family dynamics. Specifically, parents mentioned applying new coping techniques, strategies for positive discipline, and communication skills. Parents also shared that they had developed more appropriate expectations for their child based on their child's developmental age and stage, leading to more effective parenting.

In particular, many parents talked about how **improving communication** with their partners and children has helped. For example, one parent stated that *"the classes definitely gave me reminders on how to deal with my 5-year-old and even my 12-year-old. It works with them, and sharing that with my husband and helping all of us be on the same page."* Another parent shared that learning more about *"communication and how to break the ice with my kids [is] helping, and I just like my relationship with my children a lot more after having these classes."* Another parent said that instituting family meetings where expectations for children and parents were explicitly discussed has helped the household run more smoothly: *"we get a long a lot better. We have a routine and my kids like to have our family meeting where we get to review like what needs to change and the rules."*

A parent who shared child custody with a previous partner shared that he would attend parenting classes on days when the children were not staying with him, but that the classes gave him a chance to not only learn new strategies, but also to be involved and present at his children's school campus. He would use the days in between visits to prepare himself to implement new parenting strategies and felt like this helped him communicate openly with his parenting partner and his children when they were together. Another parent in a similar situation from another site described how the classes helped him stick by his rules and expectations even when the children's other household did not uphold those rules.

I'm not in charge of what goes on in the other household. I'm only in charge of what goes on in my household. I learned that if rules are being done in my house, standards and structure, and it's not in the other house, some of that information may still be retained. So, I'm not in charge of what goes on there, just make sure what I'm doing in my home supports them.

Another theme from the focus groups was that classes **helped parents develop realistic expectations for their children based on their developmental stage**. One parent shared:

My expectation levels were high for my younger children, maybe it was too much for them, comparing what I can do to what they can do. It also helped me with when I'm overwhelmed taking time out for myself. It might not be them, it might be me.

Several parents participating in focus groups had children with special needs and shared that they learned more about how to communicate better with children who were non-verbal and to look for signs that their children understood what they were communicating. One parent described how the class taught him to recognize different emotions and feelings in his daughter. Seeing his daughter's actions through the lens of the emotions she was experiencing helped him communicate at a more appropriate level with her.

I used to lash out or bark at her when she did something and she would put her head down, and I would feel guilty because she would look like she was just devastated. But after I came to this class and I learned about the emotions and the feelings and the proper discipline, so I started talking to her and explaining to her the lesson I was trying to teach her and now I see the interaction between both of us versus her putting her head down and looking all sad.

Some participants mentioned that they saw changes in their behaviors and in their families ripple outward into other families who did not attend parenting classes.

I know a lot of those little things that I would mention with my daughter, she would take them to her school and one of her friends' moms would say, "Oh do you guys talk about this?" And then it would open up a communication with her other classmates about some of the things that we talked about from parenting class and then I would use it in my personal classroom to talk about what I learned.

Another parent shared that what she learned from parenting education classes had trickled out to her adult son, who also helps take care of her daughter with special needs. She has changed her parenting style in order to meet the needs of her daughter and she sees that her son is adopting her new parenting behaviors instead of the strategies she had used when raising him.

I see a difference. He must be learning because he is doing the same style that I'm doing now with her that I should've been doing with him. I have to take a lot of deep breaths. I have to catch myself, and this is an adjustment.

Child Behavior Differences

Many parents across the focus groups observed changes in their child's behavior as a result of implementing new parenting strategies learned in class and all parents agreed that the classes have improved their relationship with their children. Parents of young children commented that

there were “fewer tantrums after we started a more structured routine,” and parents of older children talked about how improving their communication skills helped their children feel more positive about the parent-child relationship. Several parents in one focus group agreed that attending classes helped their children see the parents as “on the right road” to trying to be better parents. The parents believed that this attitude motivated their children to try harder to connect with their parents and to meet their parents' expectations.

One parent thought that improving his own communication skills was reciprocated by his children talking with him more: “I definitely see improvement; we’re trying to do different things and understand each other and work better.” Another parent discussed how instead of issuing commands to her children, the family has established stronger two-way communication skills:

I think my kids are more open to communication, back and forth communication, instead of me just saying “don’t do this, don’t do that.” They want to hear why I’m doing things the way I’m doing them. They ask about other things, they want to communicate to me about why they want to do something so we have a better flow of communication.

Another parent hoped to continue working on a relationship with a child who was near adulthood. The parent was continuing to work on improving this relationship in order to make the son's life easier and more protected from the consequences of poor communication and self-regulation.

It’s helping me with my oldest son, I’m non-communicative and now my son is the exact same way I am, so I basically created another me. Now, with this class, I’m trying to undo as much as I can before he enters adulthood and goes out into the real world.

Impact of Parenting Classes on Family Health and Well-Being

Participants also shared that they learned about dental hygiene, nutrition, and the value of physical activity at parenting classes. All parents noted that they received information about community health resources, and some parents reported that there were special health-based presentations during their parenting education course.

Parents reported that the principal effect of the classes on their health was learning about coping strategies to deal with the daily stressors of family life, such as “learning to deal with stress in different ways. I’ve learned to slow down and look at the situation from a different point of view.” Another parent shared that not only are the parents and children dealing with the stresses in a healthier manner, but that they are learning to see challenges as solvable and not insurmountable.

I think it's also less stress for my kids, they don't seem as stressed out. I'm able to take a step back so that shows them that they can take a step back. Just simply communicating that we can tackle the challenge together or on their own. Because they're so young, I think it's a good life skill.

A few parents said that the parenting classes gave them tools, such as binders to keep track of all health provider information and strategies for how to ask your doctor questions, which made them feel like more confident and competent partners in their children's health care. One parent stated that she gained "*confidence to ask my daughter's doctor whether her illness might be an allergy instead of a flu, because I didn't think it was healthy for my daughter to take medicine if it really would not help her.*"

Interest in Additional Parenting Programs

Parents indicated that they were interested in participating in additional parenting education programs. In particular, they mentioned an interest in programs that were developmentally appropriate and focused on adolescence. One parent added that the classes he took about the brain development of young children helped him assume that his teenagers were also going through brain growth in specific ways that shaped the teen's behaviors. The parent used what the class taught him about young children to contextualize the teen's behavior in a way that helped both parent and teen navigate the difficulties of adolescence in a safe way.

I think what helped me out was when they talked about the brain and what caused reactions. My son is 17 and he's come into manhood and we had a little altercation. I'm from an era of discipline [that] is now considered child abuse today, and my first reaction was to hit him, not hurt him, but like spankings, [but] I refrained from doing that. [The classes] taught me about the parts of the brain, and what teenagers go through and their feelings and their emotions, and about how much sleep they need. They talked about a whole bunch of stuff which pertains to teenagers too.

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. All three groups stated that they would like to attend one-day workshops after classes ended to refresh their skills, and that they would be interested in taking short classes on special topics.

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 as well as the welcoming and inclusive environment that the facilitators and other parents created. One parent said, "*I wish that more families would take advantage of these classes because so many parents at school seem to be afraid to tell their*

children to carry out their responsibilities, like homework and being kind."

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 for facilitators to present a syllabus (or agenda) for class before the class begins**. Some parents suggested offering classes on Saturdays to better meet family schedules. They also shared 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 that including or adding content about raising children with special needs as well as advice related to parenting adolescents would be useful. Parents in one focus group all agreed that classes on stages of child development were so useful that they wish there were similar classes that focused on puberty and adolescence, including emphasis on topics related to self-esteem and bullying.

In terms of class structure, some parents suggested that it would be useful to be able to look over a syllabus or class guide before signing up for a class so that parents can have a sense for whether the class will be a review of information the parents already know or explore topics new to families. Also, seeing what each week's topic would be might motivate some parents to keep coming back to class. Parents also specified that if a class schedule is created, it would be essential to adhere to that as an agreement between the instructor and the students so that parents could plan to attend based on planned topics.

Some parents reflected on how hard it was to find time to do homework and assigned readings in between classes. Other parents shared that they loved the assigned readings and wanted more readings for the future.

Ideas for Outreach

Parents offered many ideas as to what types of outreach made a difference for their attendance in parenting education classes and how they best felt other parents could be reached. Suggestions included:

- Flyers at Walmart, Dollar Stores, Grocery Outlet, and public libraries
- Booths at various community events (e.g., parades and farmer's markets)
- Information at educational centers and schools

- Referrals from doctor, hospitals, and home visiting nurses
- Family counseling centers
- Word of mouth
- Multi-language outreach
- Online/Internet/Facebook/Twitter
- You-Tube videos with parenting tips
- Working with the faith community
- Radio in rural communities

Overall, parents participating in the focus groups shared that they benefitted from their participation in parenting education. They learned and implemented parenting knowledge and skills they gained through the classes and saw improvements in their children’s behavior as a result of classes. Although they offered some suggestions for improving the classes, they were overwhelmingly satisfied with their experiences and eager to engage in additional parenting education opportunities.

PARENT SUCCESS STORIES

In addition to the experiences shared by parents during the focus groups, staff from OPEC Hubs and Programming Grant projects also provided anecdotal reports of observed changes in individual parents. Following are selected stories highlighting transformative experiences shared by Hub staff along with quotations from parents following participation in OPEC parenting education. Names have been changed or removed for confidentiality purposes.

Central Oregon Hub and Programming Grant

Stories Shared by Staff:

After participating in a parenting education series (*Parenting Now*), parents wanted to show their gratitude for the class and made signs to hold up in a group picture that stated –

“Parenting education matters to me because....” Comments included:

“...being a mom is challenging and having the extra help is nice to have.”

“...my family is happier and less stressed.”

“... I want my family to be the best it can be.”

Parents are discovering the benefits of parenting classes! One young mother from Warm Springs who was mandated to take a class came in very resistant and by the third class, the instructor reported she was sharing her feelings and challenges and shared how much she was getting out of the class. She also signed up for home visits through Healthy Families-that's trust building!

Quotations from Parents:

"I am more patient now and have better ideas about behaviors and what I can do as a parent to model and teach."

"I am so much more calm and confident because I understand what is normal."

"I am a lot more mindful of the things I do and say."

"I have learned so many new tool for understanding my kids more to manage situations and I have learned how to set myself up for success and match my values."

Clackamas Hub

Quotations from Parents:

"I have been more involved with my little girl and have learned to be a better father to her."

"I liked that we looked back at the way we were raised and get to change the way we treat our kids."

"I feel we have better communication and ultimately a better relationship."

"[My children] have enjoyed playing with other children, and participating in exercises and activities I've learned in class."

"I see things differently and respond instead of react."

"It has helped us both have better days."

Columbia Gorge Hub

Story Shared by Staff:

We had several parents report that their kids were responding well to the praise and focused play time that the parents are encouraged to do in the *Incredible Years* curriculum. One mom mentioned that her child was now saying to the mom the encouraging words the mother had said to her daughter. (For instance, "mom, use your words," "you did it mom!," and "use your inside voice.") Other parents reported that specific praise is effective in encouraging certain behaviors in their children.

Quotations from Parents:

"It has helped me a lot to be able to listen and understand my daughter better and to have more patience with her."

"I learned to love and raise a child."

"He is more loving and respectful with the things I ask of him."

Coos/Curry Hub:

Story Shared by Staff:

Feedback from one parents who attended a parenting education series:

"I find myself taking more time to level out before difficult interactions. This has resulted in more fulfilling discussions about behavior vs. the "because I said" that was the default action before. I am also more prone to recognize when I am in/approaching my basal level and can distance myself before letting that negatively impact my children. I credit this entirely to the facilitator being so awesome and passionate about her subject matter."

Quotations from Parents:

"I've learned to stop and think and see things from my child's perspective."

"I have slowed down to respond rather than reacting and feeling out of control."

"He responds better to what I say now that I have learned to better communicate."

"What we have learned has helped in the children dealing with their behavior."

"I'm more relaxed, everybody is happy."

Douglas/Klamath/Lake Hub

Quotations from Parents:

"I'm more patient and have more tools to help me with my parenting."

"I know how to deal with stressful situations better."

"I have been more in tune to my children than just set on what I want them to be doing; we have a deeper relationship."

"He loved attending and playing with the other children."

"My baby now smiles more than ever and he holds conversations with his baby talk."

"We understand each other better."

Jackson/Josephine Hub and Programming Grant

Quotations from Parents:

"I have changed my way of how to educate my children. I learned in this class that positive discipline can give lots of love too."

"My parenting style is more consistent now. I am stronger knowing that the parenting style I now have is evidence base (I am already seeing positive change) and I am a happier mom."

"I liked how the parenting class gave me better understanding on how to give my daughter an understanding that she is important to me even under stress."

"She is listening better, I also am explaining our routines better. She has less anxiety and we're more in tune to each other."

"My kids are happy to have a calm, involved father."

"My children understand that I'm trying to learn how to be a better parent and help them be good kids."

"I remind myself regularly of the tools I've learned and apply them. My parenting has totally changed."

Lane County Hub and Programming Grant

Stories Shared by Staff:

Eugene School District had a teen parent who identified that her birth family used a lot of hitting and yelling as discipline. The parent told them that as she is looking for child care after she graduates, she wanted someone who was not going to hit her son because she wants to raise him differently than her family. She knew it would be challenging to disagree with her family when she moved back in with them. It was an amazing moment. Listening to her articulate that she wanted to break the cycle of violent parenting and that she knew she had to make a conscious decision to do it was so powerful for them both.

One of our families has three children ages three and under, the oldest of which has an autism spectrum diagnosis and speech delay. This is a two parent household where the dad works outside the home and the mom works at home with all three kiddos. Though this situation is challenging enough and the family has been implementing tools from the program with great success, including working on empathy and consideration in the oldest child, and fostering "gentle" and "calm" bodies. The mom has some very disabling neurological symptoms emerging and is in a long and grueling diagnostic process. The family has had to incorporate friends and family in the care of the children to support the mother. This family had recently moved to Eugene, and being a part of a parenting group when this problem began to emerge has allowed the family to tap into community resources like Oregon Family Support Network, Early Childhood Cares, and Directions Services.

Another one of our families is young (parents in their early 20's) with a four-year-old and a two-year-old. The four-year-old has had an absent biological dad who was incarcerated until recently. The mom and her partner had been parenting both children as if they were siblings with the same father. The biological dad was recently released and sought legal custody, which he did not receive, but he was granted parenting time. The four-year-old and family have had a very difficult adjustment and are working hard to reduce confusion and tensions so they can support a successful and safe connection between the biological dad and the four-year-old. Having the support of the program to support all three parents

(though the biological dad did not participate in the group, he has come to the center for other activities to have visitation with his daughter) has been invaluable to making this challenge a more positive experience for all involved.

Quotations from Parents:

"I am more thoughtful about parenting decisions. I feel I make more educated choices I would not have [made] otherwise."

"I like finding common ground with other parents, and learning what is normal development and behavior."

"I love having my child interact with others. I loved talking with other parents and swapping stories and ideas."

"I think his ability to get along with others has increased - he has benefited because I have."

Linn/Benton Hub

Quotations from Parents:

"I am more loving with my child."

"They are more aware of their feelings. They are more empathetic of others' feelings, and how their actions affect others."

"We did this class as a couple which helps us align our goals and be more open in our communication."

"My daughter loves that I am giving her more compliments and encouragement."

"It has helped me have more realistic expectations which I think affects some of our interactions."

"My child's behavior has improved immensely."

Marion County Hub

Stories Shared by Staff:

One parent shared *"I have learned to accept age related limits"* by completing a parent education series. Another parent shared *"My son has improved a lot and I feel happy to have completed this parent education series."*

A grandmother shared in one class that her grandchild had created a special journal for her about why she is special and then gave her two balloons filled with flour as stress balls using what she had learned in the children's activities at their *Nurturing Parenting* class.

Quotations from Parents:

"I feel I am a better mom. I'm more patient and less stressed."

"I have become more confident as a parent."

"My children know that I come because I am learning to be a better mother."

"It has helped me create some structures that were not there before."

"We play, we paint, we dance and we live together with more joy."

Polk/Yamhill Hub

Quotations from Parents:

"I think I have learned a lot in this class and have taken good information and put it to use."

"It has shown me how to be effective with them as a stepfather that is positive in their lives."

"They enjoyed being with other kids and I think it's good for them to know that I am trying to be a better parent."

"My child is learning empathy and also acting in a routine."

"My children are more open to communicating with me."

"I feel it's made me closer with my child."

Siskiyou County Hub

Stories Shared by Staff:

One set of grandparents who have attended a menu of classes, including understanding substance abuse and its impact on families, recently decided to adopt their grandchildren. As a result, of the *Nurturing Parenting* series, they have more tools in their toolbox to be the most effective caregivers they can be to their two- and four-year-old grandchildren.

A quote from another grandmother caring for five children ages 5-10 years old, said *"I am so glad that there is an activity I can bring the children to get them out of the house, and be able to have a good social experience for all of us"*.

One Family Resource Center (FRC) has been working with a mother and her boyfriend to find classes and workshops that meet their court requirements. The mother has Child Protective Services involvement and is working to get visitation. The FRC has allowed this mother to use the center as her community service. As of February, this mother is now allowed weekend visitation at her home. This parent attended the First 5 Commission meeting and shared her story and appreciation for the parenting education programs and the support of the Family Resource Center staff. She indicated that the combination of

parenting classes and one-on-one support by the FRC staff has been the key to her continued progress towards becoming a better mom and feeling good about herself. She reported that at first she had lost hope and just did not want to leave her house, but the FRC staff would not give up on her. They would call her, knock on her door, and ask her to help them or she would just come and spend time at the FRC and then attend the parenting classes. Now she goes to the FRC regularly, sees the parenting facilitator for one-on-one therapy sessions at the local clinic and wishes to have more classes offered regularly in her community.

At another FRC, a grandmother and her grown daughter have been attending our parenting class for several months. They have been supporting each other in their recovery and, together, changing a multi-generational pattern of drug and alcohol dependence. They both now have been clean and sober for many months and are making sacrifices to maintain their sobriety. The daughter is starting to get her children back. This is all especially happy news, since we have known this young mother for several years. We have watched her cycle of being in and out of recovery, never maintaining much more than a few weeks as she gave up after the first sign of stress.

One Family Resource Center has a three-generation family with a history of adversity including dysfunction, substance abuse, and homelessness. They have been coming to the FRC occasionally for many years, but lately have become this resource center's success story. The mother/grandmother is now volunteering at the resource center and doing so has brought a sense of stability and pride in accomplishment in her life. Her daughter brings her two children to play groups and other activities. Now that her mother is there at the center, she can watch the baby. This allows the daughter to participate fully in playgroup with the older daughter. Another daughter who is pregnant has also been participating in the parenting activities.

Quotations from Parents:

"I have more patience and understanding."

"I stop to think more instead of just reacting."

"[I] learned tools to be more empathetic toward my kids."

"This class has had a profound difference on the way me and my child interact."

"My children have better parents."

Umatilla/Morrow/Union Hub

Quotations from Parents:

"I learned to have more patience in knowing how to treat them according to their age."

"Taking this class has helped me reestablish a relationship with my five year old."

"She likes coming so I think it has impacted her positively."

"I think that she feels more empowered and connected."

"Realizing that how you feel is normal and every parent has difficulties. It helps knowing I am not alone."

Wallowa/Baker/Malheur Hub and Programming Grant

Quotations from Parents:

"I am a lot more confident as a parent."

"I have become much more patient with my children and can communicate better too."

"My child is less timid, more adventurous."

"I've been much more in tune with his motor skills and what to do to improve them."

"They see a much more understanding, patient, caring mom, who also is better taking care of herself."

Washington County Hub

Quotations from Parents:

"I have learned how to discipline my child and to give him more love."

"...I am very grateful for all the classes that were offered to me because as a mother it helped me to understand my children more and I am happy."

"I am more attentive to their feelings and education."

"I have more understanding of how I can help and support my child."

"I have learned to be calmer and be able to enjoy my son more."

"I learned how to be a better parent."

Black Parent Initiative Programming Grant

Story Shared by Staff:

A program participant was able to secure an internship working four days a week at a Black urban farm. This opportunity has stabilized her economic situation and affected the nutrition practices in her family. The internship experience has also complimented the messages and lessons delivered through the Ubuntu groups and home visits. Recently, the parent reported that her young twins proudly announced that they were eager to eat their vegetables because their mother had grown and picked the food just for them to eat.

Self Enhancement, Inc. Programming Grant

Quotations from Parents:

"I am more calm. I have more respect and love for my role."

"I have more tolerance, I am more in tune with my child's feelings. I ask questions, I am concerned about listening to her."

"He has more patience. He asks more questions."

"He loves to come to this class and play with other children."

"She has grown tremendously in this group. She has learned cooperation, appropriate interactions, and patience."

"We are closer. Play board games. Laugh more."

Virginia Garcia Memorial Health Center Programming Grant

Quotations from Parents:

"I feel more confident; I understand my child more."

"I learned more strategies to help my children."

"I think it has positively impacted them."

Youth Contact Programming Grant:

Stories Shared by Staff:

Shannon* came to our *Nurturing Hope* program with a lot on her plate. She was:

- Estranged from her family
- At risk of homelessness
- Struggling to get Social Security Income (SSI) set up for her daughter
- Getting daily reports regarding her daughter's inappropriate school behavior

Even with everything else she had going on, Shannon had determined to make parenting education a priority. To help her with this, she agreed to meet with a Family Resource and Referral specialist once a week for two hours to help work through things outside of class. This would help her holistically and enable her to focus on class curriculum when attending the parenting group. Youth Contact's Parenting Coordinator collaborated weekly with this Family Support and Connections Resource and Referral Specialist and the Parent Facilitator to help identify and meet Shannon's needs both inside and outside of class.

During the class series, Shannon brought much joy and energy to the class. Early on, she recognized the importance and differences it was making in her life and her daughter's behavior. Every class session the other parents and the facilitators looked forward to hearing what pieces of the curriculum Shannon had implemented and how things were

changing. Even though the parenting session is now over, communication has continued and Shannon and her small family are thriving.

After four months of hard work and dedication, Shannon had met many of her goals. She had worked with the schools to develop an Individualized Educational Plan (IEP) for her daughter. She had also completed and started receiving SSI for her "little Rose," which helped her stabilize her housing situation. And she was planning a trip in August to see her mother, who she had reconnected with after ten long years!

Quotations from Parents:

"I try to engage with my son in every situation, turn it into a learning experience."

"They notice in my reactions how I act now more patient to them and I can listen to understand more."

"It has made my relationship with my child better."

"They loved the classes and it helped them express their feelings."

"She loved coming to class and to know why we are here - letting her know that we care and that we are trying our best to improve our parenting skills."

Summary

Overall, parents participating in parenting education series affiliated with the OPEC Hubs and Programming Grant projects shared that they benefited from their involvement in classes. They consistently reported significant improvement in their parenting skills and knowledge as well as in their children's behavior. 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 4

COMMUNITY PARTNER FOCUS GROUPS

2016-2017

Previous research has documented that successful parenting education programs have strong collaborative relationships with a variety of community partners¹. 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 2017, community partners who have worked with three organizations funded by OPEC (two Hubs with Programming Grants and one non-Hub Programming Grant) were invited to participate in focus groups about their collaborative efforts. During July and August 2017, a total of 27 community partners participated in three focus groups in collaboration with OPEC Hubs serving Coos/Curry and Jackson/Josephine counties as well as one non-Hub Programming Grant serving families in Washington County (Youth Contact).

Characteristics of Respondents and Agencies

Participants represented a wide range of agencies and organizations in their respective areas, including community non-profits, Head Start/Early Intervention, the Department of Human Services, Early Learning Hubs, healthcare and mental health agencies, school systems, community colleges, and other entities. Of participating partner agencies, 15% percent of organizations had been involved in parenting education for one year or less ($n = 4$), with 38% for two to five years ($n = 10$), and 42% for more than five years ($n = 11$). Fourteen respondents

¹ National Network for Collaboration. (1995). *Collaboration framework - Addressing community capacity*. Retrieved from <http://www.uvm.edu/extension/community/ncco/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

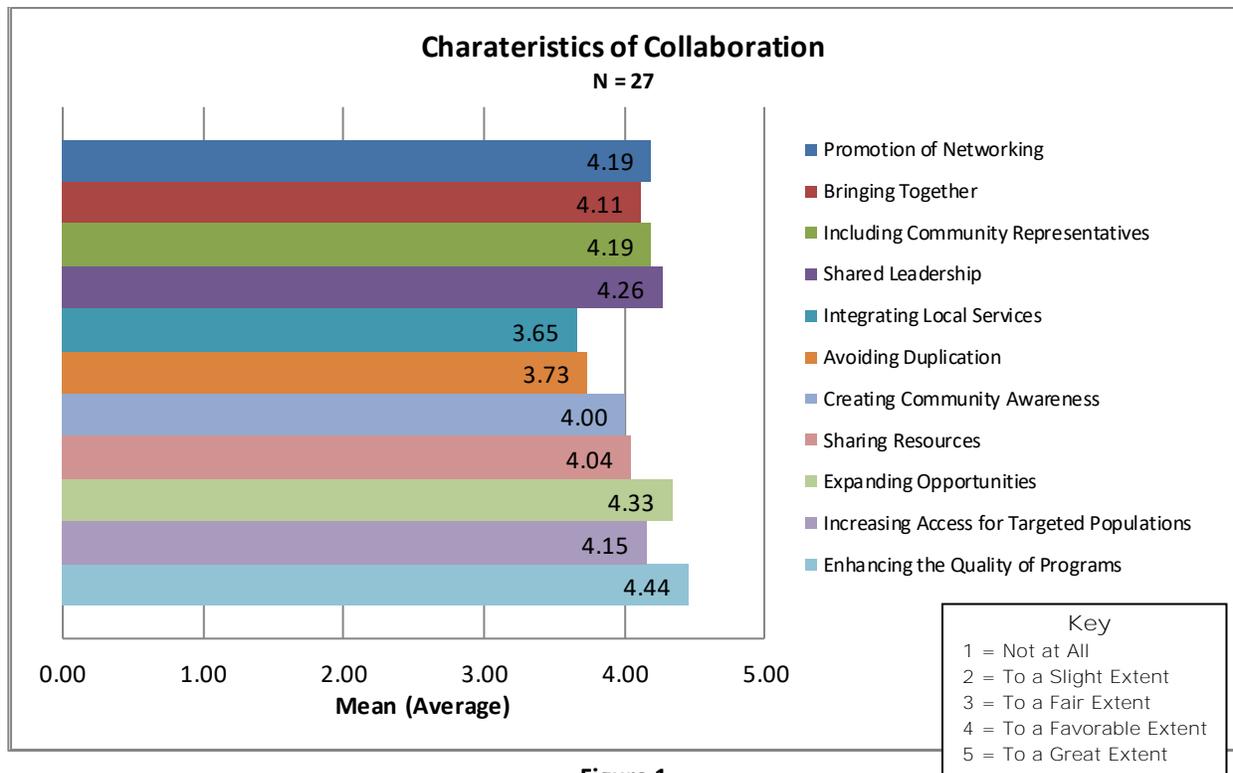
(52%) reported that they meet with the collaboration monthly, 3 partners (11%) reported coming together weekly, and 2 partners (7%) reported collaborating on a daily basis. The remaining eight partners (30%) meet with the collaboration on a quarterly or annual basis. Sixty-five percent of the participants ($n= 15$) reported making over 16 referrals per year to the OPEC parenting education programs. Six community partners (26%) made between 1 and 10 referrals a year. Eleven community partners (42%) reported serving on an advisory board for the OPEC collaboration, and eight partners reported serving on the Early Learning Hub advisory group.

Characteristics of Collaborations

Community partners were asked to what extent their OPEC site was supporting parenting education in their 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 (e.g., 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 fair to favorable extent in the listed collaboration activities, see 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

Most of the participants felt that their collaboration displayed each of these characteristics. Table 1 displays average participant responses for these items. Eighty-nine to 100% participants across the three focus groups either agreed or strongly agreed with each statement, but 4% to 11% disagreed with all items except for having a common vision. One respondent wrote in a comment that there are outstanding educators at their OPEC site who *"bend over backwards to bring resources to our families."*

Table 1

Perspectives on Collaboration

	N	Strongly Disagree	Disagree	Agree	Strongly Agree	Disagree	Agree	Mean
Common vision	27	0%	0%	52%	48%	0%	100%	3.48
Diverse membership	27	0%	11%	56%	33%	11%	89%	3.22
Local knowledge	27	0%	11%	41%	48%	11%	89%	3.37
Effective communication	27	0%	4%	52%	44%	4%	96%	3.41
Collaborative decision making	27	0%	11%	56%	33%	11%	89%	3.22
Knack for pooling resources	26	0%	8%	46%	46%	8%	92%	3.38

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. Ninety-six percent felt parenting education is valued in their community, and 88% feel the collaboration has lowered the perceptions of stigma attached to parenting education. Table 2 displays the distribution of participant responses on these items. Respondents added additional comments to this section of the survey to voice that their community did not have enough resources to reduce stigma, and that they would like to see more parents participate at a school level.

Table 2

Perspectives on Parenting Education in the Community

	N	Strongly Disagree	Disagree	Agree	Strongly Agree	Disagree	Agree	Mean
Parenting education is valued in my community.	27	0%	4%	67%	30%	4%	96%	3.26
The stigma is reduced in my community because of the current program efforts.	26	0%	12%	85%	4%	12%	88%	2.92
The parenting education program is benefiting families in the community.	27	0%	0%	37%	63%	0%	100%	3.63

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 their collaborations with organizations funded by OPEC. Participants indicated that the collaborative initiative benefited the communities, families, and the partner organizations. These positive responses included helping change negative perceptions of parenting education in the community, increasing services to parents, bringing more awareness to parenting education and to health practices, and many other factors. These benefits of partnership, barriers to collaboration, and suggestions for improvement are summarized below. The following partner's comment exemplifies how the partnerships built over the last few years have created networks of people and resources that can respond nimbly to community requests for parent education.

I feel so blessed to be in this community because I was at a meeting one time and someone from a rural community we hadn't worked in yet wanted parenting education there. And I say, "Oh, call this person, tell them I said you can use my name if you need to," and a week and a half later they were already up there and they had set up a program for parenting education for those people who wanted it. This network was so responsive.

Benefits of Collaboration

Community partners talked about how the collaboration benefitted their organizations and the community in different ways across organization type. When asked about the benefits of collaborating with other partners, partners said that it was helpful to "*not reinvent the wheel,*" "*have more access to resources,*" and "*share skills and goals with other organizations.*" In general, partners talked about how useful it was to be able to refer clients to other organizations with additional resources for client needs, and that the collaboration helped organizations be aware of one another's offerings. The following partner's response shows how regular Hub meetings help organizations stay connected.

What I have noticed is how often we are all together in one room. It has really strengthened the partner relationship. We're all learning about each other's services and we are really able to make great connections into the community. I think that that really had a huge role in families touching so many entities.

School providers commented that given how research shows that parent involvement with their children at home and at school supports child academic achievement, the school districts are excited to support parent education. One school district partner added that when parents take a class and get involved in classrooms, they both feel more welcomed in the classroom and are able to express more realistic expectations of student behaviors.

In our preschool classrooms, we have experience a benefit of parents being part of the room and just the language that they use and their actions with their kids and just their awareness of their kid's developmental levels and expectations. I think that's been a great benefit for them, and us in the classroom because they feel more welcome in that space – they feel like they can be included in that space.

Another school provider agreed that hosting parenting education classes on a school campus seemed to help families with children transitioning into kindergarten:

They got families onto the school's campus prior to entering kindergarten, so there was a comfort level for the children and families of walking onto a property with their first child. It would have been a big unknown, not really knowing where to go, but for these families, the child knew where to go, [was] able to walk down the hallway, and be within a school classroom. This was huge for the kids being able to transition to school, and they kind of took ownership of that, that it was their space.

A **Head Start** partner spoke about how being able to send family advocates to a partner organization's training in evidence-based curriculum has improved the quality of the Head Start parent components, and resulted in more positive feedback and parent engagement.

Their training bumped up a notch or two, or ten, the abilities of the family advocates. Their work just feels so much more robust and rich, and I feel like we are getting even more positive feedback from parents about the classes, so that's really a cool thing, and we have had more parents engaged and more parents participating as well.

A partner from a **community college** stated that the work of child care providers and parents is related to whether children can go to college later in life.

Even in the college, we are talking how you have to build on those early learning experiences from the start for [children] to be successful in college or even to want to desire to go to college. So, everything that we do just intertwines constantly.

Partners from one Hub mentioned that they have forged **new connections with healthcare providers** this year. Their Programming Grant has allowed them to bring in speakers to present about nutrition and dental health to parenting education classes that were already running. This Hub hosts an annual community resource fair and invited a new pediatrician in the area to have a screening booth, which benefitted the families who came to the fair and also spread the pediatrician's name and information around town in a way that might have helped to grow a client base. They also hosted a class to teach parents how to create a binder for each child to track information across providers, such as pediatrician, dentist, psychologists, and teachers.

The class provider hoped that this would help the parents feel more informed and in control, and also be able to give each provider the most accurate information possible.

Healthcare providers also noted that collaborating with other organizations in the parenting education collaborative seemed to benefit both their organizations and their clients. A partner from a Coordinated Care Organization (CCO) stated, "*I think parenting education is such an important topic for all of us to be talking about, given the Oregon Health Authority's push now to vet an appropriate and meaningful kindergarten readiness incentive metric for CCOs.*" This provider described the binders full of information that are a resource for healthcare providers who refer patients out to parent education partners in the community, and said that although this is useful, it is frustrating when classes are not offered regularly. The partner also explained that meeting others through the Hub "*allowed me to have a partnership with them so that I can help improve our face in the community and do good work,*" and to find more people who are eligible to receive services through the CCO. Overall, this partner appreciated how the parenting education partners' goals aligned with the CCO's goals for school readiness and healthy, stable families.

Their goals are aligned with our goals, so the work that [the parent education partners are] doing has a positive impact on what our objectives are for our region, so I think that's always good when you have partnership when you are both having the same mission. You're not in competition with each other, but you are actually working together.

A representative from a **dental office** added that it has been helpful to tag on to existing parenting events in the counties surrounding the dental practice because it is easier to coordinate follow-up care and to use those events to spread the word about resources for potential clients.

I not only provide dental education, but we are also moving towards offering services while we are at the parenting classes, but then I'm also able to say, "Oh, well you're already here at this location for parenting on Thursdays, I'll be here to offer free services." So it's not only affecting the mom who is at the class, but she can tell her brother or her sister to come for free dental services, and it just raises awareness.

The dental assistant also shared that existing OPEC relationships have helped schools to be more open to being a site where free dental services are offered, partly because schools understand the role of toothaches in keeping kids away from school. She also described ways in which parenting education facilitators invite dental assistants to be part of a class, helping parents understand the value of dental hygiene with parent peers who they trust.

I think it's better when we are in this setting...than when I am cleaning someone's teeth with their head right here and I'm telling them what they need to do or trying to get the mom's attention because she's in the corner on her cell phone. When we are just in a room with parents in a class together, I think sometimes they don't hear the information from me either, [but] they hear it from the person who is setting next to them and then the light bulb goes off.

One partner organization described how three organizations came together to **offer a new course** for child care providers and parents together to address gaps in communication and skills for people caring for children with special needs.

We piloted a new program for children with special needs and health challenges, and we got ten child care providers who were in a cohort to take these classes with parents. It was amazing! The results were amazing because the parents were able to start to share their stories and experiences with the child care providers. Child care providers were able learn skills and techniques and a whole new language even and really felt more that they could be successful in the future caring for children with special needs and health challenges. We also have the inclusive child care program who helped to fund that as well, so it was a collaboration between the three programs. So successful.

This course has run twice since the pilot course and has had full enrollment each time. The partner felt that all three partners who came together to offer this new class thought that the full enrollment and participant endorsements meant that this class is both needed and useful. This experience reinforced the importance of collaborating with multiple partners to address emergent needs in the community.

Partners from one Hub discussed offering a conference with presenters for parents that had 71 participants and positive feedback from parents. When parents told them that finding child care to attend the conference was a challenge, the Hub immediately made plans for on-site child care for the next planned conference. One partner spoke positively about this flexibility, *"it's really good that they are showing flexibility in responding to parents when they asked how to improve the next conference."* Having **responsive Hub staff who listen to concerns** was important and useful for the partners at this Hub.

Barriers to Community Collaboration

Although most focus group participants spoke positively about their community collaborations, they were able to identify some barriers to partnership as well. Barriers mentioned most often included:

- Having funding tied to deliverables can make providing meals, child care, and space a challenge when the only expenses covered are directly related to parent classes, but not the supports that make parent presence at the class possible.
- Having funds for support activities, as well as funding to find and maintain reliable, high quality child care, which encourages family retention.
- Lack of reliable local transportation for parents, and lack of funding for taxi or gas vouchers to keep parents involved or effectively refer them to other organizations.
- Having parents and families whose incomes are just over the maximum for receiving free or reduced price services, and not always having another organization to refer these families to for help.
- It can be hard to communicate effectively across partners when coordinating events and classes that are co-sponsored, but the partners report that it gets a little easier each year to outline expectations for each other.
- It is hard to refer clients to other organizations when class offerings and activities are not regularly offered, or if information in handouts is not up to date.
- Because not many pediatricians have been trained recently in referring children and families to community organizations that can help with developmental challenges, those organizations sometimes feel like they are receiving referrals too late, in some cases.

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 include:

- Continue working toward a site for each Hub that is a one-stop-shop for parents when they are looking for resources and local activities and classes.
- Use advertising as more than a one-time push for the collaborative and individual organizations. Advertise continually because families may be new to the community or forget about organizations they see at a resource fair.
- Think creatively about how to offer support to more communities than just a few dominant languages. Although a few curricula are available in Spanish, there are many people who speak indigenous languages for which there are not curriculum currently.
- Offer more short workshops for parents who are too busy to commit to a several week-long class series. Perhaps this can also provide an opportunity to give parenting education in non-dominant languages in short sessions with small groups.
- Explore ways to make data-sharing across partners easier in a legal way. It is hard to work alongside other partners with concerns about HIPAA and FERPA (laws regarding sharing of health and other confidential information).

- Encourage partners to send all their staff (including schools) to Adverse Childhood Experiences training so that they have a more compassionate approach to interacting with families from the moment families walk into any organization.
- Push other sectors, such as healthcare providers, to conceptualize outcomes so that policies can become more family-centric and trauma-informed.

Summary

Overall, community partners reported that parenting education in their community is strengthened as a result of the coordination provided by the OPEC grantee. 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. In addition, all community partners reporting that the parenting education program is benefiting families in their community.

Appendix 5
PROGRESS TOWARDS GOALS
2016-2017

HUBS

During the 2016-2017 year, Hubs reported quarterly updates on their progress toward goals. Progress toward goals addressed the three primary domains of the OPEC logic model: Organizational Capacity, Community Collaboration, and Positive Parenting Capacity. Several Hubs with Programming Grants also reported on progress related specifically to Programming Grant funds. This appendix provides a detailed report of progress toward goals as reported by each Hub or Programming Grant site. Although the OSU team made minor grammatical edits to improve readability where necessary, this section was formatted to meet the individual reporting styles of each site and remains in the voice of the sites.

CENTRAL OREGON

Goal: Increase Organizational Capacity

Strategy: Continue to advocate for parenting education to be included in the continuum of services funded through the early learning system.

- **Quarter 1:** As of August, Family Resource Center of Central Oregon (FRC) has assumed all of Crook County early childhood parenting education classes through the regional early learning hub. We continue to advocate for parenting education to be included in the continuum of services funded through the early learning system.

Strategy: Increase pool of trained facilitators.

- **Quarter 2:** A total of 14 people attended the two-day *Make Parenting A Pleasure* (MPAP) Training of Trainers in Redmond. Seven bilingual providers will help deliver Spanish MPAP classes for the Programming Grant.

Strategy: Increase dedicated staff time.

- **Quarter 3:** FRC submitted a successful grant application to Better Together to obtain a full time Vista Volunteer beginning in July 2017. The Vista will work on program development and outreach, which will include community partner and parent surveys and/or focus groups. Advertising for this position begins in April 2017.

Strategy: Build connections with bilingual/Latino communities.

- **Quarter 4:** The addition of a part-time bilingual outreach person has helped build connections with several Latino communities and with school/medical personnel. For the first time, Family Resource Center has the ability to receive calls directly from Spanish-speaking parents.

Goal: Increase Community Collaboration

Strategy: Update & reprint the regional parenting resource guide.

- **Quarter 1:** For multiple reasons, the reprint of the regional parenting resource guide has had many setbacks, so we are pleased to have a student volunteer working through the listings and updating information as needed so the guide can be reprinted in November.

Strategy: Secure shared volunteers.

- **Quarter 2:** FRC is working with a partner agency (Healthy Beginnings) to secure a shared Jesuit Volunteer. This volunteer would work as an outreach worker for both agencies and promote and connect parents and others to the services that are most appropriate for the family.

Strategy: Develop a regional website calendar.

- **Quarter 3:** FRC has seen an uptick in the number of agencies and individuals using the website and registering for programs online or calling and referring to a class they seen on the website calendar. Those in rural communities have increased the most.
- **Quarter 4:** The collaborative effort to put together the regional community event around resiliency was a huge accomplishment! This event brought awareness to the needs of families and how important positive supports are to lifelong wellness. Parenting education was highlighted.

Goal: Increase Positive Parenting Programming

Strategy: Promote Vroom as a technology to increase positive parent-child interaction and brain building experiences.

- **Quarter 1:** FRC was named the regional Vroom Hub and it continues to open doors for us in the community. The Jefferson County Health Department will utilize Vroom videos and other material for their client reception area and the new Jefferson County Public Health Director has committed to partnering with FRC on multiple levels, including comp time for staff participating in our upcoming Training of Trainers and classes.

Strategy: Increase access to proven parenting education programs where access has been limited.

- **Quarter 2:** We are currently investigating additional methods of delivery to reach additional parents that may not be able to attend a traditional class because of work schedules or transportation. If we can get the bugs out this has the potential to greatly impact those exposed to best practice parenting.

Strategy: Utilizing the OPEC Programming Grant funds to reach underserved Latino families

- **Quarter 3:** The first 10-week *Haga de la Paternidad un Placer* at Redmond Early Learning Center was a success. Parents were referred by the school, Mosaic Medical's School-Based Health Center and St. Charles Medical Center.
- **Quarter 4:** Utilizing the OPEC Programming Grant funds to reach new, or underserved, and/or Latino parents. A *Haga de la Paternidad un Placer* class was held at the Volunteers in Medicine Clinic and a *Make Parenting A Pleasure* class is currently at an early childhood center close to the hospital. Medical providers, schools, and early childhood providers have referred parents.

CLACKAMAS COUNTY

Goal: Increase Organizational Capacity

Strategy: Build alignment between Clackamas Parenting Together and Clackamas Early Learning Hub related to parent support missions.

- **Quarter 1:** One of our organizational goals for this year is focused alignment between Clackamas Parenting Together (CPT) and Clackamas Early Learning (EL) Hub parent support missions. We are working to ensure that our branding efforts, referrals, etc. have an emphasis on identifying CPT as lead entity in parent education. We have truly made progress on this goal and see our community partners and parents appreciating the clarity on access to the parenting program.

Strategy: Work toward sustainability through multiple funding streams.

- **Quarter 2:** The two areas of focus over this past quarter were our work towards developing sustainability through multiple funding streams and coordinating training opportunities for parent educators and other early learning educators county-wide.

Strategy: Increase coordination of training opportunities.

- **Quarter 3:** This quarter we had a strong focus on coordinating training opportunities for parent educators and other early learning educators county-wide as well as

focusing attention on strengthening the alignment between the Early Learnin Hub and OPEC Hub.

Strategy: Become a county clearinghouse for inter-agency training, shared curricula, child care resources, and other parenting education supports.

- **Quarter 4:** This quarter we made great gains in this area by training community partners in new curricula, adding new resources to our lending library, and hosting community professional support trainings.

Goal: Increase Community Collaboration

- **Quarter 1:** The goal of creating a "*Parent Education - Positive Community Norm*" marketing campaign was met this quarter and the results were beautiful and exciting. Our August Hub advisory committee showed that providers would love to see some positive community norm materials and would gladly pass out, distribute, and promote parenting education program and our Clackamas Parenting Together Hub. We used the design that was shared among the other OPEC Hubs to create very appropriate and lovely bookmarks and posters for partners to use in their work with families. We have been using the digital images on newsletters and Facebook posts as well. We have been encouraging partners to use similar language on their parenting program flyers and promotions too with the hope of building stronger unity around the idea of parenting education in our community.
- **Quarter 2:** This quarter, although we did work on our positive community norm campaign, a larger emphasis was our work on establishing cross-agency marketing efforts for positive parenting experiences. We worked with community partners to develop connections between websites, parent calendars, resources, and referrals.
- **Quarter 3:** We have been working on creating and formalizing connections between parent education and family support staff.
- **Quarter 4:** We continued to build stronger relationships with Family Resource Coordinators and other home visiting programs.

Goal: Increase Positive Parenting Programming

- **Quarter 1:** This summer, we successfully met some of our stated logic model goals in programming. One of our goals is to provide increased opportunities for family engagement activities and events, play and learn groups, parent support groups, and kindergarten readiness activities. Both our summer story town play & learn groups and our *Nurturing Parenting* mini-grant with North Clackamas School District met our goals.

- **Quarter 2:** We continue to make progress towards providing increased opportunities for family engagement activities and events, play and learn groups, parent support groups, and kindergarten readiness activities through our parenting education programs.
- **Quarter 4:** Increasing capacity for partner organizations to provide quality programming has been a focus and area of success this quarter. In addition to the above mentioned county-wide training opportunities, we have also strengthened our community curriculum lending library (Clackamas County Learning Library) and added supports for child care programming during parenting class series.

CLATSOP/COLUMBIA/TILLAMOOK

Goal: Increase Organizational Capacity

- **Quarter 1 and Quarter 2:** Increased understanding of roles and capacity building as steering team meets locally and regionally quarterly. Tillamook has regular support meetings with our facilitators.
- **Quarter 3:** Northwest Parenting (NWP) has successfully integrated into other initiatives, such as *Way to Wellville* and *Tillamook County Year of Wellness* on a local and regional level. Stronger relationships with the schools and existing partners has allowed NWP to build upon those relationships.

Goal: Increase Community Capacity

- **Quarter 1:** Classes were held in the summer to meet the needs of communities in our region. Building partnerships and networking. We also built a community database with all known professionals and their contact information.
- **Quarter 3:** We are still moving forward with successful partnerships and how we can best sustain and serve our communities with evidence-based parenting education series. The level of engagement of current partners and stakeholders increase with each successful year of operation.
- **Quarter 4:** Being awarded a grant from our Early Learning Hub was essential to increasing our capacity and allowed us to coordinate in bringing Dr. Corwin and Debby Jones to the region.

Goal: Increase Positive Parenting Programming

- **Quarter 1:** Providing evidence-based curricula in the summer months.

- **Quarter 2:** For the last year, we have had waiting lists for our biannual parenting classes. Our attendance has increased and the number of parents completing has greatly increased since 2015.
- **Quarter 4:** In Tillamook, we partnered with Lower Columbia Hispanic Council to help recruit local individuals to facilitate parenting classes in Spanish. Jill VanSant collaborated with Maritza Beltran in locating possible trainers and locations for classes. This is a huge win for us all.

COLUMBIA GORGE

Goal: Increase Organizational Capacity

Strategy: Encourage active advisory group participation. Conduct four advisory group Meetings per year with 14 participants per meeting.

Over the year, we had the following advisory group meetings:

- July 13, 2016 with 9 participants.
- October 12, 2016 with 13 participants.
- February 1, 2017 at Columbia Gorge Community College in The Dalles with 14 participants.
- May 10, 2017 in Hood River with 18 participants.
- June 20, 2017 at Columbia Gorge Community College with 11 participants. At this meeting, the transition of the OPEC Hub from The Next Door to the Four Rivers Early Learning Hub was discussed and supported by those who attended.

Strategy: Expand the number of advisory group participants not yet engaged.

- Two Behavioral Specialists from One Community Health (community clinics in both counties) have joined the advisory group. At the February advisory meeting, we had a parenting class participant who shared her experience with taking parenting classes.
- Christa Rude, the Four Rivers Early Learning Hub Coordinator, is participating regularly with our Parenting Education Hub.
- Debby Jones of Youththink (Wasco Prevention Office) attended in February and gave an update on the revision of the Pocket Full of Feelings Kit along with a Spanish version coming soon.

Goal: Increase Community Collaboration

Strategy: The OPEC Hub Coordinator serves as a centralized contact person and phone number for parents, agencies, and others interested in participating in local parenting education opportunities.

Through the OPEC Hub, the following opportunities have been promoted each quarter:

- **Quarter 1:** *Staying Connected with your Teen* (The Dalles), *Pocket Full of Feelings Boot Camps* (The Dalles), *Boosting Your Child's Brain Potential* parent workshop (Hood River).
- **Quarter 2:** *Pocket Full of Feelings Boot Camps*, *Staying Connected with Your Teen*, and the Hood River Children's Fair.
- **Quarter 3:** *Staying Connected with Your Teen* (Wasco County); The Dalles Play Group; *Opening Doors* in Spanish at Oregon Child Development Coalition (The Dalles and Odell child care sites); *Children in the Middle* one session class for parents going through divorce (Hood River and Wasco counties); and *Strengthening Families* (Hood River County)
- **Quarter 4:** *Staying Connected with Your Teen* (Wasco County), *Children in Between* sessions for parents going through divorce, and a 7-week *Incredible Years* series (Moro, Sherman County).

Goal: Increase Positive Parenting Programming

Strategy: *Increase awareness of parenting education by distributing Parenting in the Gorge Guides.*

5,747 *Parenting in the Gorge* Guides were given out throughout the year.

Strategy: *Conduct four community class series for the 0-6 age group this grant years.*

A total of six *Incredible Years* parenting series were offered in 2016-2017. One in the summer, two English and one Spanish in the fall, and two spring classes in Hood River and The Dalles. The Hood River class series was the 6-week *Attentive Parenting* class series developed by Dr. Carolyn Stratton of *Incredible Years*.

COOS/CURRY

Goal: Increase Organizational Capacity

Quarter 1: The Organizational Capacity of our Pathways to Positive Parenting (PPP) OPEC Hub remains stable and efficient because of our 17-year relationship with, and the dependable infrastructure provided by, Southwestern Oregon Community College (SWOCC). SWOCC provides our fiscal management, human resource services, graphic arts and media consulting, IT support, and internet and email services at no cost to our grants.

In the spring term of 2016, we organized newly-trained *Make Parenting A Pleasure* (MPAP) facilitators into teams to present that curriculum and gain real life experience. These trainees participated in 2½ days of training in both the MPAP curriculum, and an extra half-day of facilitator training. Our goal is to give them real workshop experience in 2016-2017.

Also, by joining forces with CARE Connections Child Care Resource & Referral (CCR&R), we have access to our regional system of child care providers through whom we can also recruit new child care providers for our parenting education programming. Increasing our number of trained child care providers has been an ongoing and persistent requirement.

Our Early Childhood Committees in both Coos and Curry counties voted to become the Advisory Committees for the South Coast Regional Early Learning Hub P3 (prenatal to third grade) Committee. Discussions in the Regional Achievement Collaborative (RAC) Committee also delineated a P3 component to be structured into this body.

Our PPP Coordinator was fortunate to be invited to participate in the Emerging Leaders Connecting with Early Learning Hubs (ELCWELH) program, which is sponsored by The Oregon Community Foundation. Two representatives from our region participated, including our own PPP Coordinator, attending a two-day training for the Emerging Leaders program held this quarter. PPP has since met with the Early Childhood Committees in both Coos and Curry Counties, and both committees voted to become the "Action Teams" for the Emerging Leaders projects for our region. Four community partners plus two additional South Coast Regional Early Learning Hub staff have already agreed to attend the December ELCWELH event, which will be held in Medford on December 2 and 3, 2016. Participants have already discussed possible Action Projects for increasing professional engagement in the P3 partners and early childhood population in our region. One meeting was already held in which our PPP Coordinator introduced the ELCWELH to our local chapter of the Oregon Association for the Education of Young Children (OAEYC). Our PPP Coordinator is part of the state professional development committee for parenting education and uses the information gained through this work to inform our PPP OPEC Hub.

Quarter 2: During our second quarter of this year, the Organizational Capacity of our Pathways to Positive Parenting (PPP) OPEC Hub is growing with the strength of our partnerships. We have increasingly strong connections with the South Coast Regional Early Learning (SCREL) Hub, the P3 Committee and Early Childhood Committee, the Emerging Leaders Connecting with Early Learning Hubs (ELCWELH), the Regional Achievement Collaborative (RAC), the Collaborative Problem Solving (CPS) Steering Committee, CARE Connections CCR&R, South Coast Head Start (SCHS), the North Bend Medical Center (NBMC), Coast Community Health Center (CCHC), South Coast Family Harbor (SCFH Relief Nursery), and newcomers such as the Workforce Investment Board (WIB) and South Coast Business Employment Corporation (SCBEC). In collaborating at new levels of depth and partnership, we find that our capacity is expanded as staff from these other organizations effectively become new hands and resources to accomplish our work.

Our organizational infrastructure has also been strengthened by the addition of a Grants Manager through Southwestern Oregon Community College (SWOCC). The new Grants Manager meets regularly with our OPEC staff to track and service the multiple funding sources which power our parenting work. The Grants Manager's services are provided to us at no charge through SWOCC.

Our PPP Coordinator is part of the state professional development committee for parenting education and uses the information gained through this work to inform our PPP OPEC Hub.

Quarter 3: During our third quarter, the Organizational Capacity of our Pathways to Positive Parenting (PPP) OPEC Hub is enhanced by our solid partnership and integrated work with the P3 Coordinator of the Early Learning Hub. The Ford Family Foundation supports a P3 Coordinator through South Coast Regional Early Learning Hub (SCREL), and Taya Noland, who holds this position, has become a unified and valued partner in forwarding our PPP goals in developing *Kaleidoscope* workshops as well as other parenting programming. To have a funded and full-time position in our region, such as the P3 Coordinator role, has been a gift to our PPP Hub as well as for improving communication and collaboration in our region. With the limited available funding in our region, it is now more important than ever that community partners collaborate in such a way that we effectively operate as additional staff hours in one another's programs. In this example, the strength of our collaboration is such that our collaborative work with the P3 Coordinator is sometimes like having an additional staff person for our OPEC Hub.

Quarter 4: In the final quarter of 2016-2017, we listed, assessed, and evaluated our progress for the following goals and their components. These represent the major projects, focus areas, and achievements of specific program and logic model goals in 2016-2017:

Strategy: Staff training and identification of sites to implement "Kaleidoscope Play and Learn" parent-child playgroups.

- Seven staff were trained in the *Kaleidoscope Play and Learn* curriculum in the last two quarters of 2016-2017.
- Five sites have been identified for hosting *Kaleidoscope* groups, including two public libraries, two preschools, and one youth center.
- Materials have been purchased and we are creating themed "kits" of supplies to offer to participating partners.
- PPP is drafting a proposal to the South Coast Regional Early Learning Hub to request funds to help sponsor some of the themed kits and remaining start-up costs for the existing identified sites as well as additional proposed locations.

Strategy: Enhanced community collaborations with Child Care Resource & Referral (CCR&R).

- PPP and CCR&R have joined together to help our parenting education curricula, including classes and workshops, become Oregon Registry Online (ORO) approved for certification hours for child care providers and foster parents. All curricula for series and workshops are broken down into Core Knowledge Categories (CKCs) for ORO and participant attendance is conveniently entered into the ORO System for participants. Attendees at parenting workshops receive ORO credit just by signing in to classes.
- The PPP and CCR&R collaboration allows workshops to be advertised to a broader audience. Workshops are advertised to both parents and child care providers, including preschool and public school teachers. All workshops and series are also listed on the CCR&R monthly calendar, and free CEUs are also available for teachers and other professionals attending our workshops, series, and trainings.

Strategy: Provide parenting education offerings targeted to more specific audiences.

- "*Nurturing Hope: Parenting for Parents of Children with Special Needs*" is a 10-week *Nurturing Parenting* series that was offered in both winter and spring of 2017, and will also be repeated again in fall of 2017. The facilitator of this class is also a Master Trainer for ORO and this series has been well attended by both parents and child care providers. (Two additional parenting educators are currently Master Trainers with two more staff in the process of applying for Master Trainer Status.)
- "*Kindergarten Success Begins Early*" has become a popular parenting series based on *Nurturing Parenting* curricula. We have offered this series four times so far, and have had good attendance each time.
- *Emerging Leaders Connecting with Early Learning Hubs (ELCWELH)*: PPP was invited to participate in ELCWELH beginning in fall of 2016. ELCWELH included two 2-day training sessions, which became the catalysts for tasking our Early Childhood/P3 committee with creating an Action Team for identifying early childhood projects to support our Early Learning Hub. This project was so productive that it inspired five 2-hour work sessions, brought new active partners to the committee, and resulted in the agreement to bring Adverse Childhood Experiences (ACEs) training to Coos and Curry counties, and to present a "Family Friendly Business" proposition to the local Chamber of Commerce. Each of these goals are already in some state of progress at this time. The Action Team also identified the following as goals that will continue into the 2017-2018 program year as part of the "The First 1000 Days" focus:
 - Breastfeeding awareness and education
 - Working with healthcare organizations and CCOs to engage underserved families
 - Ensuring quality in our emerging public preschool programs

- Improving quality of child care through QRIS
- Bringing quality infant/toddler care to our region and creating an "Infant/Toddler Action team"
- Prenatal through third grade alignment
- Engaging a complementary K-3 project in tandem with STEM Hub and afterschool care

Strategy: Continue and increase community collaborations with Coordinated Care and Healthcare Organizations.

- *Collaborations with Coast Community Health Center (CCHC):* Our first parenting education series ever was held on site at CCHC. A 7-week series of *Parenting Now!* was held at this medical facility using the clinic lobby for the child care area and a conference room for the family dinner and parent classroom. When the new CCHC facility is completed in Port Orford, it is planned to replicate the above series. CCHC partnered to advertise and recruit families to our fall Port Orford parenting series and our spring quarter Bandon workshop. PPP also participated in the Community Health Fair sponsored by CCHC.
- *AllCare funding, support, and representation at the OPEC Networking Conference:* AllCare was instrumental in supporting our OPEC Programming Health Grant and in granting funds for healthcare collaborations between Pathways to Positive Parenting and healthcare organizations. AllCare representative Susan Fischer attended the 2016 Fall OPEC Networking Conference with us, and the connections facilitated by her presence at this conference led to free staff training for PPP facilitators in Jackson and Josephine counties, and our introduction to the *Kaleidoscope Play and Learn* curriculum.
- *Western Oregon Advanced Health (WOAH) representation at the OPEC Fall Networking Conference and follow-up collaborations as a result of that time together:* WOA representative, Laura Williams, attended the Fall OPEC Networking Conference with us, and her subsequent involvement in our Early Childhood/P3 Committee has led to upcoming trainings for our community in Adverse Childhood Experiences (ACES) as well as PPP's involvement in the WOA Community Advisory Council (CAC). Our WOA CAC attendance has then led to opportunities to connect with Florence Pourtal-Stevens, the Coos Public Health Administrator, on potential projects to enhance our PPP connections with parents and families of young children especially through our "Family Friendly Business" campaign and breastfeeding awareness activities.
- *Recruitment through Healthcare Facilities:* North Bend Medical Center (NBMC) is our conduit for parenting education information to be sent to all 50 of its physician's offices in five communities in our region. Our NBMC partner has also agreed to send this information to our second largest medical clinic, Bay Clinic. CCHC is doing the same for

Bandon and Port Orford events. NBMC will also pilot lunch workshops at its Coos Bay clinic this October. Staff and parents will be invited to workshops beginning with *Brain Development with VROOM*.

- *Prenatal through Third Grade (P3) collaborations and initiatives:* Our Early Childhood Advisory Committee has merged with the South Coast Regional Early Learning Hub P3 Committee to become the Coos County Early Childhood/P3 Committee, affectionately known as the EC/P3 Committee. Our immediate goals, supported by PPP are:
 - Promoting the value and importance of "The First 1000 Days" of life. This includes prenatal care, breastfeeding awareness, child development knowledge, and parenting education.
 - Awareness of the ACES research and training across several professional and civic group sectors as well as reaching parents and the general public.
 - A pilot Coos Bay-North Bend campaign to promote "Family Friendly Businesses," in collaboration with the Bay Area Chamber of Commerce Education Task Force.
 - The "Connect the Dots" partnership between Madison Elementary School, South Coast Family Harbor (Relief Nursery), and Pathways to Positive Parenting will focus on increasing kindergarten readiness and bringing parenting education to the most at-risk families with children who would attend kindergarten at Madison School in the 2017-2018 school year.
 - "Library Kit" kick-off events in collaboration with Child Care Resource & Referral: Three one-time family events in which parents and children were given free materials to make themed literacy kits to take home. Each kits also included free books. PPP helped with advertising to recruit parents and child care providers to attend these workshops. Libraries were each given five kits to use as part of the library inventory, and we observed some of these library kits on the shelves.
 - The "SPLASH" Prekindergarten Project was a pilot project through the Early Learning Hub Kindergarten Project Innovations (KPI Project) - Free Summer Preschool Pilot Project. Coos Bay and North Bend school districts, South Coast Head Start, and Pathways to Positive Parenting worked together to offer two 4-week sessions of free prekindergarten with parent engagement activities included. PPP also planned and implemented a Resource Fair for all of the participating families which included hands-on activities for parents and children as well as hearing and dental screenings, pizza luncheon for the whole family, and free books for every child.

Also, a special note for our Organizational Capacity:

Regarding Organizational Capacity, our Pathways to Positive Parenting (PPP) OPEC Hub is celebrating an important milestone as we come to the end of the 2016-2017 fiscal year, and the end of an era in our program development. Our visionary Director of Childhood Education and

Family Studies (CE&FS), Laurie Potts, retired on June 30, 2017 in order to do quality child care for her three granddaughters. Laurie Potts was the farsighted community leader who foresaw the need for parenting education 17 years ago. Laurie initiated the first grant for The Ford Family Foundation *Enhancing the Skills of Parents Program I* and was the conceiver and the driver that led to the South Coast Family Harbor Relief Nursery, the Nurturing Center Pilot Project in collaboration with PPP, bringing Child Care Resource and Referral (CCR&R) and Healthy Families Oregon (HFO) to Southwestern Oregon Community College (SWOCC). She also facilitated upgrading the SWOCC Childhood Education and Families Studies degrees as well as bringing the Educare preschool to National Association for the Education of Young Children (NAEYC) status. Laurie was the person who envisioned and put forward the need and the concept for a Prenatal through Third Grade (P3) Coordinator position and then the Home Visiting Coordinator position, in our region. Laurie was most often the convener of work meetings, which made all of the above come into existence. Laurie has also been a long term and powerful voice on a variety of State Committees, which develop policies and standards for the work we do for children and families. Laurie has created a legacy of programs that promote excellence in understanding, improved knowledge of child development and parenting skills, and increased access to high quality services for the benefit of children and families, educators, and child care providers.

Gratefully for PPP and the other programs under the SWOCC umbrella, Laurie's final administrative act was to hire Taya Noland, our recent P3 Coordinator and Interim Director of the South Coast Regional Early Learning (SCREL) Hub to take her place as Director of CE&FS as well as our PPP OPEC Hub, CCR&R, and Healthy Families Oregon. Taya Noland is the ideal person with the valuable experience of just recently having been in the P3 and Early Learning Hub positions. Taya has also previously worked with CCR&R and knows our PPP programs very well. Taya's acceptance of this new job responsibility has greatly helped our staff and close partners to cope with the loss of Laurie Potts' vision and tireless work in our field. I believe I can speak for our staff in stating that it is our opinion that Taya is up to the challenge and will move the work forward in new and exciting ways.

Goal: Increase Community Collaboration

Strategy: To support the building of a region-wide communication system which will bring together the sectors of our community which work for the benefit of children and families.

- PPP has met with the SCREL Hub Interim Director to discuss the partnership between SCREL and PPP, particularly in the P3 (prenatal through third grade) work. PPP has been involved in P3 work for several years now, and the time has come where we are having conversations to prevent duplication of effort and to collaborate while deciding which hub, PPP or SCREL, will take the lead role in which activities. Examples of these would

include work on a VROOM Brain Builders project, Stable and Attached Families activities, and kindergarten readiness. We will continue to meet to prevent duplication of effort and collaborate in the most efficient ways.

- Our PPP OPEC Hub, the SCREL Hub, the Regional Achievement Collaborative (RAC) Committee, The Early Childhood/P3 Committees, and the ELCWELH Action Team are all working together to build a region-wide communication system which will bring together the sectors of our community which work for the benefit of children and families. PPP staff remain integrated into the key community structures which most influence these types of programming for children and families. PPP is represented on the steering committee of the RAC, is involved in the hiring of a new RAC Coordinator position, is represented in the SCREL Hub, is leading the ELCWELH work, and remains the convener for the Early Childhood/P3 Committees.
- Our Early Childhood Committee voted to become the Advisory Committees for the P3 Committee of the SCREL Hub. Discussions in the Regional Achievement Collaborative (RAC) Committee also delineated a "P3 subcommittee" to be structured into that body. The integration of these committees into the same focused purpose is of benefit to our OPEC goals and facilitates ease of communication, the sharing of training opportunities, and collaboration in projects for the early childhood community.
- Our PPP participation in the Emerging Leaders Connecting with Early Learning Hubs (ELCWELH) program, which is sponsored by The Oregon Community Foundation, became an unexpectedly strong addition to our community collaborations. The agreed upon focus was established as "The First 1000 Days," an emphasis on awareness and community education about the critical role of the care and experiences which children have, and the environment in which children live, in the first 1000 days of life. The goal is to inform our community about the research that shows that early learning matters and is crucial in building young brains, preparing children to be successful in school and life, and in meeting P3 outcomes for children. These outcomes include kindergarten readiness and success in third grade testing measures.
- *How does the ELCWELH work strengthen our Community Capacity goals?* The result of this work, so far, is that our common focus is creating an environment in which many hands are combining to reach shared goals. The effect is as if we are adding more bodies to our limited PPP manpower. By identifying common goals among partners, we are efficiently pooling our resources and have staffs from each of our programs working toward the same outcomes.
- For the December ELCWELH training in Medford, four representatives from our region participated, including our PPP Coordinator and two parenting educators. These four representatives were able to powerfully bring the results back to the Action Team and immediate Action Plans and decisions were put into place.

- PPP has also reached out to our newly reorganized and energized Coos County chapter of the Oregon Association Education of Young Children (OAEYC). Participation in this organization brings us into connections with additional partners working with young children and families.
- Our PPP Coordinator met with pediatrician Karla McKelvey and the SCREL Hub Interim Director, Taya Noland, to write a proposal to create a new position for a "Parent Engagement Coordinator." This position would recruit, train, and mentor parents to be able to serve on community boards, advisory groups, and steering committees. This is our first proposal written in partnership with a member of Western Oregon Advanced Health (WOAH), our primary Coos County Coordinated Care Organization (CCO).
- During fall quarter, PPP partnered with the SCREL Hub on a VROOM Brain Builders project. SCREL hired an instructor to present VROOM materials, and PPP organized workshops with free child care and meals at which VROOM was combined with brain development content from the *Growing Great Kids* curriculum. PPP also invited the instructor to present VROOM at an Advisory Committee meeting which led to a VROOM presentation for Coos Health and Wellness.
- "P3" is a major focus and topic of conversation in a lot of our meetings this year. So is "professional development." The encouraging thing about these two hot topics of conversation is that our OPEC Hub is squarely in the middle of this work and has been one of the driving forces for P3. Thus, we have partnerships firmly in place and the experience needed to jump into the fray of upcoming projects and proposals.

Quarter 3:

- Our combined Early Childhood Committee/P3 (EC/P3) committee gathers almost all of our key early childhood partners into viable and sustainable work groups to move our common goals forward. The strength of these alliances is also attracting new partners into the mix. We have experienced new and greater than ever participation from school teachers and school board members, a population which has been previously difficult to bring to the table. Our Coordinated Care Organizations (CCOs) have also become fully engaged in the work.
- Our PPP participation in the Emerging Leaders Connecting with Early Learning Hubs (ELCWELH) program became an unexpected gift to our Early Childhood/P3 Committee and helped us focus in on priorities and next steps. Our region produced two ELCWELH projects:
 - "The First 1000 Days" focus area and initial projects (as described previously).
 - "The PEEPS Project" – PEEPs stands for Professional Educators and Educator Parents. For this project, a Saturday afternoon training session was held in March to bring parents, educators, and child care providers together. Sponsored by CCR&R,

SWOCC, and PPP, the goal of The PEEPs project is to create a group of parents and providers that work with children who would like to become actively engaged in professional development and training opportunities, thus increasing the quality of care for young children in our community. Topics for the training included overviews of South Coast Regional Early Learning Hub, 211, Pathways to Positive Parenting, Healthy Families Oregon, Oregon Association for the Education Young Children, and Court Appointed Special Advocates (CASA). PEEPs can be child care providers, early childhood teachers, parents/guardians, foster parents, school staff, pediatricians, or anyone in the community who works with children ages 0-8 (prenatal to third grade).

Quarter 4:

Goal: To integrate parenting education and family engagement into the programs and services of emerging preschool programs, community partners, and Early Learning Hub programs.

- We have taken next steps toward blending appropriate programming with CCR&R and PPP for the benefit of both programs and for fiscal sustainability. "*Nurturing Hope; Parenting for Parents of Children with Special Needs*" meets the needs of both parents with children of special needs as well as for child care providers needing Oregon Registry Online (ORO) training hours in the "Special Needs" Core Knowledge Category (CKC). Since all of our parenting education workshops have been registered for ORO hour certification, child care providers and preschool teachers can use this training both in their own parenting at home as well as for training hours for their jobs. For 2017-2018, we are assessing other CKC needs and developing workshops that are applicable and interesting for parents, while also meeting those training hours for child care providers, foster parents, and early childhood educators. This blending of program audiences is also an intentional move toward further normalizing parenting education topics.

Goal: To support the building of a region-wide communication system which will bring together the sectors of our community which work for the benefit of children and families.

- Our combined EC/P3 and RAC Committees gather almost all of our key early childhood partners into viable and sustainable work groups to move our common goals forward. The strength of these alliances is also attracting new partners into the mix.

Goal: To network with partners to promote family engagement programs and practices in our wider community.

- We have two strong and existing groups of partners who have already begun the task of

enhancing family engagement as a community-wide practice, and we are working toward adding new members and creating additional relationships through which to move this work forward. The two core groups are the Early Childhood/P3 (EC/P3) and the Regional Achievement Collaborative (RAC) Committees. We have begun conversations with our CCOs about this need as well. We have also introduced the concept to the Bay Area Chamber of Commerce Education Task Force in the form of a "Family Friendly Business" proposal. We have also initiated conversations in our region regarding the need for "Family Engagement" type positions or job responsibilities. These discussions have begun to bear fruit, and the results may emerge in this fiscal year, especially through possibilities being discussed in the Early Learning Hub.

Goal: To build family engagement and parenting education possibilities in elementary schools and libraries through the Kaleidoscope Play and Learn curriculum and playgroups.

- AllCare Health gave us a small grant of \$1,800 to send six facilitators in Coos and Curry counties to attend a *Kaleidoscope* training in March in White City, Oregon. We have met individually with four library directors, three school administrators, and we have only just begun. Also, all of our initial *Kaleidoscope* facilitators came from the most outlying areas of our region; Powers, Bandon, Port Orford, Langlois, Gold Beach, and Brookings. This program will give us added involvement into communities which we have targeted to increase programming.

Goal: To continue the community-building work that resulted from the Emerging Leaders Connecting with Early Learning Hubs (ELCWELH) work sponsored by The Oregon Community Foundation (OCF).

- ELCWELH became a wildly successful catalyst to our PPP Hub and our Early Childhood/P3 Committee as it helped us to focus in on priorities and next steps for both our OPEC Hub and our community partners. Our region produced two ELCWELH projects for the 2016-2017 year:
 - "The First 1000 Days" focus area and initial projects including bringing an ACES training to each of our counties and presenting a "Family Friendly Business" proposal to the Bay Area Chamber of Commerce.
 - "The PEEPS Project" (Professional Educators and Educator Parents) included a Saturday afternoon training session in March to bring parents, educators, and child care providers together. The goal of The PEEPs project was creating a group of parents and providers that work with children who would like to become actively engaged in professional development and training opportunities, thus increasing the quality of care for young children in our community.

Goal: To strengthen our network of relationships, agreements, and collaborations with healthcare providers and Coordinated Care Organizations (CCOs).

- The OPEC Health Programming Grant continues to be a catalyst to bring new opportunities and funding to our program by working with healthcare agencies and in collaborations with Coordinated Care Organizations (CCO's). AllCare Health has granted \$20,000.00 additional dollars to PPP for the 2017 calendar year as a result of receiving the OPEC Health Programming Grant. The healthcare connections have also helped us to build new relationships in the medical field, which have brought new members to our Steering Committee.

Goal: Increase Positive Parenting Programming

Strategy: To expand capacity to offer parenting education in our region by recruiting and training additional parenting educators:

Quarter 1: We trained 18 new parenting educators in *Make Parenting A Pleasure* in June 2016. To support and retain these newly trained facilitators, we are organizing teams of the new parenting educators to work together in the 2016-2017 program year.

Parenting education activities for summer quarter:

- "Story Town" was held at Madison School for each Wednesday in the month of July. This series included four two-hour family activity events based on themes from children's books. Each week included opening stories and songs followed by literacy based crafts and play experiences related to the book themes. Children and parents participated together in experiences offered. Story Town was scheduled in connection with free open library hours and the free lunch program at the school, so that families could make a day of the activity. Children were also able to choose a free book offered by the library, each time they attended.
- In July and August, we supported three kindergarten readiness parent workshops for families attending a free pilot preschool program for families of at-risk Coos Bay and North Bend children who would be entering Kindergarten in fall of 2016. Each session was two hours long, included a free family breakfast and free child care, and focused on Kindergarten Readiness topics for families.

Quarter 2: In our effort to build and improve capacity to provide high-quality parenting education, we have continued our strategy from last year in which we add additional facilitators to parenting workshops and series – as part of an experiential training model. Our experience has been that facilitators benefit from taking the official training sessions from curriculum providers, yet there is a greater benefit when trainees are able to participate in workshops in which they can both observe and assist seasoned instructors.

Quarter 3: During winter quarter we were able to train seven parenting educators in the *Kaleidoscope Play and Learn* curriculum. The seven facilitators attended a two-day training workshop in White City, Oregon, with support from our AllCare CCO, Children's Trust Fund of Oregon (CTFO), and OPEC dollars. We are also looking to train four additional facilitators from Curry County by sending them to the *Make Parenting A Pleasure* (MPAP) training in Eugene this coming June 1 and 2, 2017. OPEC and CTFO dollars will be critical for this capacity building opportunity.

To illustrate the potential power of opportunities in our region for training, PPP recently interviewed a young couple we would like to train in MPAP. The wife works part time hosting breastfeeding groups for Bright Eyes Midwifery in Gold Beach, and the husband has a degree in Psychology and is looking to find new employment directions since he is losing his vision and is working with disability services to reinvent his career options. They also have a baby boy who is approaching his first birthday. This father presented as a very nurturing and attentive parent and was wholly supportive of his wife's breastfeeding work. After meeting with this couple, we felt that they would be a spectacular team to co-present MPAP to dads and moms in Curry County, where they live. This is also another example of our continuing need to train facilitators and build parenting education capacity in this way.

Quarter 4: Two additional staff were trained in *Kaleidoscope Play and Learn* during this quarter, and two facilitators attended the *Make Parenting A Pleasure* training at Parenting Now!

Goal 2: To expand and schedule quarterly booster training for all facilitators and child care staff.

In response to our Coos Curry OPEC Hub Summary and conference call with Karen Drill from RMC Research, we began increased child care provider training in spring quarter, and have instituted a plan for twice-quarterly training for both positions (the week before and the week after each parenting education series in a quarter). Seven child care providers attended three 2-hour training sessions in house. The 2017-2018 schedule includes a minimum of twice-quarterly child care provider trainings per quarter.

We have also previously paid for appropriate parenting educator staff to attend the OPEC Parenting Education Conference in the spring at Oregon State University, and we have put in place a plan to try to bring more facilitators to this important training as funding allows. Booster trainings for all facilitators are scheduled quarterly for 2017-2018.

For fall of 2017, we have also planned a parenting education series designed specifically for staff, including child care providers and facilitators. This is part of a cross-training effort so that we are all delivering the same messages and care to parents and children.

We have expanded our plans to address the financial barrier for new child care providers and facilitators to get their Central Background Registry and fingerprinting completed. As reported last quarter, the new and increased costs to get the background checks to work in a licensed child care facility increased to \$105 beginning July 1, 2017. This has been a barrier for new applicants, so we established two different routes for potential staff to pay the new higher costs of the Central Background Registry (CBR) and fingerprinting:

- 1) Any applicants who are eligible for South Coast Business Employment Corporation (SCBEC) are now be able to get the CBR and fingerprinting both paid by SCBEC, as well as have the option to take First Aid/CPR and Food Handlers at no cost.
- 2) Successful applicants to PPP who are not eligible for SCBEC services are now approved to be reimbursed by PPP for the CBR and fingerprinting. PPP has also arranged for two separate dates for Infant/Child First Aid/CPR in either August or September 2017, and will be paying the costs to have all of our facilitators and child care providers to attend.

Strategy: To align services with the "best practices" standards being outlined by the Hallie Ford Center and RMC Research.

Quarter 1: In June of 2016, we brought Pamela Evanston and Leslie Finley, from Parenting Now!, to our region to do the official training for our new parenting facilitators, as required by the OPEC best practices for parenting education guidelines. In addition to the official MPAP training, these trainers also included half a day of "facilitation" training as requested by PPP. This training was valuable in adding to the skills of our facilitators.

Quarter 2: During fall quarter, five of our parenting educators attended Foundations of Facilitation presented by Pamela Evanston and Leslie Finley in Medford, Oregon. Our attendees reported greater understanding of facilitation practices and renewed enthusiasm for working with parents and families. Two of the participants agreed to prepare some of their favorite components of the training to create local workshops to share the information with our local staff.

Quarter 3: Our Coos Curry OPEC Hub Summary and our conference call with Karen Drill, from RMC Research, were both very helpful tools and experiences in helping us to identify our strengths in meeting best practice goals as well as to target areas which need more attention. We were pleased to learn that we are very much in line with best practices in most areas, and

our first step toward strengthening our programming will be to systematize our yearly booster trainings for facilitators.

DOUGLAS/KLAMATH/LAKE

Goal: Increase Organizational Capacity

Strategy: Increase organizational capacity and internal systems of the Brokerage.

- Worked with advisory group to begin strategic planning for our expanded Hub region. Advisory members shared the parenting survey and 150 parents responded. Advisory members completed the self-assessment survey. Also, partners completed the partner survey. This information will inform our internal systems.
- Received \$55 in Fred Meyer Community Rewards Program donations.
- \$22 donated through Pay It Forward campaign.

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

- Met with partners in Klamath and Lake counties to discuss fidelity practices and program delivery expectations, as well as to build relationships and bank ideas for 2017-2018 work plan.
- Staff attended the OPEC Networking Conference.
- Three facilitators and the regional coordinator attended professional development training at the Oregon Parenting Educators Conference.
- Met with Roseburg School District to discuss offering curriculum to the teen parents attending school.
- Met with Klamath Falls Library to discuss opportunities to host workshops and series at the library.
- Met with Lake County facilitator to discuss challenges in holding classes and brainstormed on different opportunities for next year.
- Met with counselor at Glide Elementary School to determine different approaches for soliciting parents to attend classes.
- Met with Yoncalla Early Works to discuss the future of partnership possibilities. We will be doing more workshops in North County and leveraging training across Douglas County.

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

- Partnering with KPI and received Umpqua Health Center (UHA) grant for one Growth Mindset Workshop and one Play2Learn series by the end of the calendar year.
- Met with Mercy Hospital and Mercy Foundation officials to discuss potential future

partnerships with the health community. Will be partnering with Mercy to pilot *Parenting Wisely Online* parenting class and have established bi-monthly meetings to continue to explore partnership opportunities.

- Met with tribal officials to discuss potential partnership opportunities.
- Partnering with Home Visiting System Coordinator on opportunities to collaborate with other agencies.
- Held meeting with facilitators/parent educators to gather their feedback and share vision for the next year.

Goal: Increase Community Collaboration

Strategy: 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 8 years.

Quarter 1:

- Met with hospital representatives to discuss potentially partnering on parenting education opportunities and dispersing materials to parents in the Family Birth Center.
- Met with YMCA to discuss partnership.

Quarter 2 and Quarter 3:

- Continue to work with Mercy Medical Center to build relationships and programming.
- Continue to work with Kindergarten Partnership and Innovation grant to align parenting classes for 3-5 year olds.

Quarter 4:

- RFPs to the Early Learning Hub (ELH) will continue to be submitted.

Goal: Increase Positive Parenting Programming

Strategy: Expand access to proven parent education programs for underserved populations and in communities where access has been limited.

Objective: Increase parent and family members understanding of child's learning and development.

Objective: Expand depth and range of programming to meet the needs of the community through a variety of service delivery methods.

Quarter 1:

- Three series beginning in September in four separate communities.
- One series continuing in North Lake.

Quarter 2 and Quarter 3:

- Three series completed in Douglas and Klamath counties.
- Two workshops took place in Douglas County to help parents better understand their needs.
- Parent survey provided insight for more possible workshops.
- Discussed underserved populations in Klamath County to expand programming.
- Brainstormed ideas to provide online parenting courses in Lake County due to the travel and employment needs of parents.

Quarter 4:

- Three series for universal parents of children 0-9 years old.
- One series for Spanish-speaking parents of children 0-9 years old.
- Two workshops for universal parents of children 0-9 years old.
- Two family fun events.

JACKSON/JOSEPHINE

Goal: Increase Organizational Capacity

Quarter 1: Planning for an October facilitator training in *Nurturing Parenting/Nurturing Fathering* (NP/NF) has generated strong interest in the curriculum.

Outreach to underserved areas has centered on the Illinois Valley so far this year.

Building on the success of last year's Parent Track at the annual Southern Oregon Association for the Education of Young Children (SOAEYC) conference, staff support for the planning and coordination of the parent track in 2016-2017 is being taken over by The Family Connection (TFC) and a committed group of parent champions who were also part of the 2015-2016 event.

Quarter 2: Progress towards overall goals is steady, but less dramatic than we hoped due to discontinuity in the program coordinator position.

Quarter 3: In this quarter, TFC has been greatly successful in increasing the Hub's online presence via Facebook and TheFamilyConnect.org. Our website analytics show that we have new visitors occupying 67.2% of our web traffic with 32.8% being returning visitors. This is aligned with our long-term goals of providing Southern Oregon with up to date parenting education opportunities and community events.

Another success for The Family Connection in this quarter was the SOAEYC Parent Education Day that provided highly coordinated and valuable parent education workshops that served over 40 families in a weekend conference on February 24-25, 2017.

Quarter 4: We are happy to report a very successful quarter! We have a beautiful brochure and fliers professionally made that we are now able to offer families and the community at large. In conjunction with a more branded appearance, we are also in the process of finalizing our new website that will be more user friendly and easier to understand for our families and potential parenting educators.

Our Facebook continues to grow in followers every day. Our most current event, Kids Fun Day, our flier was shared over 100 times and more than 3,000 people viewed the post. This is an incredible jump in our social media advertising! We believe that due to the large number of events we table at, private meetings with family serving organizations, a more branded look, and an ever growing number of collaborations we are becoming a more recognizable non-profit within our valley. It appears that people are understanding what we do and who we serve with greater understanding.

In place of a strategic planning retreat, we have decided to have an advisory board building retreat. The hope with this endeavor is to build a stronger advisory board that takes more ownership in their work with us. We are also going to propose the idea of a possible steering committee. We are working to establish a stronger team of community partners who are vested in our sustainability.

Our team has grown in size as well! Our umbrella organization, Head Start, has hired another fiscal member who will be in charge of our grants. This will be a huge benefit to our organization. As we produce higher numbers of parenting classes, our amount of spending is also increased rapidly. Our new fiscal member will be incredibly helpful in assisting us with budgets, tracking spending, and being more available to attend board meetings.

Goal: Increase Community Collaboration

Quarter 1: Expanding the network of local partners and collaborations via our parent Head Start organization as well as expanding our use of social media is generating wider knowledge of, and greater interest in our website, and approaches from potential partners in search of logistical as well as financial support.

Quarter 2: Facilitator training is proceeding at the planned rate, but programming is lagging a little behind our projected completion dates. Leadership changes and staff vacancies at the Early Learning Hub have also slowed some joint projects such as the Vroom initiative and

establishment of shared metrics and goals.

Quarter 3: Facilitator training continues at a steady rate. In the coming months, there will be four new training opportunities for educators. TFC has also began new partnerships with the Parental Task Force of Josephine County, Teen Program of North Medford High School, as well as collaborating with Jackson County Elementary schools to aid in their kindergarten readiness initiatives.

Advertising for upcoming classes and workshops via TFC facebook has been greatly successful for our parents who appear to use facebook for the majority of their community connection. Our FB page reviews have almost doubled in the last three months.

Quarter 4: TFC continues to attend a number of advisory boards in both counties we serve. These relationships help with name recognition, advertising, and community engagement. We are beginning to be invited to more events, steering committees, and community projects. This has been an exciting time of growth for the Hub.

TFC provided presentations to larger organizations within the community this quarter such as: Rogue Community College, Family Solutions, Family Nurturing Center, Providence Medical Center, and Rogue Retreat. The hope is that with each presentation we plant seeds within our community that will one day grow into fruitful relationships.

Goal: Increase Positive Parenting Programming

Quarter 1: Two series of *Abriendo Puertas (AP)* in Spanish have already been delivered in Jackson County. Both series had excellent attendance, and both parents and facilitators are positive in their reception of the new curriculum. Two male facilitators will be trained in the *Nurturing Fathering* curriculum in the next quarter. We are exploring venues for the delivery of two series exclusively for males.

Quarter 2: We have achieved completion of all but four proposed series. We still need to complete one series of *Abriendo Puertas* in both Jackson and Josephine counties as well as one series of *Nurturing Fathers* in both counties. For Jackson County, we are in the process of solidifying a contract for both *Abriendo Puertas* and *Nurturing Fathers* with Community Works in Jackson County. Those series will begin in the third quarter

Quarter 3: We still need to complete one series of *Nurturing Fathers (NF)* in Jackson County and one series of *Abriendo Puertas* in Josephine County. We have a plan of action for the *NF* series in Jackson County with facilitators who would like to implement it. The final discussions of this contract will occur in the month of March.

Quarter 4: *Abriendo Puertas (AP)* has been a big hit this quarter. We have implemented three *AP* classes which is a solid number in comparison to the challenges we have historically faced in teaching this class. We believe this is a very important class that serves a population that is eager to learn. We also successfully completed our first *Nurturing Fathers* class with an average attendance of 10 dads a night. We were skeptical that we would not be able to gather a solid group of dads and were pleasantly surprised to have some many! Utilizing these two curricula (*NF & AP*), we are working to diligently meet the expectations of all our parents who desire a curriculum that serves their individual needs.

In April, we sent 13 new parenting educators to be trained in *Nurturing Parenting* and *Nurturing Fathers*. This was the largest group we have ever trained! We gathered this pool of people from a variety of backgrounds who serve differing populations.

LANE COUNTY

Goal: Increase Organizational Capacity

Strategy: Increase parenting education opportunities in a variety of modalities that include evaluation and data collection.

Quarter 1: This year, LaneKids is funding more parenting education series than ever (21 series in *Make Parenting A Pleasure*, *Nurturing Parenting*, and *Incredible Years*) while also offering *Triple P Online* which is a constantly available parenting education option for families. We fund rural agencies or agencies who serve a priority population to implement these series so that the location is accessible to families that want them.

Strategy: Maintain an active, involved Steering Committee

Quarter 2: This quarter, LaneKids embarked on strategic goal setting for maintaining an active and involved Steering Committee. With the LaneKids Steering Committee housed within our Early Learning Alliance Stakeholders group, we are determined to better understand the needs and intention of this larger LaneKids Steering Committee/Early Learning Alliance (ELA) Stakeholders group. We developed a survey that will be sent to the full group next quarter that is meant to gauge LaneKids Steering Committee interest and Lane County parenting education goals and direction. From this survey we hope to reexamine the structure, engagement, and charge of the LaneKids Steering Committee and how to integrate it with other ELA/United Way committees and work groups.

Strategy: Increase in collaboration and linkages between communities, schools and agencies.

Quarter 3: With both the ELA and LaneKids sharing United Way of Lane County as a backbone,

organization there has been ongoing conversation about how to best align and leverage the work of both initiatives to be mutually beneficial at achieving long term goals. This quarter, big strides were made in finalizing a structuring plan that creates a niche for each initiative, while increasing the impact that each can have in our community. In efforts to create more clearly defined roles and target audiences for both the ELA and LaneKids we are moving forward with a new communications plan. When our target audience is parents, all ELA and LaneKids programming will be branded as LaneKids and housed on the LaneKids website. When our target audience is professionals in the field of early learning or parenting education, information will be housed on the ELA website. These new guidelines ensure that the ELA and LaneKids are not competitors in the same market.

We are currently in the process of creating new LaneKids branded marketing materials that will serve as shared marketing/recruitment for KITS, Preschool Promise, *Triple P*, Family Resource Centers, community-based parenting education, etc., that will direct parents to the LaneKids website where there will be landing pages for each major program.

Strategy: Increase in leveraged resources and stable funding systems.

Quarter 4: LaneKids and the Early Learning Alliance (ELA) were awarded several grants to sustain and grow our parenting education Hub's efforts. Through continued success of *Triple P* implementation we were awarded a two year contract from Lane County in the amount of \$200,000 per year to expand the following levels of the program:

- Level 1 – Universal Communications Campaign continuation
- Level 2 – Seminar Series expansion: training and mini-grants
- Level 3 – Brief Intervention expansion: training and alignment with affordable housing system
- Level 3 – Discussion Group expansion: training
- Level 4 – Triple P Online continuation

We were also able to renew our contracts with both OPEC and Lane County to fund parenting education series and trainings. Our Lane County award amount has slightly increased from \$48,850 to \$55,000 and will fund two culturally specific curriculum trainings (*Effective Black Parenting* and *Positive Indian Parenting*) and 22 parenting education series.

Lastly, Lanekids and the ELA were awarded two small grants to continue our Vroom efforts: \$4,500 from State of Oregon Early Learning Division and \$2,000 from the Campaign for Grade Level Reading.

Strategy: Increase in the quality and quantity of comparable data on parenting education available for partner and community use.

Quarter 4: LaneKids began the collection of Parenting Skills Ladders from *Triple P Online* participants, which once analyzed by our *Triple P* Team will be put into the OPEC online database for comparison of in-person parenting education series. Through our partnership with Oregon Research Institute, LaneKids developed a hybrid of the Parenting Skills Ladder to administer to Level 2 Brief Intervention participants in Community Health Centers and a brief provider survey to administer to pediatricians implementing the program. Included in our 2017-2018 *Triple P* budget are funds to evaluate all levels of *Triple P* implementation and our team has begun developing those plans.

Goal: Increase Community Collaboration

Strategy: Increase in community awareness of LaneKids and commitment to parenting education.

Quarter 1: This quarter LaneKids attended three elementary school resource fairs where we talked to parents about LaneKids, Vroom, *Triple P*, and 211. We also sent out 425 *Triple P* postcards to seventeen rural kindergarten classrooms in Lane County - all of which directed parents to LaneKids.org.

Quarter 2: This quarter LaneKids partnered with 90by30 and other local family service agencies to start the planning process for the 2017 Child Abuse Prevention Month (CAPM). The theme for this year's CAPM campaign is, "It Takes a Village -- Support a Parent!" Because LaneKids is Lane County's hub for parents, LaneKids is playing a large role in the development of the CAPM Toolkit as well as the overall marketing and advertising campaign. This year's toolkit will highlight LaneKids.org as the main location parents can go to get access to family support resources and programming. Resources that are highlighted in the toolkit include Vroom, Family Resource Centers, *Triple P*, LaneKids Parenting Education, and Children Do Come With Directions - all of which are housed on LaneKids.org.

Quarter 3: This quarter the Child Abuse Prevention Month Toolkit was finalized and disseminated throughout Lane County to several schools and partner agencies. The toolkit included a parent resource guide that was branded as LaneKids and directed parents to the LaneKids website for access and information about other resources.

As previously mentioned, LaneKids was also able to leverage both Preschool Promise and KITS recruitment efforts and has been included in several co-branded marketing materials that were visible in the community.

Goal: Increase in the number of parent educators who receive ongoing professional development.

LaneKids planned and recruited for two parenting education curriculum training (*Nurturing Parenting* and *Incredible Years*) to happen in April. LaneKids has funds to pay for the registration for 21 local parent educators to attend these trainings. These trainings will both train new parent educators in our community (building both agency and community capacity to implement parenting education) and serve as a refresher course for long-time parenting educators so that they stay current and up-to-date on parenting education best practices.

Goal: Increase Positive Parenting Programming

Strategy: Increase in positive family-school relationships

Quarter 1: Lane County's three new Family Resource Centers: Fern Ridge, Creswell, and Crow-Applegate-Lorane all had their grand openings this quarter. Their presence and programming will support both childrens' early learning and kindergarten readiness skills as well as parents' parenting skills and involvement with the school system.

The Creswell Family Resource Center had their grand opening during Creslane Elementary School's Back to School Resource Fair. To get families through their door, they did an iPad giveaway drawing. Crow-Applegat-Lorane put on a community barbecue for their grand opening – offering food to draw families in.

Strategy: Increase in parent knowledge of positive parenting practices

Quarter 2: LaneKids continues to see progress in the implementation of *Triple P*. So far, 145 *Triple P Online* (TPOL) interest forms have been submitted by parents, approximately 70 TPOL access codes have been distributed, and 30 parents are actively engaged in completing the program.

In leveraging *Triple P*'s most popular positive parenting tips for parents content, LaneKids designed a suite of positive parenting graphics to be published via social media. There were 10 of these graphics designed and they will be published at a rate of one per week. Five have been published so far with a total reach of 5,680.

Strategy: Increase in requests for and attendance in parenting education.

Quarter 3: A success this quarter was that McKenzie School District notified us that they are seeing better attendance to their parenting education series than usual this year and are needing to expand the child care provided during classes because the number of kids needing child care is higher. To support their needs for child care, LaneKids was able to increase the amount of funds the district was originally contracted for by leveraging ELA funds.

Strategy: Increase in the number of positive parenting messages in the community.

Quarter 3: This quarter LaneKids continued to get positive parenting messages into the community via *Triple P - Positive Parenting* materials and communications. LaneKids continues to post one blog in English and Spanish on the LaneKids website and social media weekly. We also developed a *Triple P* Newsletter that is distributed to parents interested in *Triple P* which connects families to the LaneKids blog content, calendar of events, and *Triple P Online*.

As mentioned previously, the Child Abuse Prevention Month Toolkit was created and distributed in March which encourages positive parenting and connects families to resources on the LaneKids website.

Strategy: Increase in parents' informal support systems and networks.

Quarter 4: Parents who attend LaneKids parenting education series continue to find support systems and networks with those who are also attending a series. In McKenzie School District, a small rural community of Lane County, they used a male facilitator for the first time and greatly increased the supports and sense of community for local dads. The series was a huge success.

Strategy: Increase in children entering kindergarten with age appropriate pre literacy skills.

Quarter 4: This quarter, LaneKids and United Way of Lane County organized an Education Day of Action where local agencies donated funds for the creation and distribution of over 900 Kindergarten Readiness bags to be distributed to pre-kindergarten families in rural areas of Lane County. These bags were early literacy focused and included a book, literacy activity, and several other resources like LaneKids and *Triple P* information.

LINN/BENTON

Goal: Increase Organizational Capacity

Goal: Build and sustain a coordinated system of parenting education

Quarter 1:

- Met with Parenting Support Network (PSN) Steering Committee and planned a mini retreat for October 2016. During this retreat the group will review the mission, vision, and goals and discuss plan for progress and meeting challenges for the coming year. Committee membership will be assessed and additional members invited to the work, particularly additional members from both the Spanish-language and faith-based communities.
- Progress is continuing on the collaboration with InterCommunity Health Network CCO

(IHN-CCO), which is now called Pollywog. The plan is for all expectant families to be referred to us for registration in prenatal classes. Later, we will do active outreach to engage families in parenting education activities and/or refer them to appropriate family support agencies. A database will track referrals and engagement. Online registration for services will be available. Work with a marketing consultant on adapting the PSN website to these new uses has begun. The project is funded by IHN-CCO.

- OPEC Hub Coordinator is meeting with key leadership in the area school districts to strengthen relationships and create better systems for offering parenting classes to families.
- May host a larger *Make Parenting A Pleasure* Training of Trainer event this year, if regional demand is identified.
- Agreed to host national speaker at a Corvallis event in conjunction with the OSU Parenting Educators Conference in May 2017.

Quarter 2: In October, the Steering Committee held a retreat. As an organization, PSN has been focused on progress towards its goals, mission and vision this quarter and there has been progress in all areas. The committee revised the mission to: "*We will partner to provide services that encourage and enable parents in Linn & Benton counties to access parenting information and engage in parenting education experiences.*"

Quarter 3: The region continues to enjoy strong collaborative efforts and community partnerships. Many partners were in attendance for the annual OPEC site visit where strengths and challenges were openly discussed. These areas were further discussed at steering committee meetings with planning ideas for how to try and address the needs in the area. Shauna Tominey from OSU/OPEC has been invited to attend the May committee meeting to further dialog about how the needs in the field may be shifting and how we can best support families at this time in history through PSN goals.

Quarter 4: Linn-Benton Community College (LBCC) continues to serve as the backbone organization for the Hub, leading a strong and active group of partner agencies in a well-organized network of offerings for parents in the region. A variety of evidence-based classes are offered throughout the year and in various locations around the two counties. By combining resources, families in remote geographical areas have been receiving more classes and workshops. Parent engagement efforts and data-based decision making has also been linked to the Early Learning Hub goals with a shared interest expressed in supporting families to improve child outcomes. Grant monies have made it possible to provide meals and books for participants, which helps overcome barriers to participate for parents. In areas where parents have transportation issues and experience high levels of poverty, new partnerships have

formed across several groups to bring parenting education to families in low income housing, schools, and domestic violence shelters.

Along with improvements in the classes offered, our region has taken a look at the needs for our parenting educators wellbeing. There is a high level of poverty and related family stressors that can negatively impact child outcomes. These issues can create vicarious trauma, compassion fatigue, and burnout in the helpers. To address this our region offered a workshop this spring to strengthen our parenting educators and offer strategies that help them create professional resilience. We may increase offerings during the year for professionals to come together to get support related to preventing stress and burnout. Also, we may try to create a list of available individuals who can provide support for parenting educators who may not have the level of support they need when confronting serious challenges in their work.

The 7th Annual Parenting Educator Celebration was held in April. This was an opportunity for celebrating our regional work with a free lunch, activities, giveaways, networking, and a presentation on Creating Professional Resilience by Dr. Aoife Rose Magee.

Professional development funds were used to send a group of LBCC parenting educators to the OSU Parenting Educators Conference. Other regional organizations and individuals sent their staff as well. We sent two professionals using free registrations that were given to our OPEC Hub.

Linn and Benton counties have a long history of collaborating and offering a well-coordinated system of support to families across the region. Each month, partners share the various parenting education classes, resources, and activities with each other and these get communicated out to the network. We manage and update an extensive list of providers and calendar offerings through the Parenting Success website. In an effort to support adjacent areas we also post their parenting education offerings for Lincoln County, which does not have an OPEC Hub.

Goal: Change cultural norms

Quarter 1:

- PSN Steering Committee have started to look at launching a campaign to dissemination 1,000s of PSN bookmarks throughout the region in children's books. Bookmarks will be placed in all free books funded through grants and given out at parenting classes and we will ask private and public libraries and book stores to partner with us.
- Monthly print ads in 'Valley Parent Magazine' and every other month ads in Mom Magazine.
- Promoted Vroom and text4baby materials broadly.
- We continue to connect to community members through social media - 783 on PSN

Facebook and links to our YouTube channel. Weekly blogs are featured on Facebook and website.

Quarter 2: PSN has been working in tandem with the Early Learning (EL) Hub to support improvements in the systems across the region. The Pollywog Project will be a positive support for parenting education as a referral source starting in the winter.

Quarter 4: Significant efforts are being made to normalize parenting education and change cultural norms in the region. OPEC funds are being used toward running ads through an extensive marketing plan that includes: Valley Parent Magazine, Mom Magazine, Regal Theaters, and other miscellaneous efforts. Each year in conjunction with the Oregon State University Parenting Educators Conference, our region invites the national speaker to meet with parents and public participants to offer high-quality education and support. This year was on toxic stress in the home and how to buffer children from the negative effects. These big events provide both information for the community as well as increasing awareness of our parenting education programs through the promotional materials.

Goal: Improve parenting education in Linn and Benton Counties

Quarter 1:

- Set up *Abriendo Puertas* Training of Trainer event for 15 instructors in collaboration with Douglas County OPEC Hub.
- Offered opportunity for mentoring to parenting educators for Fall classes.
- Seven parenting educators from Linn and Benton counties attended the Foundations of Facilitation training offered in Eugene by Parenting Now! and funded through The Ford Family Foundation.
- Scheduled three parenting educators to attend the *Make Parenting A Pleasure* training in October and February.
- Child Care Aide Handbook created for our children's programs staff and an training meeting will be held in the Fall.

Quarter 2:

- High quality parenting education is provided across both counties and we are working hard to maintain these programs and adjust curriculum, as needed.
- Materials are being redesigned with more positive messaging.
- We are collaborating with EL Hub, school leadership, and local agencies to maintain or improve parenting classes across the region.

- Some school staff and principals are enthusiastic about parenting education, but we struggle with how to entice parents to sign up, attend class and stay in class.
- Workshops are offered in greater numbers for parents who may not be able to commit to a whole series.

Goal: Increase Community Collaboration

Quarter 1:

Sub-goal: Address underserved populations/needs:

- We are supporting the Spanish-speaking families by scheduling classes each quarter.
- We hired a new instructor for workshops for the Spanish-language post-partum depression group.
- We are partnering with Waverly Elementary to support a high needs school with parenting education classes in English and Spanish.
- We are coordinating a *Abriendo Puertas* Training of Trainer event Fall 2017 to train local parenting education instructors.

Quarter 2: PSN Steering Committee is discussing the viability of applying for an OPEC expansion grant to include Lincoln County in our OPEC Hub next year. Even if we do not elect to move in that direction, we do intend to assist that region with their parenting education efforts in collaboration with the Early Learning (EL) Hub and other LBCC support.

Quarter 3: In follow up to our program goals this quarter, the PSN Steering Committee has been working to support the new Pollywog Project (resource and referral for families early in the process of building their family), identify gaps, and focus on services that may be needed to meet the changing needs throughout the region, as well as add workshops for both parenting adults and professionals in the field.

The level of stress throughout the community remains high (partly due to socio-political factors), and we are planning two major events to address this. Specifically, we are looking at how to support the public through a large public event with national speaker from the OSU Parenting Educators Conference Sarah Enos Watamura who will offer positive strategies to reduce toxic stress in the family environment and ameliorate the effects for children. We are also hosting the parenting education celebration and the Aoife Magee is planning to address practitioner stress and burnout prevention. In a continued effort to change cultural norms we have resumed a wide reaching media campaign that will run ads in theaters, magazines and other local distribution sources. This will be in collaboration with the Linn-Benton-Lincoln Early Learning Hub.

PSN participated in two large public events this quarter: 1) Baby Blast on February 23 and 2) Family Fun Day on March 11, which is a fundraiser for our classes. At the Baby Blast (a community resource event for families at the local hospital in Lebanon), 50 baby board books were disseminated along with PSN materials and upcoming classes.

Quarter 4:

Steering committee members sponsored or supported two main events this quarter, including the Parenting Educator Celebration and the public education event on Toxic Stress with Dr. Sarah Enos Watamura.

In May, Linn County Child Abuse Network held an annual Abuse Prevention Summit on Early recognition with the key note speaker and breakout sessions on abuse identification and prevention training, such as Darkness to Light (child sexual abuse identification), domestic violence, and neglect of children, elders, and those with developmental disabilities.

In light of the great needs across our region, some of our partners are involved in a public health approach to improving health and equity through the Benton County 2040 Thriving Communities Initiative, which includes providing parenting education as one of the target areas to improving outcomes. Rural rates are higher than most other living areas for many indicators of risk such as depression, suicide, poverty, etc. There is a push for policy and procedural changes to invest differently and put funds where they are needed rather than who wins a competitive bid. Many small organizations are not fortunate to have designated grant writers and coordinators to easily seek funds, yet this is often where funding is most needed.

Maternal depression rates are very high across the region, as well. On June 17, 2017, the Oregon-Corvallis Climb Out of Darkness event occurred to raise awareness and support for perinatal mental health. LBCC helped sponsor this event. We also continue to fund parenting education for HOPE for mothers, which is a post-partum mood support group in Spanish.

We have been using the dental education through the Oregon Community Foundation Health Initiative with Annette Leong. The problematic dental rates in our state are some of the highest in the nation.

Goal: Increase Positive Parenting Programming

Goal: Build and sustain a coordinated system of parenting education

Quarter 1: PSN partners have continued to offer a wide array of classes, workshops, and home visits through combined regional efforts. While the summer was not very busy for classes due to schools being out for the season, many classes and workshops have been planned for Fall, Winter, and Spring. Our goal of reaching rural, high stress/high risk and Spanish-language

parents was the focus and we have successfully coordinated many classes and workshops targeting these groups. We have also supported efforts of the EL Hub and collaborated with them on activities for meeting shared goals, particularly around school readiness.

Quarter 3: In February, three parenting educators from our region went a *Make Parenting A Pleasure* curriculum training by Parenting Now! In Eugene. Two are starting classes using the curriculum this spring.

We are also working to improve parenting education in our region by offering a *Nurturing Parenting for Fathers* series next year. We have purchased curriculum, have a group facilitator trained, and have identified a site. This group helps fathers heal, discover the importance of their role, and builds skills in a supportive atmosphere.

In the next year, our region will be promoting regular parent and practitioner events to offer education and support in meaningful ways and address stress, have realistic expectations for children, learn tools to meet the social emotional needs of all children (particularly those with special needs or who are at risk for disabilities), and promote early learning/school readiness.

Quarter 4: Many of our partner agencies offer quite a few parenting classes, workshops, and activities throughout the region. Using OPEC funds we offered eight classes and 15 workshops this year. Additionally, LBCC coordinated nine other series using CHANCE/IHN CCO funds.

Programming Grant:

The goal of the Programming Grant is to expand parenting education for parents of infants in underserved rural communities in Linn, Benton, and Lincoln counties. During the first year of this grant, we engaged in the following activities towards this goal:

Quarter 1:

- The system for aligning prenatal education and parenting education has a name "Pollywog" and marketing materials are being developed. Worked with the Pollywog Project to link parents to the Live and Learn with Baby classes. Classes are a central feature of the Pollywog website, pollywogfamily.org.
- Met with community partners in Lincoln County to begin the process of identifying the location, instructor and marketing strategies for the next class to be added Winter 2018.

Quarter 2:

- Roll out of Pollywog website and marketing materials will begin in Albany in January, in Lebanon in March, and then across the three-county area over the year.

- The Pollywog website and phone app will list prenatal classes side-by-side with parenting education opportunities allowing families to see a normal progression of parenting opportunities as their children grow.
- *Live and Learn with Baby* classes in Lebanon and Philomath funded through the programming grant are scheduled to begin spring term. Instructors are being recruited and locations are pinned down.
- Work has begun with OSU to document the evidence base for the *Live and Learn* program model.
- The first parenting educator training on the *Parents Interacting with Infants (PIWI)* model is scheduled for January and will target all LBCC *Live and Learn* instructors teaching classes targeting babies to three year olds.
- Two instructors were hired to teach the new Live and Learn with your Baby classes in Lebanon and Philomath spring term. Both instructors observed classes currently being offered in Albany and Corvallis, participated in 2.5 hours of department orientation and attended Parent-child instructor in-service on February 14th. Instructors are working to complete basic LBCC instructor requirements including Blood Borne Pathogens, CPR/First Aid, Child Abuse, Hazard Communication, Food Handlers certificate and Introduction to Child Care Health and Safety. A criminal background check has been completed for both.
- Logistics for both classes were confirmed. The Lebanon Live and Learn with your Baby class will be held at Cascades Elementary in Lebanon and the class in Philomath will be held at Clemens Primary School. Flyers were created and distributed throughout the area. Classroom equipment for both rooms was ordered. Both instructors were working within the community to market the classes.
- All LBCC Live and Learn with Baby, Toddler, and Two Year Old instructors attending the 6-hour PIWI Training on January 30. A total of 13 total individuals participated in the training (11 LBCC Parenting Education instructors, 1 LBCC Parenting Education Mentor, 1 LBCC Child Care Provider Instructor). Instructors currently teaching a class made a commitment to implement at least one strategy from the training. Instructors shared their experiences with implementation at the LBCC Parent-Child Instructor In-Service on February 14.

Quarter 4: *Live and Learn with your Baby* was offered for the first time during spring term in Lebanon and Philomath. Enrollment was low in Lebanon and the class was cancelled. Six families signed up for the class series in Philomath and five remained engaged all term. The Philomath class served as a focus group for the Pollywog project providing input on marketing strategies.

MARION COUNTY

Goal: Increase Organizational Capacity

Quarter 1:

- Supported additional train the trainer sessions in identified curricula.
- Integrated parenting education with other family engagement initiatives.

Quarter 2:

- Recruited freelance facilitators.
- Provided support for additional train the trainer sessions in identified curricula.

Quarter 3:

- The Hub now has three strong freelance facilitators that are offering multiple classes.
- *Mind in the Making* and *Incredible Years* facilitator training was offered in May and June.

Quarter 4:

- Infused parenting education delivery through community organizations across multiple urban neighborhoods and rural communities.
- Integrated Vroom and other technology tools as a catalyst to connect with parents.

Goal: Increase Community Collaboration

Quarter 1:

- Added providers, classes, and communities by utilizing Kindergarten Partnership and Innovation (KPI) site relationships and collective action team member sites and supports.
- Participated in family events, activity sessions, and health fairs to increase community use of parenting education tools and classes.
- Developed faith community relationships to deliver parenting education.

Quarter 2:

- Participated in family events, activity sessions, and health fairs to increase community use of parenting education tools and classes.
- Developed faith community relationships to deliver parent education.

Quarter 3:

- MPELH programs are now in many different communities including St. Paul, Scotts Mills, Jefferson, North Marion, and Mount Angel as well as reaching into South Salem.

Quarter 4:

- Developed a communication plan to promote and disseminate the information about the Hub website and other tools.
- Increased parenting education visibility through community events.
- Integrated Vroom and other technology tools as a catalyst to connect with parents.

Goal: Increase Positive Parenting Programming**Quarter 1 and Quarter 2:**

- Integrated parenting education with other family engagement initiatives.

Quarter 3:

- MPELH programs are now in many different communities including St. Paul, Scotts Mills, Jefferson, North Marion, and Mount Angel as well as reaching into South Salem.

Quarter 4:

- Integrated parenting education with other family engagement initiatives.
- Supported additional train the trainer sessions in identified curricula.
- Supported professional development opportunities through OSU Parenting Educators Conference and speakers.

POLK/YAMHILL**Goal: Increase Organizational Capacity**

Quarter 1: This quarter the expansion of Mid-Valley Parenting into Yamhill County began. A lot of this quarter was focused on training the new staff, developing a stronger relationship between the Polk and Yamhill supporting agencies, and bring together community partners in order to start building Mid-Valley Parenting with a regional focus instead of a county focus.

Quarter 2: During Quarter 2, we hired six more child care providers that all passed criminal background checks and are First Aid/CPR certified. These providers are mostly all Western Oregon University students that have a focus on early childhood education. We also were awarded a grant from Willamette Valley Community Health in the amount of \$4,900 to assist with the upcoming Make Learning Fun: Children's Jamboree family event that will be held on March 11, 2017.

Quarter 3: This quarter we worked to restructure our child care provider system. Instead of being hired by Polk County, child care providers will now be contracted with MVP following a background check to enable them to work across county lines and provide consistent child care for all classes.

Quarter 4: This quarter, coordinators began working to revamp the steering committee, ensuring that it has proper representation from both counties and a clearer understanding of the work of this committee.

Goal: Increase Community Collaboration

Quarter 1:

The expansion of evidence-based parenting education into Yamhill is a big step in our program goals. We are working with community partners on ways to present classes to fidelity and are working with them in identifying trained facilitators. We are also working on planning facilitator trainings in the upcoming fall and spring quarters in order to increase the number of individuals trained to present a variety of evidence-based parenting series.

Since the start of school was this quarter there was a big focus on preparing children for kindergarten. There were multiple kindergarten readiness workshops that took place to help provide parents with the skills to support their children, as well as help to engage them in the school. Many parents reported after the workshops that their skills were stronger and they felt more confident with having their kindergartner start school.

Quarter 2:

Goal: Normalization of parenting education.

This quarter the Steering Committee and OPEC Coordinators worked to develop flyers for parenting education that would work towards normalizing parent education. On the flyers there are a series of questions that focus on self-care, connecting with parents, and developing parenting skills. Additionally, we removed the words "weekly classes" from the flyer and have called them "weekly seminars".

Goal: Families throughout the region will have access to age-appropriate literature.

In April 2015, the Polk OPEC Coordinator finalized and started to distribute the 'Preparing for Kindergarten Success' to parents and caregivers. The book focuses on early learning for 4-5 year olds. During Quarter 2, the Polk OPEC Coordinator with the assistance of an intern from Western Oregon University completed two other booklets, one that is for birth to age 3 (with sections birth-1 and 2-3) and one that is for ages 3-4 years. These follow a similar format as the 4-5 books and will also be handed out to parents and caregivers. The books focus on various early learning, self-care, and child development information. They include a variety of age-appropriate activities that parents can do with their children. The next step for these books will be to translate them into Spanish.

Quarter 3:

Goal: Increase children's readiness to learn upon entering Kindergarten.

As part of the Make Learning Fun: Children's Jamboree, we offered a number of kindergarten readiness workshops such as *Partners In Print* and *Science and Math Through Play*. In addition to these workshops, we had free hearing screenings as well as Ages and Stages Questionnaire screenings to help parents feel prepared.

Goal: Families will have access to age-appropriate literature.

As part of the Make Learning Fun: Children's Jamboree, we worked with local partners, such as Goodwill, to provide free books to all families that attended. There were also age appropriate books and activities in the incentive bags that were given to families for completing the survey after the event.

Quarter 4:

Goal: Partner with local school staff to hold workshops and classes.

Many of the parenting education series offered this quarter took place in local elementary schools and Head Start facilities, giving families an opportunity to spend time in the buildings that their children are already attending school or will attend in the future.

Goal: Increase Positive Parenting Programming

Goal: Increase parent participation, knowledge, and confidence level in their role.

Goal: Increase children's readiness to learn upon entering kindergarten throughout the region.

Quarter 1: This quarter through the kindergarten readiness workshops and a parenting workshop presented in partnership with West Valley Housing expanded the connection to parents.

For the first time, kindergarten workshops were offered in Falls City, Dallas, Perrydale, and Central School Districts. Parents left the workshops with an increased confidence in their parenting skills, as well as a better understanding of how to support their children in school.

The "RFP" was released for the "mini-grants" this quarter and a plan was developed on which parenting series were going to be presented in which areas during the different times of year. This coordination is something new for Yamhill and it was helpful to see where the classes were going to be offered and not have classes happening at the same time in the same town.

Quarter 2: This quarter there were five *Ready! for Kindergarten* workshops offered in Yamhill County with Yamhill Early Learning Hub. These parenting workshops were offered in Amity, Newberg, Sheridan, Willamina, and Yamhill-Carlton. Additionally, the Polk County OPEC Coordinator attended the Confederation of Oregon School Administrators Early Learning Conference in Portland and learned about different ways schools have increased parent engagement and the different kindergarten readiness programs that are offered throughout the state.

Goal: Increase accessibility to evidence-based, culturally relevant parenting education.

Quarter 2: This quarter we offered parenting education classes in some communities in Yamhill County that had not had classes in the past. There was a *Make Parenting A Pleasure* series held at Dayton Grade School and Yamhill-Carlton Elementary School.

Quarter 3: During this quarter we were able to offer a number of classes in various parts of Polk and Yamhill Counties including West Salem, McMinnville, Newberg, Grand Ronde, and Falls City. For families in many of these locations, it is difficult to travel to classes outside of their area. We were also able to offer several classes in Spanish as well.

Quarter 4: This quarter the coordinators have discussed looking for ways to revise the process on how parenting education series are done to make the process easier for partners and more appealing to the community.

SISKIYOU COUNTY

Goal: Increase Organizational Capacity

- **Quarter 1:** Sustained systems to assure long-term sustainability of the parenting education programs in Siskiyou county. Strong internal systems developed.
- **Quarter 2:** Secured a minimum of 1.0 full-time equivalent (FTE) staff to support parenting education system.
- **Quarter 3:** Supported long-term sustainable systems of support for parenting education. Secured FTE in staffing for coordination of parenting education systems.
- **Quarter 4:** Diversified funding and partnerships.

Goal: Increase Community Collaboration

- **Quarter 1:** Offered community-based parenting education series and workshops. Worked with partners to diversify funding and resources in each community.
- **Quarter 2:** Expanded partnerships to offer increased number and menu of parenting classes.
- **Quarter 3:** Strengthened/built partnerships for increased access to parenting education programs.
- **Quarter 4:** Our goal included reaching hard to reach populations and continued increase in partnership.

Goal: Increase Positive Parenting Programming

- **Quarter 1:** Offered community-based special population classes and gatherings utilizing evidence-based parenting education curricula.
- **Quarter 2:** Ensured support from qualified facilitators.
- **Quarter 3:** Parents received access to evidence-based parenting classes and workshops within the community.
- **Quarter 4:** Increased locally based parenting education programming.

UMATILLA/MORROW/UNION

Goal: Increase Organizational Capacity

Goal: Engaged advisory committee.

- **Quarter 1:** Our Union-Umatilla -Morrow (U-U-M) OPEC Hub continues to have high rate of engagement and attendance to monthly advisory committee meetings.
- **Quarter 2:** Our OPEC Hub committee meets every month with great enthusiasm for the work that we do. At our November 30th meeting, it was talked about to cancel the December meeting due to the holidays. Before the vote, members voiced that they did not want to cancel as they really enjoy and have "fun" at our meetings. The vote to cancel was not passed and we had our December meeting. This is truly the atmosphere of our group.

- **Quarter 3:** No news this quarter, but proud to say that we continue to maintain a very strong advisory group that consistently meets on a monthly basis. A new member, Greater Oregon Behavioral Health, Inc. (GOBHI), to our committee has brought additional funding, and the opportunity to train new parenting educators in the *Triple P* curriculum.
- **Quarter 4:** We continue to have a strong advisory committee that is engaged in the mission and goals of our parenting hub. Our attendance is consistently high and representatives from a variety of agencies attend our monthly meetings.

Goal: Increase Community Collaboration

Goal: Shared vision and common language.

- **Quarter 1:** All partners come together in a constructive, cohesive manner to promoting parenting education as the number one factor in reducing child abuse and neglect as well as increasing school readiness in our children.
- **Quarter 2:** Our OPEC Hub has been involved with the Coordinated Referral System. We partnered with Blue Mountain Early Learning Hub (BME LH), Healthy Families Oregon, Umatilla County Public Health, Morrow County Public Health, and our local CCR&R. We have titled this effort: “No Wrong Door” because we believe that we have enough partners involved that for any service a family may need (e.g., parenting education, housing, counseling, education), we are able to direct them to available and appropriate resources. The U-U-M OPEC Hub coordinator was able to present our efforts to local agencies (BME LH board, The Ford Family Foundation). Other programs across the state have contacted Umatilla-Morrow Head Start (UMCHS) to provide guidance and strategies to make their coordinated referral system as successful.

Strategy: Increase incidence of parent engagement in school districts which will result in more children entering school with skills ready to learn.

- **Quarter 3:** With funding from the Blue Mountain Early Learning Hub, we have been able to offer 12 series of the Learning Picnics throughout Union, Umatilla, and Morrow counties. This is a very popular event and families are really responding to them.
- **Quarter 4:** U-U-M OPEC Hub will maintain/grow strong collaboration with community partners. Our parenting hub shares partner events, trainings, and professional development opportunities.

Goal: Increase Positive Parenting Programming

Strategy: Provide a variety of parenting education opportunities.

- **Quarter 2:** We have worked hard in making parenting education series available throughout the year. We also fill gaps in evidence-based series with other parenting opportunities such as cooking classes, family fun activities (Learning Picnics), Parent Cafés so that families continue to be engaged.

Strategy: Continue to identify niche population not being served (i.e. teen parents, male caregivers, and kinship caregivers).

- **Quarter 3:** We have a male parenting educators trained in the *Nurturing Fathers* curriculum. Our OPEC Hub hosted a "kick-off" event: *A Day For Dudes*, for male caregivers and their children. This was an evening of food, fun activities, prizes, and an introduction to the importance of "dads" in a child's life. We hosted 45 males caregivers (this included biological fathers, step fathers, foster fathers, uncles, and grandfathers). At total of 56 children came with their "dad." We are also offering a support group to parents who have completed an OPEC evidence-based series, but are needing additional supports. The curriculum used is *Circle of Parents* and fits well with our Department of Human Services and Family Support and Connections clients as well.
- **Quarter 4:** Providing parent education to fathers (any male caregiver in a parenting role) was a goal of our parenting Hub. We were able to complete a series of *Nurturing Fathers* during our final quarter of this program year with a male parenting educator.

WALLOWA/BAKER/MALHEUR

Goal: Increase Organizational Capacity

- **Quarter 1:** Through a number of different opportunities highlighted in this narrative, we feel that we have been able to make a great deal of progress towards this goal. From the tangible (a new phone system) to funds secured for more admin and program staff, we have been working with diligence to increase organizational capacity.
- **Quarter 2:** With the completion of our first round of mini-grants in Malheur County, we feel that we are definitely making progress on this goal. Having community partners deliver curriculum, while OPEC staff coordinate, has allowed us to have multiple opportunities occurring at the same time. It has also allowed our coordinators to focus on establishing new partnerships, market current opportunities, and promote OPEC through calendars, newsletters, meetings, etc.
- **Quarter 3:** With the support of the Building Healthy Families' Board of Directors and the

Eastern Oregon Parent Education Hub Advisory Board, we have continued to build both organizational and community infrastructure to better support parent education. This quarter's efforts have included progress in financial sustainability, increased staffing, building improvements, and internal policies and procedures.

- **Quarter 4:** As we wrapped up the 2016-2017 program and fiscal year, many outstanding projects that impact our work at an organizational level came to fruition. Each of these items will allow Building Healthy Families to build our overall organizational capacity and increase our ability to offer diverse and high-quality parent education programming.

Goal: Increase Community Collaboration

Strategy: An increase in family and community understanding of children's learning and development to support positive parent-child relationships.

- **Quarter 1:** Through an increase in partnerships and regional delivery of parent education materials (bookmarks, newsletters, Vroom materials, etc), we feel confident that we are making huge strides in increasing family and community understanding of child development and positive-parent child relationships.
- **Quarter 4:** We continue to be amazed at the level of collaboration among partners across our region. From large-scale community awareness campaigns, to collaborative professional development, our community partners are coming together to make parent education and safe/healthy families the norm throughout the region.

Strategy: Collaborative strategic planning will become a priority for partner agencies in our Hub

- **Quarter 2:** Over the course of the past several years, the Eastern Oregon Region has made a great deal of positive progress in the model of collective impact and working collaboratively when strategically planning for the future. This quarter, a great deal of work was done in this area. Examples include: (1) commitment to train staff from a number of different agencies in evidence-based curriculum to reach a larger, more diverse audience for parent education, (2) additional collaborative training opportunities for communities and professionals in the areas of ACES, Equity, Structural Racism, and Parent Cafés, (3) Mapping of services (prevention, parent education, youth development, etc) to evaluate and identify strengths and gaps in services.

Strategy: Establish a coordinated network of parenting education for parents of children of all ages

- **Quarter 3:** As modeled at our annual site visit, we are so proud of the collaborations and community effort to support and expand parent education across our region. With both traditional and non-traditional partners around the table, we have truly been able to create a menu of programming that supports families prenatal to career. While we still

have a great deal of work to do, we feel that with each quarter of funding and programming, our network continues to expand and operate in a more efficient and effective manner.

Goal: Increase Positive Parenting Programming

- **Quarter 1:** As detailed in our Parent Education Success story, transitioning to the Mini-Grant model in Malheur County has allowed us to not only move towards a more coordinated system of parenting education, but has provided an opportunity to increase the number of facilitators, raise our own organizational capacity, and build stronger partnerships throughout our communities.
- **Quarter 2:** Although losing parent educators in Baker has been a struggle, we have been thrilled with the response of community partners. As Baker County calls have been forwarded to the main office we have been flooded with questions about the continuation of parent education opportunities, requests for classes, offers to attend facilitator trainings, and hopes for even more parent education in the future. These messages have not only demonstrated a positive perception and awareness of parent education, but show a commitment from community partners to continue offering a variety of high quality, parent education opportunities in the future.
- **Quarter 3:** This quarter a great deal of progress was made in the number of evidence-based series offered in our region. From facilitating and developing opportunities with new partners, to training and implementing new curriculum, ground work was laid for providing a great number of series in our region in the coming months.
- **Quarter 4:** Across the region, we have been excited about the leadership role parents are beginning to play in our early education opportunities. Not only have we seen more parents attending opportunities with their young children, but a number of parents are volunteering to lead programming, co-facilitate, and play an extremely active role in the early education of their child.

WASHINGTON COUNTY

Goal: Increase Organizational Capacity

Quarter 1:

Goal: Increase in parental knowledge skills, and attitudes to support the quantity and quality of focused positive parent-child interactions that result in optimal child development.

Outcome: Increased linkages and investment in parenting education across early learning, parenting education, and healthcare sectors.

Cross functional representation on both the Operations Team and Steering Committee has

resulted in strengthened relationships between parenting education providers and school districts. The leveraging of Early Learning Washington County (ELWC) Kindergarten Partnership and Innovation (KPI) funding and the foundation building ELWC/Parenting Together Washington County (PTWC) efforts, education, and advocacy have resulted in school districts choosing both family engagement and evidence-based parenting education strategies as worthy of KPI investment combined a solid foundation of high-quality parenting education provider organizations partners. These bolstered investment partnerships have contributed to doubling available parenting education opportunities and will lead to the prioritization, longevity, and sustainability of these kinds of school district intentional investments in the future. Larger offerings and greater family utilization will help fortify our long-term goal.

Goal: Build a Community or Communities of Practice in order to provide a reliable system of support to parenting education curriculum facilitators.

Outcome: Healthy Families and Family Nurse Partnership have an already established community of practice.

Quarter 2: The PTWC Senior Program Coordinator is currently facilitating a community of practice for Family Resource Managers (FRMs) monthly. FRMs serve a critical role in family engagement aimed at families with children 0 - 6 and also serve to coordinate, recruit, and directly facilitate *Triple P* Primary Care Workshops and one-on-one support. Many are trained in the *Abriendo Puertas* curriculum as well.

Outcome: PTWC has initiated planning for a May 23, 2017 Family Engagement and Parenting Educator Conference to be held in Washington County.

Quarter 2: Targeted participants will be home visitors, parent educators, and family engagement staff from schools, community-based organizations, and the healthcare community. OSU made it possible for PTWC to secure Dena Simmons as our opening keynote, which will be followed by individual breakout sessions. PTWC will utilize this event to build a broader foundation for connection, professional development opportunities, and peer-to-peer support. Evaluation forms will be designed and utilized to garner future interest and gather individual participant contact information as a foundation for communication. Once this listserv information is established it will be utilized for communicating PTWC professional development opportunities and information as well as broader community-based professional development opportunities.

Quarter 3: Parent Education Provider List has been established and links are included in the PTWC website development.

PTWC welcomed three new PTWC Workshop/Family Friendly mini-grant recipients in January 2017: Bienestar, Youth Contact, and Sherwood School District. A total of 10 activities will be carried out in Quarter 4 expanding both partnership and reach.

Quarter 4: The participant demographics garnered from the 80 participant's registration and session evaluation data included home visitors, parent educators, and family engagement staff from schools, community-based organizations, and the healthcare community. Department of Human Services Family Coaches and Caseworkers and parent community leaders also participated. Forty participants identified a desire to be part of PTWC group communications network and provided their email addresses in order to receive information and/or opportunities from PTWC to support their family engagement work.

OPEC and OSU made it possible for PTWC to secure Dena Simmons, Ed.D as our opening keynote, four individual breakout sessions followed and were repeated twice, enabling all participants to choose two professional development options. Workshop sessions included: *Emotionally Intelligent Teamwork* (Shauna Tominey, Ph.D); *Concepts and Tools for Improved Family Engagement* (Kenan Ginsberg); *Parents Know Their Children Best* (Patricia Alvarado, Leslie Moguil, and Areceli); *Calling All Helping Heroes* (Amy Baker). The closing session entitled *Changing the Lives of Children through Conversations that Matter* was facilitated by Parent Advisory Council Officers, Luis Nava and Dorotea Lopez with support from Senior Program Specialist, Evan Weaver. PTWC successfully utilized this event to build a broader foundation for connection, professional development opportunities, and peer-to-peer support in expanding its goal to expand and engage a community of practice.

Goal: Increase Community Collaboration

Goal: Realize an accessible, efficient, effective and culturally and linguistically responsive system of family engagement and parenting education

Outcome: Increased number of points of access and participation in parenting education and family engagement

Output: Increased engagement and involvement by culturally specific organizations and partner agencies who serve newcomers in trauma-informed care model family supports.

Quarter 1: PTWC's new partnership with Immigrant & Refugee Community Organization (IRCO) will target parenting education in Washington County, for the first ever, to the Arabic-speaking refugee community and to the Bhutanese refugee community. IRCO will offer two series enhanced with voluntary home visiting to strengthen the support needed to build trusting relationships and meet the unique and individualized challenges of participating families.

Quarter 2: IRCO's PTWC mini-grant award enabled investment to expand capacity to reach populations in Washington County that were formerly excluded from parenting education

opportunities due to our community's inability to honour their cultural and linguistic needs. IRCO committed matching funds in Quarter 2 to train and prepare additional parent educators to facilitate the first two *Nurturing Parenting* series offered to Washington County's Arabic-speaking families and Bhutanese community. Beaverton School District is partnering to host the series and join IRCO and PTWC in support of current recruitment underway. OSU through Shauna Tominey's leadership and on-going collaboration has pledged to direct energy and resources toward translating the PSL into Arabic in order to give voice to the participants. Such a contribution will strengthen our ability to replicate and repeat that which participants have expressed as valuable. Increasing access to all communities in Washington County will bring us closer to our goal of normalizing parenting education across cultures and socioeconomic divides.

Quarter 3: The launch of the first Arabic language *Nurturing Parenting* class in partnership with IRCO was successful in Quarter 2 with enrollment of 12 families and will continue into Quarter 3. OSU and OPEC are scheduled to deliver an Arabic language PSL this month to allow for facilitator training and use with participants.

PTWC has received a 25% increase in requests to be added to existing electronic communication network to access parenting education, workshops, adult education, and family friendly activities promoted by PTWC. School districts and community-based organizations are slowly eliminating the geographical boundaries of access by requesting PTWC distribute opportunities and flyers to our larger county network. An example of this increased capacity resulted in Impact NW-Beaverton School District program that included free English classes, Zumba, and technology classes being distributed to parents school wide in Tigard-Tualatin.

Quarter 3:

The PTWC website framework has undergone ELWC/PTWC team feedback. This quarter we will engage volunteer committees from each of our advisory groups to review web design and provide feedback. We anticipate this opportunity will strengthen the design and create a coveted network of ambassadors who will assist in the 2017 launch, allowing greater access to the entire community to parenting education, family engagement opportunities and professional development opportunities for parenting educators and family engagement staff and volunteers.

Quarter 4: IRCO's PTWC mini-grant award enabled investment to expand capacity to reach universal populations in Washington County that were formerly excluded from parenting education opportunities due to our community's inability to honor their cultural and linguistic needs. IRCO's experience, philosophy, and staffing models supported through PTWC's mini-

grant opportunity allowed us to successfully engage 23 Nepalese- and Arabic-speaking families and their children in receiving parenting education support, one-on-one home visit interactions, and social service referrals from two highly committed, culturally and linguistically responsive parent educators. Increasing access to all communities in Washington County will bring us closer to our goal of normalizing parenting education across existing cultural, linguistic, and socioeconomic divides. If OPEC makes equity-based special program funding opportunities available at any time in the near future we will apply in the interest of sustaining and supporting the capacity building and partnership to strengthen the initial momentum made in reaching Somali, Nepalese, and Arabic speaking communities. We would also love to expand our efforts to include outreach and engagement to Vietnamese families.

Goal: Increase Positive Parenting Programming

Goal: Increase the number of practicing, highly skilled, professional parenting educators in Washington County.

Outcome: Increased interest and application submissions for mini-grants and professional development scholarships.

Quarter 1: See above investment in new IRCO partnership to build capacity to reach immigrant/refugee population in a culturally and linguistically responsive way. In addition, PTWC will invest funds in building Morrison Child & Family capacity through professional development funds to train two staff, including one bilingual staff in the *Incredible Years* curriculum resulting in the ability to facilitate two additional *Incredible Years* series in 2017.

Quarter 2: Hillsboro School District demonstrated leadership and collaboration in partnering with ELWC/PTWC and Adelante Mujeres to organize and invite school and community-based organization participation in an *Abriendo Puertas* Train-the-Trainer seminar. This opportunity expanded our community capacity to reach Washington County's growing Latino population through training 18 additional *Abriendo Puertas* facilitators.

Quarter 4:

ELWC in partnership with Sherwood and Tigard/Tualatin School District were able to support tuition for two participants to attend *Nurturing Parenting* Training in May. The training hosted by Youth Contact in Hillsboro County with a requirement that the trained facilitators with support from local districts conduct a minimum of one *Nurturing Parenting* Program in the 2017-2018 school year.

PTWC was able to provide one prize scholarship to enable a small district Family Resource Manager to attend the OPEC/OSU Parenting Educator Conference. PTWC promoted this opportunity to all school districts. Districts and their Early Learning Teams decided to utilize

ELWC funds to send an additional four Family Resource Managers to the same conference to hone their family engagement and parenting education skills.

Goal: Expand family engagement and parenting education support to families with children from 6 – 18 through securing non-OPEC funding streams.

Quarter 1: PTWC was able to partner and promote a successful English and Spanish *Strengthening Families* series facilitated by Lifeworks Northwest at the Whitford Middle School.

PTWC collaborated with HHS CYF Prevention Services which supports the Tigard-Tualatin Turning the Tide Coalition to promote the Drive to Arrive Workshop for parents and teens.

Quarter 4: PTWC was able to partner and promote a successful English and Spanish *Strengthening Families* series facilitated by LifeWorks NW Four Oaks Middle School in Beaverton. PTWC and HHS CYF met with LifeWorks staff to explore expansion of this evidence-based opportunity to Hillsboro next year. We are currently reviewing existing resources and will seek out additional resources to expand access into Hillsboro.

PROGRAMMING GRANTS

Programming Grant organizations reported quarterly updates on their progress toward goals over the 2016-2017 year. Progress toward goals primarily addressed the OPEC Logic Model category of Positive Parenting Capacity and Programming, although some organizations also reported progress towards Organizational Capacity and Community Collaboration. This section of the Appendix provides a detailed report of non-Hub Programming Grant organizations' progress toward goals. Although the OSU team made minor grammatical edits to improve readability where necessary, this section was formatted to meet the individual reporting styles of each organization and remains in the voice of the organizations.

BLACK PARENT INITIATIVE

Goal: Increase Community Collaboration

Strategy: Expand service capacity to implement Black Parent Initiative's (BPI) Pre-Pregnancy Through the First 1,000 Days program design.

- **Quarter 1:** We are in the final stages of setting up doula services for 50 families through a partnership with FamilyCare.
- **Quarter 2:** Our doula services expansion contract with FamilyCare was signed- implementation was delayed for two months waiting on final signatures. The Doula Coordinator will start at the beginning of January.
- **Quarter 3:** Our doula services contract with FamilyCare was signed. The Doula Coordinator has been hired, and the first group of contract doulas have completed their BPI orientation. We expect to start working with the first families by early May.

Goal: Increase Positive Parenting Programming

Outcome areas:

- *Parents will have increased knowledge of positive cultural discipline approaches.*
- *Parents will have increased knowledge of cultural history and values.*
- *Parents will identify and apply positive cultural parenting routines in their interactions with children.*
- *Parents will use positive discipline and parenting responses- Warmth, Responsiveness, Encouragement, and Conversation.*

Quarter 1: The TWC Ubuntu groups have continued on a regular basis. The implementation of the PAT/Family Connections groups with our partner Kairos PDX began at the end of September. The Cultivating Culture gardening group pilot (funded by Children's Trust Fund of

Oregon) started in September. Each of these group gatherings are addressing the four program goals through education, modeling, and parent-child interactions. Parents and staff are taking advantage of the combination of home visits and group experiences to focus on responsiveness to their children and consciously work on strengthening cultural identity.

Quarter 2: The first quarter implementation of the PAT/Family Connections groups with our partner Kairos PDX has gone well. Session quality/content is very good, and responsive to the interests of the participants. The Cultivating Culture gardening group pilot was completed. Parent feedback was very positive, and included suggestions for improvement and enhancements. Staff are finding the combination of program experiences available to families (home visits, parent connections groups, and cultivating culture garden) allows for families to naturally attend to the four program goals listed above.

Quarter 3: The implementation of the PAT/Family Connections groups with our partner Kairos PDX continues to go well. Staff are becoming more consistent and intentional in promoting positive parent-child interaction and working on parenting skills in the course of their home visiting work. BPI hired a program evaluation specialist in January 2017. As a result, we have expanded our evaluation strategies for getting family feedback regarding parenting classes and parent-child activities.

Quarter 4: The TWC Ubuntu groups have been well received by parents. Home visitors have been successful in utilizing content and conversations from the group to spur deeper parenting discussions and work during home visits.

SELF ENHANCEMENT, INC.

Goal: Increase Organizational Capacity

Quarter 1: Self Enhancement, Inc (SEI) Community and Family Programs continues to maximize the utilization of our new facility and childwatch space. We were able to continue utilizing volunteer staff for our childwatch to accommodate the increasing number of children participating and were able to facilitate two separate groups broken up by age of the child to ensure that all children were able to receive programming that is consistent with their age and current academic and social development. In the next six months, it is the goal of SEI to hire additional childwatch staff so that we are not as reliant on volunteers.

Quarter 2: SEI continues to utilize volunteer staff for our childwatch to accommodate the number of children participating and we have also hired two on-call staff to provide childwatch

services for all of SEI's parent education programs, including the Parenting Class. This has allowed one of our full time Parent Educators, who previously provided childwatch services, to develop a childwatch curriculum to be used parallel the Parenting Class, as well as a childwatch curriculum for our Domestic Violence class. She is also able to oversee the two on-call childwatch staff and facilitate successful implementation of the curriculum that she created.

Quarter 3: SEI has not yet been able to hire additional on-call childwatch staff but this remains our goal. SEI will have a New Operations Manager in place who will start in April 2017 and will be charged with hiring additional on-call childwatch staff. SEI currently has 29 applicants for the on-call childwatch position and our goal is to build a team of about 10 staff who would be available as needed.

Quarter 4:

SEI now has a New Operations Manager in place who is actively in process of hiring additional on-call childwatch staff. It remains SEI's goal to build an on-call childwatch team of about 10 people. This will allow us to ensure that we are always able to have at least two staff providing childwatch for each of our groups, while also giving ourselves the flexibility to add additional staff if participant numbers deem that necessary.

Goal: Increase Community Collaboration

All Quarters:

Both the SEI Parenting Class and Parent Support Group have been able to maintain solid working partnerships in the communities that they serve. SEI continues to work towards increasing the level of partnership with Portland Opportunities Industrialization Center (POIC) and the parenting services provided there. Additionally, SEI is working with both Black Parent Initiative and Kairos to partner in our delivery of Parent and Child Development Services (PCDS) services. We are sub-contracting with these agencies to provide culturally specific service delivery of the *Parents As Teachers* PCDS program. This formal partnership will also strengthen our referral base and overall services offerings for families in all of our parent education programs as we are able to cross-refer with these new partners.

Goal: Increase Positive Parenting Programming

All Quarters:

SEI continues to use the Parenting Skills Ladder to effectively gauge the growth of our participants in both the Parenting Class and the Parent Support Group. Additionally, SEI remains very excited about the *Nurturing Parenting: Nurturing Skills for Families* curriculum that we began using with our Parenting Class in the Fall of 2015. This change has enhanced the on-going sustainability of the SEI Parenting Class and has been beneficial in our ability to obtain

continued funding through OPEC as well as our ability to leverage funding received through Portland Children's Levy.

VIRGINIA GARCIA

Goal: Increase Positive Parenting Programming

The purpose of the program is to support parents' sense of cultural values and enlarge their community network and support system, an ongoing goal over the past 31 years. Classes are taught in Spanish, the primary language of participants. The parent educator connects her clients with other resources that they need for personal and support reasons.

Quarter 3: The Parent Educator has been hired. She will be taking *Make Parenting A Pleasure* Facilitator training on June 2017. We are still working on finding the *Abriendo Puertas* training and it seems that there will be a training in May, but no dates have yet been confirmed.

Quarter 4: The goal of *Padres con Iniciativa* is to help parents build positive and nurturing relationships with their children in a safe home environment. In addition to providing parenting education, parent participants learn the importance of self-care so that they have the capacity to provide quality experiences for their families. Another major focus of the program is teaching parents how to incorporate positive discipline in their interactions with their children. And finally, the program encourages parents to play with their children to create positive experiences, yet another factor in helping children develop resiliency to cope with life challenges. The parenting educator also encourages parent participation by giving them tools that they can use in order to support their children's growth with good self-esteem, positive behaviors, and secure attachment.

YOUTH CONTACT

Goal: Increase Organizational Capacity

Goal: To hire child care and site coordinator staff for parenting education series and workshops.

Quarter 1: This quarter we are making progress towards our organizational capacity program goal of hiring child care and site coordinator staff for parenting education series and workshops. Thus far we have hired three child care workers and three site coordinators.

Quarter 2: We continue making progress towards our organizational capacity program goal of hiring child care and site coordinator staff for parenting education series and workshops. Unfortunately, two of the three site coordinators we hired last quarter decided to seek other

employment, so we were left with a dearth of site coordinators. Fortunately, we have been able to hire two new site coordinators. Similarly, one of the three child care providers we hired last quarter moved away, so we were left with a child care opening, but were able to fill that opening this quarter.

Quarter 4: An additional child care provider was hired in April 2017, making a total of four child care providers hired this year. These individuals provided quality care for *Nurturing Parenting*, *Nurturing Hope*, and *Incredible Years* programs.

Goal: To train staff members in the *Nurturing Parenting Curriculum* and to train bilingual/bicultural staff members in the *Nurturing Parenting Curriculum*.

Quarter 1: This quarter, we have made progress towards our goal of training staff members in the *Nurturing Parenting Curriculum* by training one of our staff members in the *Nurturing Parenting Curriculum*, which will help us to staff our *Nurturing Parenting ABCs* series in 2017.

Quarter 2: This quarter, we did not train additional staff members in the *Nurturing Parenting Curriculum*, as we met that goal in the previous quarter and currently have all of our *Nurturing Parenting* classes staffed for the year. However, one of our Kids' Turn facilitators has expressed interest in being trained in the *Nurturing Parenting Curriculum* for next year, so we will explore upcoming training opportunities.

Quarter 3: This quarter, we trained two of our staff members in the *Nurturing Hope Curriculum*, which will help us to staff our *Nurturing Hope* series in the spring of 2017. We also trained one of our bilingual/bicultural staff members in the *Nurturing Parenting Curriculum* by training one of our bilingual/bicultural staff members in the *Nurturing Parenting Curriculum*, which will help us to staff our *Nurturing Parenting ABCs Spanish* series in the summer of 2017.

Quarter 4: Four facilitators were trained in *Nurturing Parenting* in June 2017. Three of these individuals are bilingual and will be able to facilitate upcoming workshops and classes in Spanish. One has been facilitating children's lessons at summer sites in Washington County that offer free lunch.

Youth Contact purchased the *Nurturing Hope* parenting education curriculum and successfully facilitated two series (in English and Spanish) this programming year.

Goal: Increase Community Collaboration

Goal: To strengthen collaboration between health care and parenting education.

Quarter 1: This quarter, we have made progress toward our Community Capacity Goal of strengthening collaboration between health care and parenting education. We have strengthened our relationships with Tuality Health Alliance and the Hillsboro Pediatric Clinic by working closely with them on recruitment for our *Nurturing Hope* class. In addition, we have used space provided by Tuality Health Alliance for our classes.

Quarter 2: We continue to strengthened our relationships with Tuality Health Alliance and the Hillsboro Pediatric Clinic. We have sought feedback from Tuality Health Alliance on our recruitment materials for *Nurturing Hope* in order to improve them for future classes. In addition, we have used space provided by Tuality Health Alliance for our classes. We have also reached out to the Juvenile Diabetes Research Foundation and Oregon Health and Science University (OHSU) to seek future partnerships.

Quarter 4: This year, we have strengthened our relationships with Tuality Health Alliance and the Hillsboro Pediatric Clinic by working closely with them on recruitment for our *Nurturing Hope* class. In addition, we have used space provided by Tuality Health Alliance for our classes. This partnership has proven to be extremely successful and has lead to collaboration with OHSU.

We are exploring the possibility of new partnerships with Families and Communities Together (FACT) and the Juvenile Diabetes Research Foundation.

Goal: Increase Positive Parenting Programming

Goal: To provide five Nurturing Parenting programs, to include two longer-term series for parents and children with special needs and health challenges, one midrange option for general parenting education, and two single-session workshops for focused parenting skill development.

Quarter 1: This quarter, we started one of our longer-term series for parents and children with special needs and health challenges. Two of the scheduled 12 classes were completed this quarter. This series is being offered in Spanish in the Hillsboro area.

Quarter 2: This quarter we completed one of our longer-term series for parents and children with special needs and health challenges. Ten of the scheduled 12 classes were completed this quarter and the last class took place on December 6. This series was offered in Spanish in the

Hillsboro area. We also completed one of the single-session workshops we had planned. This workshop, entitled "Discipline Basics" took place on November 9 in Hillsboro.

Quarter 3: This quarter we started two of our longer-term series for parents and children with special needs and health challenges. Two of the scheduled 12 classes were completed this quarter in Hillsboro. One midrange option for general parenting education in Spanish was also started this quarter. Nine of the 14 classes were completed this quarter in Beaverton.

We also completed two of the single-session workshops we had planned. One workshop took place on January 17th. The other took place on March 21st. Both were held at the Sherwood School District Resource Center in Sherwood.

Quarter 4: Youth Contact has met its OPEC parenting education goal for programming year 2016-2017. One *Incredible Years* series, two *Nurturing Hope* series, five *Nurturing Parenting ABCs* programs, and seven *Nurturing Parenting* workshops have been completed this year. These programs were delivered in English, Spanish, and Somali, and served a total of 251 parents and 327 children. Classes were offered in Tigard-Tualatin, Beaverton, Hillsboro, and Forest Grove/Cornelius.

Appendix 6

CUMULATIVE OPEC PROGRAMMING NUMBERS

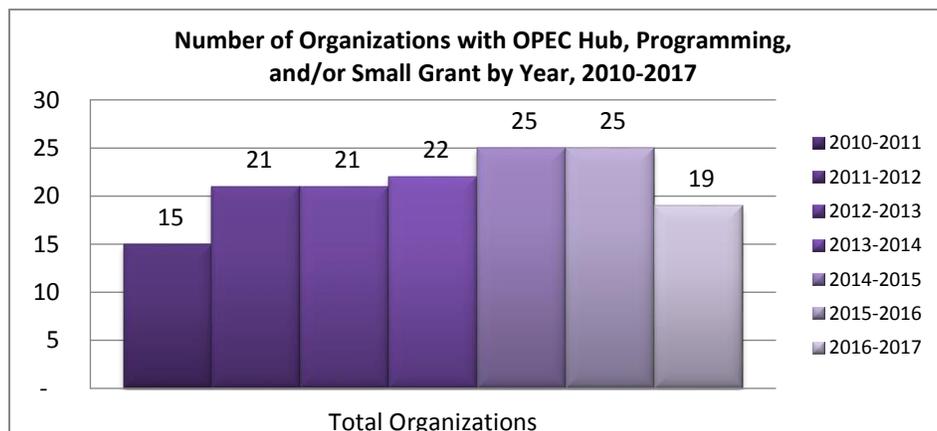
2016-2017

The tables in this appendix provide data by year for the following groups of OPEC sites:

- All Hubs and Programming/Small Grants
- All Hubs
- All Programming/Small Grants

When viewing OPEC data over time, it is important to note that the number of organizations receiving OPEC funding has changed over time. OPEC has funded regional parenting Hubs through a phased process over the course of seven years. In July 2010, OPEC began its first round of funding for six regional parenting Hubs. In July 2011, six additional Hubs were funded. In July 2014, the initiative continued to grow by funding three new Hubs and expanding the geographical reach of three existing Hubs. In July 2015, two new Hubs were established. Hub funding also ended in 2015 for two of the previous Hubs. In July 2016, two existing Hubs expanded their geographical reach to include three new counties. At the time of this report, there are a total of 15 OPEC Hubs providing parenting education in 29 of 36 Oregon counties plus Siskiyou County, California.

In addition to Hubs, OPEC has funded several rounds of Small and Programming Grant projects over the past seven years. The first round was funded from 2010-2013 and included nine sites across the state. The second round was funded from 2013-2016 and included ten sites in the Portland Metro area. In 2016-2017, a new round of Programming Grants were awarded to nine organizations. Four of the Programming Grants were awarded to non-Hub agencies and five were awarded to existing Hubs. The following chart displays the number of organizations receiving OPEC funding by year.



Cumulative OPEC Programming Numbers - All Hubs and Programming Grants

OPEC Programming Numbers by Site and Year	All Hubs & Programming/Small Grants							
	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Year 5 2014-2015	Year 6 2015-2016	Year 7 2016-2017	Total
OPEC-Funded Parenting Education Series								
Number of OPEC Series	73	157	168	155	148	159	162	1,022
Number of Classes	816	1,614	1,681	1,778	1,738	1,791	1,644	11,062
Parents Attending At Least One Class	---	---	---	---	---	2,123	1,947	4,070
Parents Attending--Average	683	1,262	1,408	1,392	1,382	1,438	1,253	8,818
Parents Attending 70% or more	601	1,071	1,276	1,226	1,203	1,252	1,156	7,785
Children/Youth Attending	535	1,039	1,163	1,041	1,177	1,386	1,366	7,707
Total Series Contacts	13,682	24,565	26,859	28,755	28,809	30,598	26,824	180,092
Non-OPEC Funded Parenting Education Series								
Non-OPEC Series	148	198	168	170	187	219	167	1,257
Number of Classes	1,271	1,928	1,555	1,659	2,031	2,305	1,684	12,433
Parents Attending At Least One Class	---	---	---	---	---	3,097	2,167	5,264
Parents Attending--Average	1,483	1,866	1,674	1,549	1,801	2,046	1,468	11,887
Parents Attending 70% or more	1,465	1,743	1,533	1,431	1,636	1,930	1,393	11,131
Children/Youth Attending	1,231	1,384	1,260	1,042	1,501	1,634	1,343	9,395
Total Series Contacts	23,352	30,520	27,881	26,025	36,665	36,840	28,601	209,884
Combined Parenting Education Series								
Number of Series	221	355	336	325	335	378	329	2,279
Number of Classes	2,087	3,542	3,236	3,437	3,769	4,096	3,328	23,495
Parents Attending At Least One Class	---	---	---	---	---	5,220	4,114	9,334
Parents Attending--Average	2,166	3,128	3,082	2,941	3,183	3,484	2,721	20,705
Parents Attending 70% or more	2,066	2,814	2,809	2,657	2,839	3,182	2,549	18,916
Children/Youth Attending	1,766	2,423	2,423	2,083	2,678	3,020	2,709	17,102
Total Series Contacts	37,034	55,085	54,740	54,780	65,474	67,438	55,425	389,976
Family Programs								
Wkshps, Total Number	76	160	213	264	290	307	315	1,625
Wkshps, People Attending	2,896	5,130	6,089	6,303	7,858	9,521	7,301	45,098
Wkshps, Children/Youth Attending	1,970	2,154	2,408	2,150	4,293	4,033	3,306	20,314
PS Activities, Total Number	1,200	1,509	2,392	3,322	3,104	2,861	2,911	17,299
PS Activities, People Attending	7,607	4,475	15,558	15,816	21,241	20,342	21,046	106,085
PS Activities, Children/Youth Attending	9,812	6,734	15,270	16,827	24,186	26,331	24,432	123,592
Fam Activities, Total Number	138	281	265	280	273	317	210	1,764
Fam Activities, Attendance	14,614	32,129	31,559	32,476	39,506	40,047	28,815	219,146
Total Number of Family Programs	1,414	1,950	2,870	3,866	3,667	3,485	3,436	20,688
Total Participation of Family Programs	36,899	50,622	70,884	73,572	97,084	100,274	84,900	514,235
Total Programmng Contacts	73,933	105,707	125,624	128,352	162,558	167,712	140,325	904,211

Cumulative OPEC Programming Numbers - All Hubs and Programming Grants

OPEC Programming Numbers by Site and Year	All Hubs & Programming/Small Grants							
	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Year 5 2014-2015	Year 6 2015-2016	Year 7 2016-2017	Total
Home Visitation								
OPEC: Number of Home Visits	0	0	3,389	2,900	2,908	1,493	1,842	12,532
OPEC: Total New Families	0	0	228	189	210	124	134	885
OPEC: Total New Children/Youth	0	0	321	307	344	224	197	1,393
Non-OPEC: Number of Home Visits	7,786	14,593	12,254	11,460	11,192	12,863	13,505	83,653
Non-OPEC: Total New Families	840	949	925	863	867	1,048	1,103	6,595
Non-OPEC: Total New Children/Youth	1,002	968	995	1,074	956	1,045	1,104	7,144
Other: Number of Home Visits	---	---	---	---	---	48	2,842	2,890
Other: Total New Families	---	---	---	---	---	27	237	264
Other: Total New Children/Youth	---	---	---	---	---	34	465	499
Total: Number of Home Visits	7,786	14,593	15,643	14,360	14,100	14,404	18,189	99,075
Total: Total New Families	840	949	1,153	1,052	1,077	1,199	1,474	7,744
Total: Total New Children/Youth	1,002	968	1,316	1,381	1,300	1,303	1,766	9,036
School Collaborations								
Programs/Classes <u>in</u> Schools	1,139	1,936	2,423	1,831	2,845	2,541	2,791	15,506
Programs/Classes <u>with</u> Schools	224	245	176	138	128	192	198	1,301
Total Programs/Classes in/with Schools	1,363	2,181	2,599	1,969	2,973	2,733	2,989	16,807
Training & Professional Development								
Trained Facilitators OPEC	66	302	141	176	174	115	141	1,115
Trained Facilitators Non-OPEC	91	160	130	151	128	226	199	1,085
Total Facilitators Trained	157	462	271	327	302	341	340	2,200
Prof. Dev Sessions for Facilitators	132	272	150	203	196	272	208	1,433
Number Facilitators Trained	757	1,528	781	476	905	685	440	5,572
Prof. Dev Sessions for Staff	162	173	365	277	229	324	259	1,789
Number Staff Trained	664	827	3,074	789	529	581	385	6,849
Prof. Dev Sessions for Community Partners	---	---	---	---	---	152	167	319
Number Partners Trained	---	---	---	---	---	3,352	3581	6,933
Community Capacity								
Advisory Board Meetings	179	242	227	190	209	289	293	1,629
Other Advisory Meetings Attended	451	854	959	835	1,261	1,387	1,063	6,810
Funds Leveraged	\$868,411	\$846,158	\$1,958,748	\$1,509,079	\$2,771,881	\$6,959,555	\$2,314,087	\$17,227,919
In-Kind Leveraged	\$157,298	\$477,278	\$1,957,625	\$854,414	\$914,608	\$821,185	\$632,389	\$5,814,797
Total Leveraged	\$1,025,709	\$1,323,436	\$3,916,373	\$2,363,493	\$3,686,489	\$7,780,740	\$2,946,476	\$23,042,716

Cumulative OPEC Programming Numbers - All Hubs

OPEC Programming Numbers by Site and Year	All Hubs							
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total
OPEC-Funded Parenting Education Series								
Number of OPEC Series	48	125	135	117	107	121	152	805
Number of Classes	495	1,164	1,316	1,227	1,142	1,250	1,548	8,142
Parents Attending At Least One Class	---	---	---	---	---	1,590	1,794	3,384
Parents Attending--Average	459	997	1,083	959	869	1,034	1,153	6,554
Parents Attending 70% or more	396	838	987	837	741	895	1,066	5,760
Children/Youth Attending	326	786	862	693	817	1,023	1,289	5,796
Total Series Contacts	7,684	16,492	19,301	17,475	17,406	21,451	25,042	124,851
Non-OPEC Funded Parenting Education Series								
Non-OPEC Series	141	178	146	161	181	204	162	1,173
Number of Classes	1,190	1,697	1,324	1,579	1,971	2,150	1,644	11,555
Parents Attending At Least One Class	---	---	---	---	---	2,869	2,086	4,955
Parents Attending--Average	1,426	1,662	1,455	1,440	1,724	1,872	1,418	10,997
Parents Attending 70% or more	1,427	1,564	1,375	1,328	1,564	1,766	1,350	10,374
Children/Youth Attending	1,197	1,173	1,081	997	1,416	1,534	1,281	8,679
Total Series Contacts	22,323	25,679	22,788	24,529	35,191	34,132	27,698	192,340
Combined Parenting Education Series								
Number of Series	189	303	281	278	288	325	314	1,978
Number of Classes	1,685	2,861	2,640	2,806	3,113	3,400	3,192	19,697
Parents Attending At Least One Class	---	---	---	---	---	4,459	3,880	
Parents Attending--Average	1,885	2,659	2,538	2,399	2,593	2,906	2,571	17,551
Parents Attending 70% or more	1,823	2,402	2,362	2,165	2,305	2,661	2,416	16,134
Children/Youth Attending	1,523	1,959	1,943	1,690	2,233	2,557	2,570	14,475
Total Series Contacts	30,007	42,171	42,089	42,004	52,597	55,583	52,740	317,191
Family Programs								
Wkshps, Total Number	44	134	194	247	275	286	293	1,473
Wkshps, People Attending	2,538	4,740	5,814	6,005	7,704	8,964	6,968	42,733
Wkshps, Children/Youth Attending	1,757	1,828	2,157	1,910	4,163	3,551	3,001	18,367
PS Activities, Total Number	901	1,108	1,955	3,118	2,887	2,592	2,844	15,405
PS Activities, People Attending	7,219	4,008	14,959	15,463	20,870	19,919	20,840	103,278
PS Activities, Children/Youth Attending	9,481	6,202	14,336	16,640	23,972	25,965	24,306	120,902
Fam Activities, Total Number	59	187	165	243	214	267	198	1,333
Fam Activities, Attendance	11,300	27,633	27,104	29,804	33,922	36,250	27,917	193,930
Total Number of Family Programs	1,004	1,429	2,314	3,608	3,376	3,145	3,335	18,211
Total Participation of Family Programs	32,295	44,411	64,370	69,822	90,631	94,649	83,032	479,210
Total Programming Contacts	62,302	86,582	106,459	111,826	143,228	150,232	135,772	796,401

Cumulative OPEC Programming Numbers - All Hubs

OPEC Programming Numbers by Site and Year	All Hubs							
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total
Home Visitation								
<i>OPEC</i> : Number of Home Visits	0	0	1,828	2,353	2,575	1,023	1,237	9,016
<i>OPEC</i> : Total New Families	0	0	63	98	144	39	83	427
<i>OPEC</i> : Total New Children/Youth	0	0	73	144	244	79	132	672
<i>Non-OPEC</i> : Number of Home Visits	6,436	12,897	11,984	11,460	11,121	11,596	12,431	77,925
<i>Non-OPEC</i> : Total New Families	661	824	898	863	853	990	1,080	6,169
<i>Non-OPEC</i> : Total New Children/Youth	734	770	951	1,074	928	947	1,082	6,486
<i>Other</i> : Number of Home Visits	---	---	---	---	---	7	2,838	2,845
<i>Other</i> : Total New Families	---	---	---	---	---	4	235	239
<i>Other</i> : Total New Children/Youth	---	---	---	---	---	0	462	462
Total : Number of Home Visits	6,436	12,897	13,812	13,813	13,696	12,626	16,506	89,786
Total : Total New Families	661	824	961	961	997	1,033	1,398	6,835
Total : Total New Children/Youth	734	770	1,024	1,218	1,172	1,026	1,676	7,620
School Collaborations								
Programs/Classes <u>in</u> Schools	924	1,860	2,116	1,541	2,464	2,159	2,713	13,777
Programs/Classes <u>with</u> Schools	201	191	136	86	66	138	151	969
Total Programs/Classes in/with Schools	1,125	2,051	2,252	1,627	2,530	2,297	2,864	14,746
Training & Professional Development								
Trained Facilitators OPEC	35	283	139	118	123	94	126	918
Trained Facilitators Non-OPEC	54	139	117	124	112	179	171	896
Total Facilitators Trained	89	422	256	242	235	273	297	1,814
Prof. Dev Sessions for Facilitators	70	209	119	173	169	207	176	1,123
Number Facilitators Trained	687	1,365	717	439	872	631	398	5,109
Prof. Dev Sessions for Staff	95	114	268	208	192	284	255	1,416
Number Staff Trained	112	384	2,661	622	382	418	371	4,950
Prof. Dev Sessions for Community Partners	---	---	---	---	---	139	164	303
Number Partners Trained	---	---	---	---	---	3,192	3,579	6,771
Community Capacity								
Advisory Board Meetings	81	176	168	163	177	254	283	1,302
Other Advisory Meetings Attended	345	699	756	717	1,098	1,197	981	5,793
Funds Leveraged	\$548,301	\$658,601	\$1,657,748	\$1,372,679	\$2,204,181	\$6,492,319	\$2,294,688	\$15,228,517
In-Kind Leveraged	\$140,207	\$460,653	\$1,930,490	\$834,134	\$876,779	\$798,601	\$628,298	\$5,669,162
Total Leveraged	\$688,508	\$1,119,254	\$3,588,238	\$2,206,813	\$3,080,960	\$7,290,920	\$2,922,986	\$20,897,679

Cumulative OPEC Programming Numbers - All Programming Grants

OPEC Programming Numbers by Site and Year	All Programming/Small Grants							
	Year 1 2010-2011	Year 2 2011-2012	Year 3 2013-2013	Year 4 2012-2014	Year 5 2014-2015	Year 6 2015-2016	Year 7* 2016-2017	Total
OPEC-Funded Parenting Education Series								
Number of OPEC Series	25	32	33	38	41	38	21	228
Number of Classes	321	450	365	551	596	541	213	3,037
Parents Attending At Least One Class	---	---	---	---	---	533	316	849
Parents Attending--Average	224	265	325	433	513	404	190	2,354
Parents Attending 70% or more	205	233	289	389	462	357	180	2,115
Children/Youth Attending	209	253	301	348	360	363	166	2,000
Total Series Contacts	5,998	8,073	7,558	11,280	11,403	9,147	3,548	57,007
Non-OPEC Funded Parenting Education Series								
Non-OPEC Series	7	20	22	9	6	15	0	79
Number of Classes	81	231	231	80	60	155	0	838
Parents Attending At Least One Class	---	---	---	---	---	228	0	228
Parents Attending--Average	57	204	219	109	77	174	0	840
Parents Attending 70% or more	38	179	158	103	72	164	0	714
Children/Youth Attending	34	211	179	45	85	100	0	654
Total Series Contacts	1,029	4,841	5,093	1,496	1,474	2,708	0	16,641
Combined Parenting Education Series								
Number of Series	32	52	55	47	47	53	21	307
Number of Classes	402	681	596	631	656	696	213	3,875
Parents Attending At Least One Class	---	---	---	---	---	761	316	1,077
Parents Attending--Average	281	469	544	542	590	578	190	3,194
Parents Attending 70% or more	243	412	447	492	534	521	180	2,829
Children/Youth Attending	243	464	480	393	445	463	166	2,654
Total Series Contacts	7,027	12,914	12,651	12,776	12,877	11,855	3,548	73,648
Family Programs								
Wkshps, Total Number	32	26	19	17	15	21	13	143
Wkshps, People Attending	358	390	275	298	154	557	123	2,155
Wkshps, Children/Youth Attending	213	326	251	240	130	482	127	1,769
PS Activities, Total Number	299	401	437	204	217	269	33	1,860
PS Activities, People Attending	388	467	599	353	371	423	54	2,655
PS Activities, Children/Youth Attending	331	532	634	187	214	366	81	2,345
Fam Activities, Total Number	79	94	100	37	59	50	23	442
Fam Activities, Attendance	3,314	4,496	4,455	2,672	5,584	3,797	2,165	26,483
Total Number of Family Programs	410	521	556	258	291	340	69	2,445
Total Participation of Family Programs	4,604	6,211	6,214	3,750	6,453	5,625	2,550	35,407
Total Programming Contacts	11,631	19,125	18,865	16,526	19,330	17,480	6,098	109,055

Cumulative OPEC Programming Numbers - All Programming Grants

OPEC Programming Numbers by Site and Year	All Programming/Small Grants							
	Year 1 2010-2011	Year 2 2011-2012	Year 3 2013-2013	Year 4 2012-2014	Year 5 2014-2015	Year 6 2015-2016	Year 7* 2016-2017	Total
Home Visitation								
OPEC: Number of Home Visits	0	0	1,561	547	333	470	824	3,735
OPEC: Total New Families	0	0	165	91	66	85	45	452
OPEC: Total New Children/Youth	0	0	248	163	100	145	67	723
Non-OPEC: Number of Home Visits	1,350	1,696	270	0	71	1,267	0	4,654
Non-OPEC: Total New Families	179	125	27	0	14	58	0	403
Non-OPEC: Total New Children/Youth	268	198	44	0	28	98	0	636
Other: Number of Home Visits	---	---	---	---	---	41	43	84
Other: Total New Families	---	---	---	---	---	23	19	42
Other: Total New Children/Youth	---	---	---	---	---	34	22	56
Total: Number of Home Visits	1,350	1,696	1,831	547	404	1,778	867	8,473
Total: Total New Families	179	125	192	91	80	166	64	897
Total: Total New Children/Youth	268	198	292	163	128	277	89	1,415
School Collaborations	Non-Hubs Only							
Programs/Classes <u>in</u> Schools	215	76	307	290	381	382	78	1,729
Programs/Classes <u>with</u> Schools	23	54	40	52	62	54	47	332
Total Programs/Classes in/with Schools	238	130	347	342	443	436	125	2,061
Training & Professional Development	Non-Hubs Only							
Trained Facilitators OPEC	31	19	2	58	51	21	15	197
Trained Facilitators Non-OPEC	37	21	13	27	16	47	28	189
Total Facilitators Trained	68	40	15	85	67	68	43	386
Prof. Dev Sessions for Facilitators	62	63	31	30	27	65	32	310
Number Facilitators Trained	70	163	64	37	33	54	42	463
Prof. Dev Sessions for Staff	67	59	97	69	37	40	4	373
Number Staff Trained	552	443	413	167	147	163	14	1,899
Prof. Dev Sessions for Community Partners	---	---	---	---	---	13	3	16
Number Partners Trained	---	---	---	---	---	160	2	162
Community Capacity	Non-Hubs Only							
Advisory Board Meetings	98	66	59	27	32	35	10	327
Other Advisory Meetings Attended	106	155	203	118	163	190	82	1,017
Funds Leveraged	\$320,110	\$187,557	\$301,000	\$136,400	\$567,700	\$467,236	\$19,399	\$1,999,402
In-Kind Leveraged	\$17,091	\$16,625	\$27,135	\$20,280	\$37,829	\$22,584	\$4,091	\$145,635
Total Leveraged	\$337,201	\$204,182	\$328,135	\$156,680	\$605,529	\$489,820	\$23,490	\$2,145,037

*Year 7: Series, Family Programs, and Home Visits reflects only programs using Programming Grant funds for all grantees; School Collaborations, Training & Professional Development and Community Capacity reflects totals for Non-Hubs grantees only.

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	242	180	74%
Clackamas County	154	140	91%
Clatsop/Columbia/Tillamook	87	74	85%
Columbia Gorge	80	72	90%
Coos/Curry	193	172	89%
Douglas/Klamath/Lake	113	96	85%
Jackson/Josephine	145	137	94%
Lane County	217	216	100%
Linn/Benton	134	114	85%
Marion County	236	194	82%
Polk/Yamhill	188	163	87%
Siskiyou County	424	365	86%
Umatilla/Morrow/Union	226	204	90%
Wallowa/Baker/Mahleur	21	19	90%
Washington County	164	143	87%
Combined Total	2,624	2,289	87%

Programming Grant Projects

(Programs with Programming Grant Funding Only)

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			
Black Parent Initiative	---	---	---
Building Healthy Families	11	9	82%
Family Resource Center of Central Oregon	18	15	83%
Linn-Benton Community College	5	5	100%
Self Enhancement Inc	23	17	74%
Southern Oregon Child and Family Council, Inc.	50	47	94%
Southwestern Oregon Community College	13	12	92%
Virginia Garcia	4	4	100%
Youth Contact	21	16	76%
Combined Total	145	125	86%