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OREGON STATE UNIVERSITY



Year 4 Report 2013-2014

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Cumulative Summary

2010-2014

Year 4 Report

2013-2014

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OPEC 4-Year Cumulative Summary

2010-2014

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 are OCF, the Meyer Memorial Trust, The Ford Family Foundation, The Collins Foundation, and OCF Donor Advised Funds.

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

Mission

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

Vision

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

Goals

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

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

In July 2010, OPEC began its first round of funding for six regional parenting Hubs (Cohort 1). In July, 2011, six additional Hubs (Cohort 2) were funded. The multi-year funding consists of full funding for three years with step-down funding beginning in the fourth year. In July 2014, the initiative continued to expand by funding three new Hubs, bringing the total to 15 regional parenting Hubs serving 27 Oregon counties and Siskiyou County, California. This report provides a summary of the accomplishments of the twelve Hubs that have been in place for three or more years.

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

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

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

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

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

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

Hubs and Small Grants: Increasing Access to Parenting Programs

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

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

Table 1

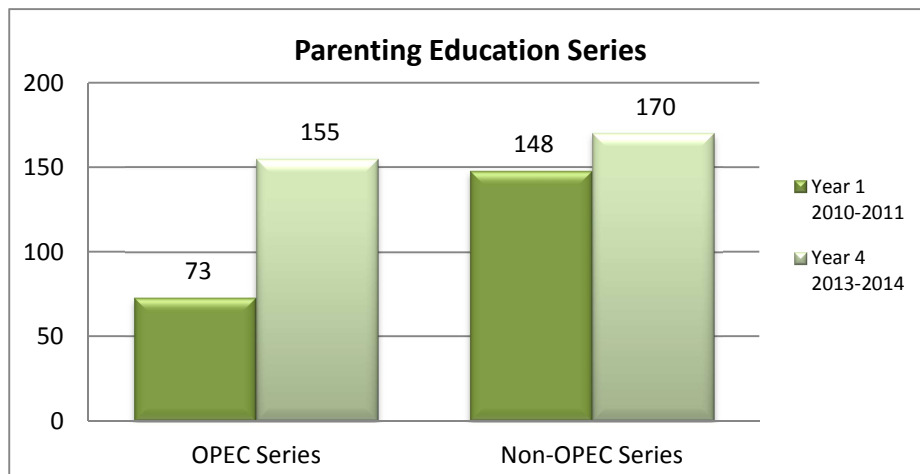
Programming Numbers 2010-2014

Activity	Description	Hubs	Small Grants	Total
OPEC Parenting Education Series	Parenting Series Completed	425	128	553
	Parenting Classes	4,202	1,687	5,889
	Parents Attended	3,498	1,247	4,745
	Children/Youth Attended	2,667	1,111	3,778
Non-OPEC Parenting Education Series	Parenting Series Completed	626	58	684
	Parenting Classes	5,790	623	6,413
	Parents Attended	5,983	589	6,572
	Children/Youth Attended	5,694	469	4,917
Parent Workshops	Number of Workshops	619	94	713
	Parents Attended	19,097	1,321	20,418
	Children/Youth Attended	7,652	1,030	8,682
Parent Support Activities	Number of Sessions	7,082	1,341	11,423
	Parents Attended	41,649	1,807	43,456
	Children/Youth Attended	46,659	1,684	48,643
Family Activities	Number of Activities	654	310	964
	People Attended	95,841	14,937	110,778
Home Visits	Number of Home Visits	46,958	5,424	52,382
	Total New Families	3,407	587	3,994
	Total New Children/Youth	3,746	921	4,667

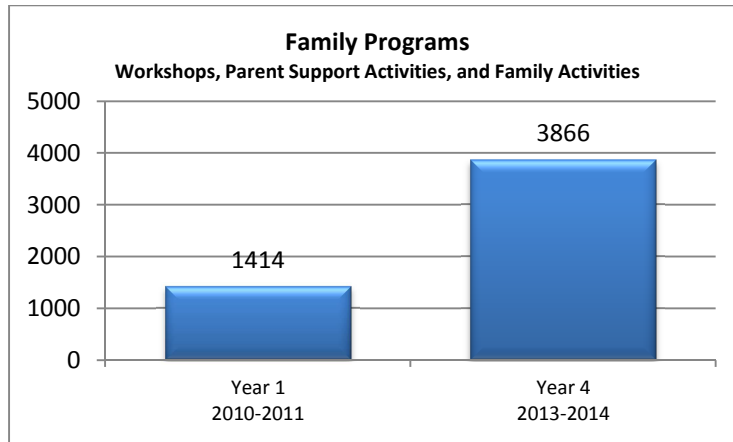
Although there are fluctuations among the individual Hubs, the overall number of parenting education programs implemented and the number of parents participating has increased since the initiative began in 2010. While much of this increase can be attributed to the addition of six

Cohort 2 Hubs in 2011, Cohort 1 Hubs and Small Grant sites also continued to contribute to the overall growth.

It is important to note that in 2013, Cohort 1 Hubs experienced their first year of step-down funding. This 22% decrease in funding contributed to a reduction in the number of evidence-based parenting education series they were able to offer. In spite of Cohort 1's decline in series in Year 4, the number of OPEC-funded series has increased by 112% since 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 doubled (104%) with more parents accessing OPEC-funded series in Year 4 than the first year of the initiative.



In addition to an increase in evidence-based series, there has also been a significant expansion of additional parenting education opportunities compared to the first year of OPEC. This includes a 247% growth in the number of workshops, a 103% increase in Family Activities, and a 177% increase in Parent Support Activities. This tremendous surge in family programming resulted in double (99% increase) the number of adult and child participants between the first and fourth year of programming.



Demographic data from the Parenting Skills Ladder and Parenting Workshop Evaluation surveys provides a description of the families reached through the OPEC initiative. Parents are the target audience for class series and workshops. However, participants may include other community members including school-age students. Table 2 displays the demographic information for parents completing the surveys between July 2010 and June 2014.

Table 2

	Hubs N = 10,049	Small Grants N = 1,562
Age Range of Participant	14 to 85 years	15 to 67 years
Average Age of Participant	35 years	31 years
Gender	69% Female 24% Male 7% Did Not Specify	72% Female 25% Male 3% Did Not Specify
Race/ethnicity	69% White 17% Hispanic 4% Native American 1% Black/African American 1% Asian 8% Other/Did Not Specify	29% White 46% Hispanic 2% Native American 6% Black/African American 10% Asian 7% Other/Did Not Specify
Parenting Style	62% With a Partner 25% By Self 12% Did Not Specify	67% With a Partner 28% By Self 5% Did Not Specify
Use of Services Designated for Low-Income Households	37% receive WIC 45% use Oregon Health Plan 30% had school-aged children who received free or reduced lunch	56% receive WIC 72% use Oregon Health Plan 38% had school-aged children who received free or reduced lunch

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Table 2 (continued)

	Hubs N = 10,049	Small Grants N = 1,562
Age Range of Children	Under 1 to 18 years	1 to 18 years
Average Age of Children	6 years	6 years
Children Ages 0-6	62%	59%
Average Children per Household	1.74 children	1.98 children

In 2012-2013, the OSU Evaluation team added an additional data collection field to capture the estimated number of participants who were mandated, referred, or involved with Department of Human Services (DHS) child welfare, if known by the OPEC site. Over the two year period this data has been collected, approximately 29% of parents participating in OPEC-funded parenting education series were involved with DHS.

The primary objective for the Small Grants was to increase parenting education programming to specific audiences. Over the course of Small Grant funding, sites have continually met their objective of implementing evidence-based, culturally-specific parenting education programs to targeted audiences in their local communities. Approximately 46% of the OPEC-funded parenting education classes offered by Small Grant sites were presented in languages other than English, including Spanish, Somali, and Burmese. Most culturally-specific series are led by bilingual parenting education facilitators representative of the target population.

OPEC funding increased the capacity of organizations receiving Small Grants to offer this type of programming. Over the four years of funding, Small Grant sites trained a total of 110 facilitators to utilize evidence-based parenting education curricula. Small Grant sites also reported leveraging \$1,026,198 in new funds and in-kind donations to support their program efforts.

Hubs and Small Grants: Improving Parent and Child Skills

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

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

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

Using the Parenting Skills Ladder, parents assess their parenting skills before and after participation in a class series. Overall during the past four 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 6,154 parents who participated in parenting education series through Hub and Small Grant sites from 2010-2014.

Table 3

Parenting Skills Before and After Participation

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.1	4.8***
Show my child(ren) love and affection frequently	4.6	5.4***
Listen to my child(ren) to understand their feelings	3.6	5.1***
Help my child(ren) feel good about themselves	4.0	5.2***
Set and stick to reasonable limits and rules	3.3	4.8***
Know fun activities to help my child(ren) learn	3.6	4.9***
Find positive ways to guide and discipline my child(ren)	3.4	5.0***
Play with my child(ren) frequently	4.0	5.1***
Protect my child(ren) from unsafe conditions	4.8	5.5***
Talk with other parents to share experiences	3.2	4.8***
Deal with the day-to-day stresses of parenting	3.2	4.8***
Understand my goals and values as a parent	3.7	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 = 6,154.

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

Table 4**Child Skills Before and After Participation**

Child Skills	Before Participation	After Participation
Shows concern for others	3.3	4.3***
Willing to follow limits and rules	2.8	4.0***
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, $p < 0.05$. $N = 6,154$.

In addition to examining how each item on the PSL changed, additional analysis was conducted in 2013-2014 to determine whether the impact of parenting education varied as a function of parents' demographic characteristics or the type of parenting education curriculum. Overall, parents reported that their children's skills, as well as their own parenting skills, improved as a result of the series. However, there were greater gains for some audiences. Low-income parents reported somewhat greater gains in both parenting and child skills than non-low-income parents. Minority parents reported greater gains in parenting and child skills than Caucasian parents. In addition, the analysis showed that parents who attend evidence-based parenting education series reported greater gains than parents who attended non-evidence-based series.

Over the past four years, each of the twelve Cohort 1 and Cohort 2 OPEC Hubs hosted a parent focus group facilitated by OSU faculty and graduate students. A total of 104 parents participated in the focus groups. Analysis of the open-ended questions on the Parenting Skills Ladder and focus group responses supported the quantitative data; which together suggested that the vast majority of participants in the Hub programs benefitted from their participation in a parenting education series. Qualitative data provided by the parents indicate they felt more confident in their parenting abilities. They also believed they had a greater knowledge and understanding of child development and age appropriate behavior. Parents shared that they had improved their communication skills and were using more positive discipline strategies. In addition, parents said they were more patient and calm with their children and had learned effective ways to manage their own stress.

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

Overwhelmingly, parents were satisfied with their parenting education experiences. Of the 6,010 participants completing the satisfaction section of the PSL, 97% reported that the information and resources in the class or home visits were somewhat or very helpful. In addition, 97% of the parents responded that they were likely to recommend the classes to others. Of the 5,596 Parent Workshop Evaluation surveys collected, 96% of the respondents described the workshop materials as somewhat or very helpful. Additionally, 97% reported that they would use the information or resources presented at the workshop a lot or some of the time.

Hubs: Increasing Organizational Capacity

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

Table 5

Organizational Capacity Numbers 2010-2014

Activity	Description	Hubs
Facilitators Trained In Curricula	OPEC Facilitators Trained	575
	Non-OPEC Facilitators Trained	434
Professional Development	Sessions for Facilitators	571
	Sessions for OPEC Staff	685
Advisory Meetings	Advisory Board Meetings	588
Funds Leveraged	Funds Leveraged	\$4,237,329
	In-Kind Leveraged	\$3,365,484
	Total Leveraged	\$7,602,813

Hubs reported that a total of 1,009 facilitators were trained in parenting education curricula during the past four years using both OPEC funds and partner resources. Hubs further increased their organizational capacity by making professional development opportunities accessible to facilitators and other professional staff, enhancing their communities' ability to offer high-quality programming and meet the needs of families.

In addition to paid staff, organizations relied on members of their advisory council or board of directors to assist in determining priorities, meeting their goals and objectives, and providing a degree of oversight for fiscal and other management operations. The advisory councils are diverse in their membership and are representative of the communities being served by the Hubs. Advisory council members have been included in the development of both strategic and sustainability plans for the initiative.

During their first year of funding all Hubs were required to develop strategic plans that would help strengthen their organizations over time and sustain programs financially in the future. Through strategic planning, Hubs collected input from over 4,400 parents and 330 community partners to identify strengths and gaps in parenting education in Hub regions. These needs assessments helped to determine goals and directions for further development of programs. Hubs continue to use the strategic plans as "road maps" and make updates as needed.

Strategic plans helped to clarify not only priority areas for programming but also the need for strategies for sustainability. Hubs were required to write sustainability plans during the 2012-2013 program year. Overall, the sustainability plans reflected the Hubs' understanding of the importance of diversified funding streams. As should be expected, there was not one "silver bullet" tactic for sustainability. Rather, most Hubs identified multiple strategies that built on their strengths, collaborative relationships, and the changing landscape of funding for early childhood and family services. Over the past four years, Hubs leveraged over \$7.6 million in new funds and in-kind donations.

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

Hubs: Increasing Community Collaboration

Effectively meeting the needs of families and creating positive change within communities requires collaboration among a variety of organizations that work with parents and children.

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

Hubs used many different methods to recruit parents to program offerings. Methods included newsletters, newspaper articles and ads, radio spots, TV announcements, websites, flyers, community bulletin boards, and social media outlets such as Facebook. In addition, Hubs initiated awareness campaigns with targeted messages on topics such as child abuse prevention, the importance of parenting, and the normalizing of parenting education.

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

Working with local schools can be an effective way to reach and engage families. For OPEC reporting purposes, the definition of school included preschools, Head Starts, and elementary schools. Hubs linked their programs with school districts through the location of programs in school facilities, requests for announcements and descriptions of parenting education programs in school bulletins and newsletters, and the involvement of Hubs in school events and ongoing activities. During the first four years of the OPEC initiative, over 6,441 programs or class sessions have been held in school facilities with an additional 614 programs co-sponsored by schools but held in other facilities in the community.

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

From 2010-2014, a total of 304 community partners provided information about the parenting education collaboration in their Hub regions through an online survey or focus group.

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

- Promoting networking and exchange of information among members of the collaboration
- Bringing together people and organizations who would not have worked together otherwise
- Taking active steps to include members that are representative of the community
- Increasing access to parenting education for targeted parent populations
- Generating community awareness of the importance of parenting education
- Integrating local services and supports through formal agreements
- Sharing leadership among stakeholders
- Coordinating efforts to avoid duplication of services
- Sharing resources to implement parenting programming
- Expanding parenting education opportunities
- Enhancing the quality of parenting education programs

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

Summary

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



2013-2014 Year 4 Executive Summary

OPEC at a Glance

Year 4 Program Highlights

2,941 parents participated in **325** parenting education series

1,052 new families reached with home visits

6,303 parents attended **264** workshops

32,476 adults and youth participated in **280** family activities

32,643 parent and youth contacts made through parent support activities

The Oregon Parenting Education Collaborative (OPEC) is a multi-year initiative led by The Oregon Community Foundation (OCF), The Ford Family Foundation, and Oregon State University (OSU). Financial supporters include the Meyer Memorial Trust, The Collins Foundation, and OCF Donor Advised Funds. The initiative supports expanded access to best practice parenting education programs, with a focus on programs reaching parents of children prenatal to age six, and supports efforts to develop and strengthen regional parenting education “Hubs.” OPEC is unique in its collaborative, foundation-approach in building a statewide infrastructure for parenting education through community-based non-profits and public agencies. The initiative was launched in July 2010. In 2013-2014, there were twelve regional parenting Hubs serving 19 Oregon counties and Siskiyou County, California. During this past year the OPEC initiative also funded ten Small Grant projects in the Portland Metro area to provide evidence-based classes and/or home visiting for specific groups of parents. The OSU evaluation team synthesized overarching lessons and impacts for the program year.

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

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

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

- committing staff FTE to the coordination and leadership for parenting education
- strengthening their advisory groups
- training facilitators
- developing social media tools to reach parents and community members
- leveraging over \$2.2 million in new funding and in-kind donations

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

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



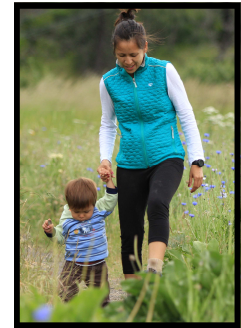
Increasing Positive Parenting Capacity

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

Programming Numbers 2013-2014

Activity	Description	Hubs	Small Grants	Total
OPEC Parenting Education Series*	Parenting Series Completed	117	38	155
	Parenting Classes	1,227	551	1,778
	Parents Attended	959	433	1,392
	Children/Youth Attended	693	348	1,041
Non-OPEC Parenting Education Series**	Parenting Series Completed	161	9	170
	Parenting Classes	1,579	80	1,659
	Parents Attended	1,440	109	1,549
	Children/Youth Attended	1,328	45	1,042
Parent Workshops	Number of Workshops	247	17	264
	Parents Attended	6,005	298	6,303
	Children/Youth Attended	1,910	240	2,150
Parent Support Activities	Number of Sessions	3,118	204	3,322
	Parents Attended	15,463	353	15,816
	Children/Youth Attended	16,640	187	16,827
Family Activities	Number of Activities	243	37	280
	People Attended	29,804	2,672	32,476
Home Visits	Number of Home Visits	13,813	547	14,360
	Total New Families	961	91	1,052
	Total New Children/Youth	1,218	163	1,381

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



Demographics

of families completing parenting series and workshop evaluations

Number of Parents: 3,484
Number of Children: 6,208

Gender

26% Men
67% Women
7% Did not specify

Race/Ethnicity

57% White/Caucasian
23% Hispanic
2% Black/Afr. American
5% Asian
4% Native American
9% Other/Unspecified

Age of Class Participant

Age Range: 14 to 87
Average Age: 35

Parenting Style

63% with Partner
24% by Themselves
13% did not specify

Children

Average Age: 6
Age Range: 0 to 18
Age 0-6 Years: 58%
Children per Family: 2

Low-Income Resources Utilized by Participants

40% receive WIC
46% utilize the Oregon Health Plan
32% receive free or reduced lunches

Parent Satisfaction

Parenting Education Series

97% said the series was helpful
97% would recommend the series to others



Parent Workshops

96% found the workshops helpful
97% said they would use the information

Improved Parent and Child Skills

Hubs and Small Grant sites are required to administer the Parenting Skills Ladder (PSL), a retrospective pre-post survey, to participants completing a series of parenting education classes or home visits funded by the grant. Many Hub grantees and their partners are also choosing to use the PSL with non-OPEC funded classes. Using the PSL, parents assess their parenting skills before and after participation in a class series. During the past year, parents completing the PSL reported **significant improvement in parenting skills across all items of the survey**. The following table presents aggregate PSL data from 1,731 parents who participated in parenting education through Hub and Small Grant sites.

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.1	4.8***
Show my child(ren) love and affection frequently	4.6	5.4***
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	3.2	4.7***
Know fun activities to help my child(ren) learn	3.5	4.9***
Find positive ways to guide and discipline my child(ren)	3.4	5.9***
Play with my child(ren) frequently	4.0	5.0***
Protect my child(ren) from unsafe conditions	4.8	5.5***
Talk with other parents to share experiences	3.1	4.8***
Deal with the day-to-day stresses of parenting	3.2	4.7***
Understand my goals and values as a parent	3.7	5.1***

Note. Rated on a scale of 1-6. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 1,731$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	3.2	4.2***
Willing to follow limits and rules	2.7	3.9***
Gets along with others	3.5	4.4***

Note. Rated on a scale of 1-6. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 1,731$.

Additional analysis was conducted to determine whether the impact of parenting education varied as a function of parents' demographic characteristics or the type of parenting education curriculum. The analysis revealed that there were greater gains for some audiences. Low-income parents reported somewhat greater gains in both parenting and child skills than non-low-income parents. Minority parents reported greater gains in parenting and child skills than Caucasian parents. In addition, parents who attended evidence-based parenting education series reported greater gains than parents who attended non-evidence-based series.



Quotes from program participants

"I feel more confident in my parenting skills."

"This class has made me a better parent, [which is] creating a better and easier life for my child."

"I have a better understanding of where my son is for his age and how to support his development."

"I have more confidence."

"I learned about discipline, not spanking."

"It has helped me to build a network of support with other moms."

"I feel that I am more aware of ways to communicate with my kids...there is a lot less anger in the home."

"I have more patience and understand that most of my child's behavior is normal."

" [I] learned how to better interact with my child in a supportive way that builds confidence and social skills."



Overall Challenges

Uncertainties associated with the state Early Learning redesign and pending reorganization of state agencies

Recruiting parents from remote communities for program participation

Navigating the logistics for multi-county Hubs

Keeping social media updated and current

Offering quality child care

Finding adequate funding to maintain and expand programs

Facilitator turnover at host and/or partner organizations

Lack of follow through by partner agencies for program implementation

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 fortifying the capacity of organizations for building partnerships, leading coordination efforts, and implementing parenting education programming. Through the OPEC grant, Hubs had an average of 1.08 FTE devoted to these efforts. Hubs reported that a total of **242 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 **173 sessions of professional development** opportunities accessible to facilitators, enhancing their ability to offer high quality programming.

Governance. In addition to paid staff, organizations relied on members of their advisory council or board of directors to assist in determining priorities, meeting their goals and objectives, and providing oversight for fiscal and other management operations. Hubs held a combined total of **163 advisory group meetings** during the past year. Websites and other social media tools were utilized to connect parents and community partners to programming.



Sustainability. Recognizing the importance of planning for sustainability, all Hubs received specific technical assistance in this area and were required to develop sustainability plans during the previous program year. During 2013-2014, the Hubs reported their sustainability efforts and that their advisory councils were still actively engaged in sustainability planning and that sub-committees with a focus on strategic funding were still meeting. Most Hubs are using multiple sustainability strategies that have built on their strengths, collaborative relationships, and the changing landscape of funding for early childhood and family services. During the past year, Hubs **leveraged over \$2.2 million in new funding and in-kind donations.**

Insights from OPEC Community Partners

In May and June 2014, a total of 26 community partners participated in focus groups and surveys in three Cohort 2 Hub regions. Participants represented a wide range of agencies and organizations. Data from the focus groups and survey indicated that community partners felt that the OPEC initiative:

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

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

96%

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 **22 million potential contacts** with these strategies this year, doubling the number reported during the previous year. In addition, Hubs initiated **awareness campaigns** with targeted messages on topics such as child abuse prevention, the importance of parenting, early literacy, and the normalizing of parenting education. These campaigns utilized similar marketing methods and reached over **17 million potential contacts**.

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

Partnerships with Schools. Working with local schools, preschools, and Head Starts can be an effective way to reach and engage families. Hubs linked their programs with school districts through offering programs in school facilities, announcements and descriptions of parenting education programs in school bulletins and newsletters, and being involved in school events and ongoing activities. As a primary partner, over **1,600 programs or class sessions were held in school facilities** or co-sponsored by schools but held in other facilities.

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



Lessons Learned by OPEC Hubs

- ◆ Seek the input of multiple partners
- ◆ Invest in community partnerships
- ◆ Be resilient in times of change
- ◆ Increase the visibility of your program to decrease the stigma associated with participation
- ◆ It takes time to build and strengthen community infrastructure takes time
- ◆ Evaluate programming efforts to ensure quality and growth
- ◆ Provide quality child care

Oregon Parenting Education Collaborative

INTRODUCTION

2013-2014

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

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

Mission

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

Vision

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

Goals

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

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

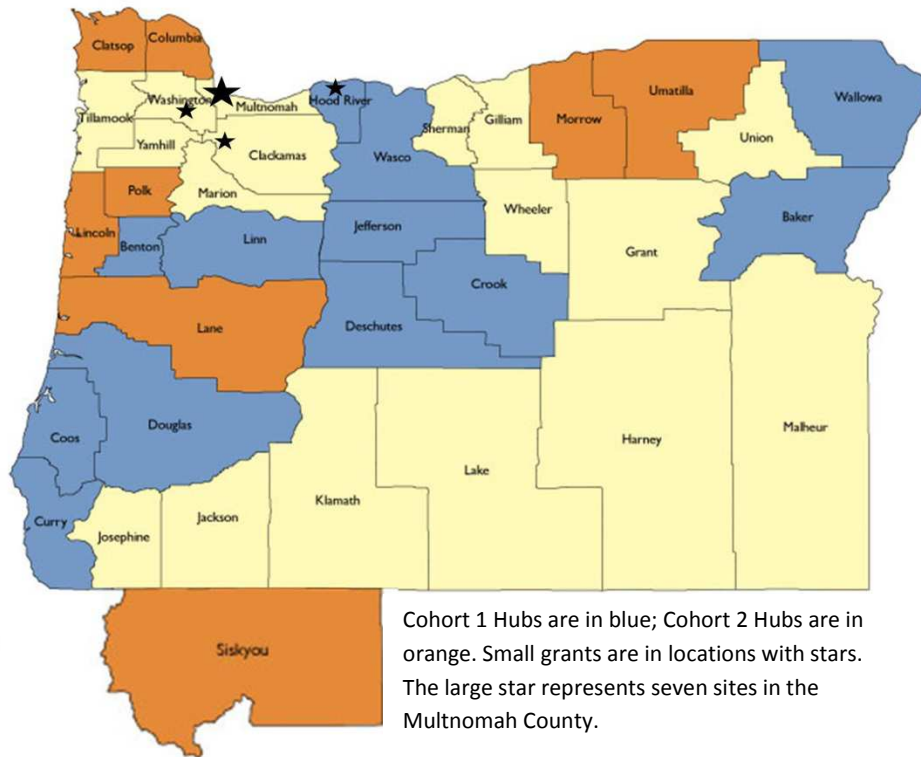
Oregon Parenting Education Collaborative Sites

In July 2010, OPEC began its first round of funding for six regional parenting Hubs (Cohort 1). In July, 2011, six additional Hubs (Cohort 2) were funded. The multi-year funding consists of full funding for three years with step-down funding beginning in the fourth year. In July 2014, the initiative continued to expand by funding three new Hubs, bringing the total to 15 regional parenting Hubs serving 27 Oregon counties and Siskiyou County, California. This report provides a summary of the accomplishments of the twelve Hubs that have been in place for three or more years.

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

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

Oregon Parenting Education Collaborative, 2013-2014



Report Structure

This report contains in-depth program results for Year 4 of the initiative, 2013-2014.

Sections include:

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

Appendices include:

- Evaluation and Technical Assistance Overview
- Parent Voices
- Community Partner Perspectives
- Cohort 2 Follow-Up Coordinator Survey
- Cohort 2 Hub Self-Assessment
- Cumulative Numbers for OPEC Hubs

Oregon Parenting Education Collaborative

PARENTING EDUCATION HUBS

2013-2014

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). OPEC was launched in July 2010 with the funding of six regional parenting Hubs (Cohort 1) designed to coordinate infrastructure for parenting education and implement programming in twelve counties. In July 2011, an additional six Hubs (Cohort 2) were funded to serve seven Oregon counties and Siskiyou County, California. This addition means that half of Oregon’s counties are covered by an OPEC Hub. Hubs are fully funded for three years, with step-down funding in the fourth and fifth year. In 2013-2014, Cohort 1 Hubs were in their first year of step-down funding and Cohort 2 Hubs were in their third year of full funding.

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

Table 1

Hub Grantees

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

Continued on next page

Table 1 (continued)

Hub Grantees

Hub	Hub Name	Fiscal Organization	Counties Served
Cohort 2			
Clatsop/Columbia	<i>Northwest Parenting Education and Support</i>	Clatsop Juvenile Department	Clatsop, Columbia
Lane County	<i>LaneKids</i>	United Way of Lane County	Lane
Lincoln County	<i>Coastal Families Together</i>	Lincoln Commission on Children & Families	Lincoln
Polk County	<i>Mid-Valley Parenting of Polk County</i>	Polk County Human Services Administration Department	Polk
Siskiyou County	<i>Siskiyou Parenting Hub Project</i>	Siskiyou Community Services Council	Siskiyou, California
Umatilla/Morrow	<i>Umatilla-Morrow Parent Education Collaborative</i>	Umatilla-Morrow County Head Start, Inc.	Umatilla, Morrow

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

Hubs reported their efforts to cultivate and improve programs in order to meet the needs of parents and children in their communities. The following is a synopsis of the outcomes and progress made by the Hubs during 2013-2014:

- **Expanded the menu of parenting education programs offered by their organizations**
 - 117 OPEC funded and 161 non-OPEC funded parenting education series
 - 2,806 individual classes (7% in Spanish) reaching 2,399 parents and 1,690 youth
 - 247 family workshops including 6,005 parents and 1,910 youth
 - 3,118 parent support sessions serving 32,103 parents and youth
 - 243 family activities with 29,804 adults and youth attending
 - 13,813 home visits with 961 new families and 1,218 new children/youth

- **Reached parents and children representative of universal and targeted audiences**
 - 65% of parents were White, 20% were Hispanic/Latino, 4% were Native American, less than 1% were Black, less than 1% were Asian, 3% were other/mixed ethnicity, and 7% did not specify ethnicity/race
 - 83% of parents participating in series and workshops had children age 6 or under
 - 67% were women, 25% were men, 8% did not specify gender
 - 62% were parenting with a partner, 24% were parenting by themselves, 14% did not specify parenting style
 - 63% 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)
 - 32% of parents participating in OPEC funded parenting education series were involved with Department of Human Services Child Welfare

- **Reported significant improvement for parents participating in parenting education series as measured by the Parenting Skills Ladder**
 - Overall, parents reported that their children’s skills, as well as their own parenting skills, improved as a result of the series
 - Low-income parents reported an 11% greater increase in their parenting skills than others
 - Single parents reported a 12% greater increase in their children’s behaviors compared to parents who parent with a partner
 - Hispanic parents reported a 24% greater increase in their children’s behaviors compared to Caucasian parents
 - Parents who attended series using evidence-based curricula report a 24% greater increase in their children’s skills compared to parents who participated in non-evidence-based curricula series

- **Provided parents with a positive learning experience**
 - 97% of participants reported that the information and resources in the series were somewhat or very helpful
 - 97% of the parents responded that they were likely to recommend the series to others
 - 96% of the respondents described the workshops as helpful
 - 96% of the respondents reported that they would use the information presented at the workshops

- **Strengthened the capacity of their organizations and communities to implement and sustain parenting education efforts**
 - Committed FTE designated for the implementation and support of the OPEC initiative
 - Trained 242 new facilitators in parenting education curricula
 - Offered 381 sessions of professional development for facilitators and staff
 - Held 163 advisory group meetings
 - Identified sources for new funding and in-kind donations, leveraging \$2,206,813

- **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 22 million potential contacts
 - Reached an estimated 17 million potential contacts through awareness campaigns with targeted messages on parenting topics
 - Partnered with schools to offer 1,541 programs in school facilities, and 86 additional programs co-sponsored by schools but held in other facilities in the community

COMPREHENSIVE 2013-2014 OUTCOMES

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

- Positive Parenting Capacity
- Organizational Capacity
- Community Collaboration

POSITIVE PARENTING CAPACITY

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

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

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

Parenting Education Activities

OPEC Hubs served families through a variety of programming opportunities in 2013-2014. Programming results include information about the types of programs in which parents participated, their experiences with the programs, and the changes they made as a result of their participation. Parenting education programming described in this section includes parenting education class series, family programs (workshops, support activities, and family activities), and home visitation.

Parenting Education Series

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

Table 2

Parent Education Series Offered by Hubs and Partners in 2013-2014

Activity	Description	Cohort 1 Hubs	Cohort 2 Hubs	Total
OPEC Parenting Education Series	Parenting Series Completed	57	60	117
	Parenting Classes	603	624	1,227
	Parents Attended	455	504	959
	Parents Attended 70% or More	409	428	837
	Children/Youth Attended	353	340	693
	Contact Opportunities (parents & youth)	8,559	8,916	17,475
Non-OPEC Parenting Education Series	Parenting Series Completed	99	62	161
	Parenting Classes	917	662	1,579
	Parents Attended	819	621	1,440
	Parents Attended 70% or More	769	559	1,328
	Children/Youth Attended	684	313	997
	Contact Opportunities (parents & youth)	14,650	9,879	24,529
Combined Total (OPEC and Non-OPEC)	Parenting Series Completed	156	122	278
	Parenting Classes	1,520	1,286	2,806
	Parents Attended	1,274	1,125	2,399
	Parents Attended 70% or More	1,178	987	2,165
	Children/Youth Attended	1,037	653	1,690
	Contact Opportunities (parents & youth)	23,209	18,795	42,004

Total Series

During 2013-2014, Hub sites completed a total of 117 OPEC funded parenting education series, totaling 1,227 individual classes. Of the 1,227 classes, 1,117 (91%) were in English, 104 (8%) were in Spanish, and six (<1%) were taught in another language. As part of their initiative, Hub sites also reported a total of 161 non-OPEC parenting education series, totaling 1,579 classes. Of the 1,579 classes, 1,492 were in English and 87 (6%) were in Spanish. Table 3 includes the number of OPEC and non-OPEC series conducted at each site in 2013-2014.

Table 3

OPEC and Non-OPEC Parenting Education Series by Site

	OPEC Series	Non-OPEC Series	Total
Cohort 1			
Central Oregon	6	17	23
Columbia Gorge	8	0	8
Coos/Curry	11	8	19
Douglas County	16	0	16
Linn/Benton	8	74	82
Wallowa/Baker	8	0	8
Cohort 2			
Clatsop/Columbia	11	5	16
Lane County	8	36	44
Lincoln County	9	5	14
Polk County	9	2	11
Siskiyou County	12	13	25
Umatilla/Morrow	11	1	12
Total All Hubs	117	161	278

Figure 1 displays the number of OPEC and non-OPEC series conducted by Hub sites during each year of the initiative. Figure 2 displays the number of classes conducted by each cohort for OPEC and Non-OPEC series. It is important to note that Cohort 1 Hubs were in the first year of step-down funding, which could account for the decrease in OPEC-funded series and classes.

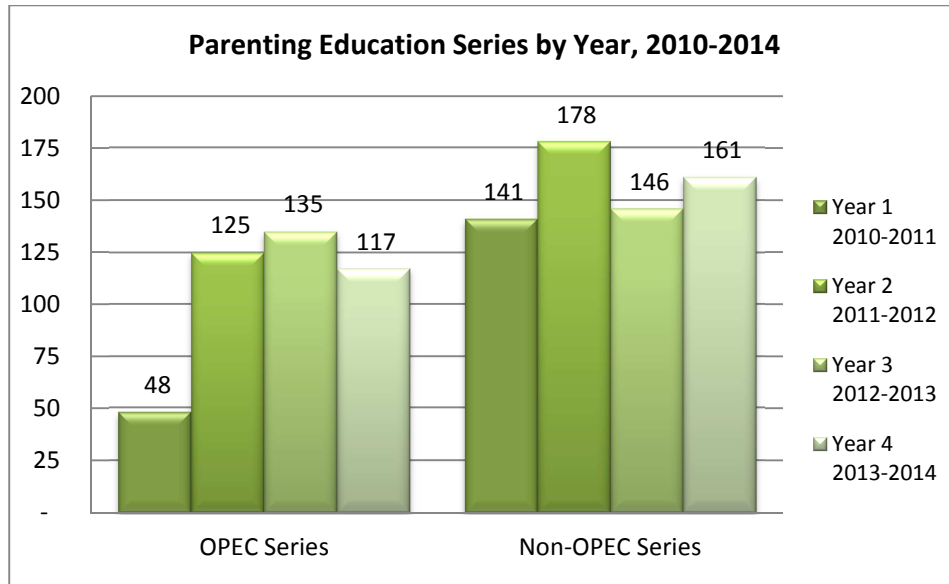


Figure 1

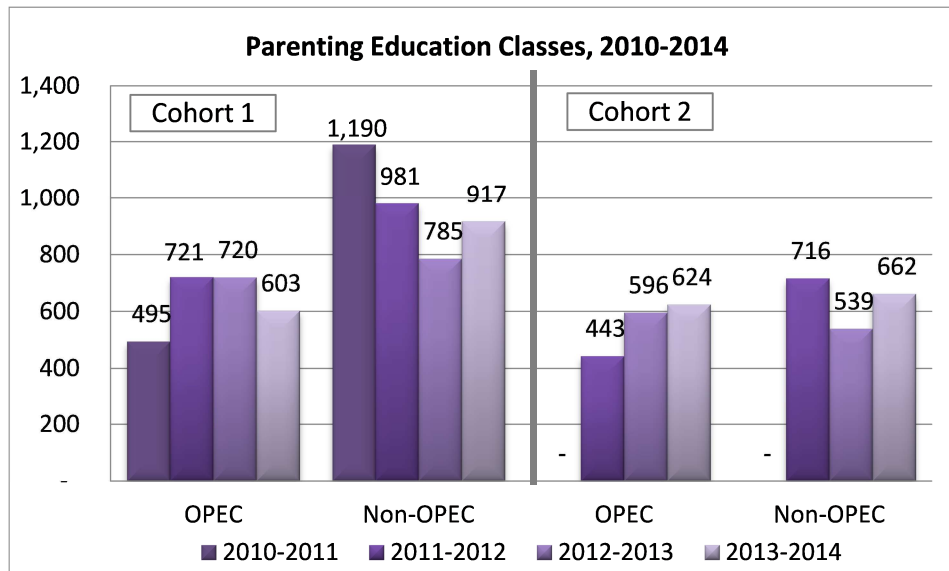


Figure 2

Curricula Used

Hubs used a variety of parenting education curricula during the year. This included evidence-based curricula such as *Make Parenting A Pleasure*, *Nurturing Parenting*, *The Incredible Years*, *Parenting Now!*, and *Parenting: The First Three Years*. Other curricula used for OPEC series included *Attentive Parenting* (3), *Active Parenting* (1), *Parenting A Second Time Around* (1), *Motheread/Fatheread* (1), and *Practical Solutions for Families* (1). Non-OPEC series included both evidence-based and non-evidence-based curricula. Examples of other curricula used for non-OPEC series included *Strengthening Families*, *Live and Learn*, *Effective Parenting*, *Divorce Education*, *Family-Based Relapse Prevention*, *Staying Connected to Your Teen*, *Creative*

Development, Los Ninos bien Educados, Circle of Security, Love and Logic, and Parents and Toddlers Together. Table 4 includes the number of series offered in each curriculum for OPEC and non-OPEC series.

Table 4

Curricula used for OPEC and Non-OPEC Parenting Education Series

	OPEC Series	Non-OPEC Series	Total
<i>Make Parenting A Pleasure</i>	27	12	39
<i>Nurturing Parenting</i>	46	33	79
<i>Parenting Now!</i>	16	1	17
<i>Parenting: The First Three Years</i>	1	22	23
<i>The Incredible Years</i>	11	8	19
<i>Abriendo Puertas</i>	7	0	7
Other	7	85	92

Series Participation

Rather than tracking individual parents and children across time, the online reporting system recorded class attendance in aggregate, reflecting an *average* number of participants. An average of 959 parents attended OPEC parenting education series, with 837 (87%) parents completing 70% or more of the classes. An average of 1,440 parents attended non-OPEC parenting education series, with 1,328 (92%) parents attending 70% or more of the classes. There were 693 children and youth who came with their parents for OPEC series and 997 for non-OPEC series. Table 5 displays the number of parents and youth attending 2013-2014 OPEC-funded series by site.

Table 5

Parents and Children/Youth Attending OPEC Funded Series by Site

	Parents	Children/Youth	Total
Cohort 1			
Central Oregon	44	29	73
Columbia Gorge	85	59	144
Coos/Curry	81	39	120
Douglas County	136	109	245
Linn/Benton	57	40	97
Wallowa/Baker	52	77	129

Continued on next page

Table 5 (continued)

Parents and Children/Youth Attending OPEC Funded Series by Site

	Parents	Children/Youth	Total
Cohort 2			
Clatsop/Columbia	121	68	189
Lane County	61	64	125
Lincoln County	87	69	156
Polk County	76	38	114
Siskiyou County	80	56	136
Umatilla/Morrow	79	45	124
Total All Hubs	959	693	1,652

Hubs had a total of 17,475 contact opportunities through OPEC funded series and 24,529 contact opportunities through non-OPEC parenting education series during 2013-2014. Contact opportunities are the total number of contacts (with both parents and youth) from all classes for all parenting education series. For example, the number of classes in each series was multiplied by the *average* number of parents and children/youth who attended, and all of the series were added together. A combined total of 42,004 contacts were made through OPEC and non-OPEC series in 2013-2014.

Family Programs

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

Table 6 displays the number of workshops, parent support activities, and family activities held by Hubs in 2013-2014 as well as the number of parents and children/youth reached through these activities.

Table 6

Family Programs in 2013-2014

Activity	Description	Cohort 1 Hubs	Cohort 2 Hubs	Total
Parent Workshops	Number of Workshops	121	126	247
	Parents Attended	4,312	1,693	6,005
	Children/Youth Attended	753	1,157	1,910
Parent Support Activities	Number of Sessions	1,641	1,477	3,118
	Parents Attended	13,516	1,947	15,463
	Children/Youth Attended	14,656	1,984	16,640
Family Activities	Number of Activities	63	180	243
	People Attended	12,859	16,945	29,804

Parent Workshops

Parent workshops include one-time events covering special topics or guest speaker presentations. During 2013-2014, a total of 247 workshops were reported by Hub sites. Fifty percent of these workshops used OPEC funds. The number of workshops ranged from 4 to 63 across sites. A total of 6,005 parents and 1,910 children attended workshops during the year. Workshops were on a variety of topics, with examples including: *Kindergarten Readiness, Darkness to Light, Importance of Dads, Brain Development, Praising Children's Positive Behavior, Nutrition, Positive Discipline, Dealing with Stress, Brain Development, and Early Literacy.*

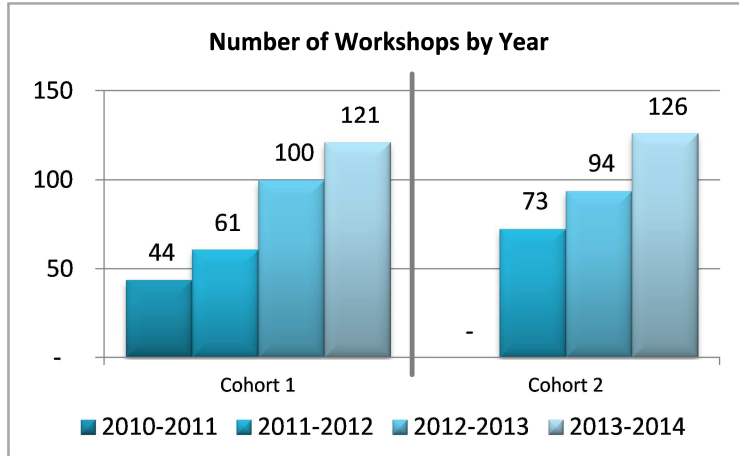


Figure 3

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 2013-2014 year, Hub sites reported 3,118 parent support sessions. Eleven percent of the parent support activities used OPEC funds. Examples of these sessions included *parent/child interaction groups, parent support groups, library story times, parent luncheons, cooking and nutrition classes, health screenings, family yoga classes, and music activities*. Approximately 15,463 parents and 16,640 youth participated in these parent support activities, for a total of 32,103 participants.

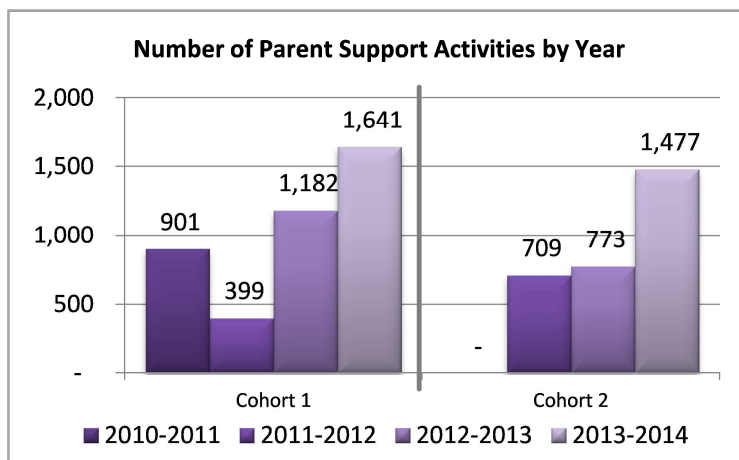


Figure 4

Family Activities

Family activities are one-time social, recreational, or educational events that sites plan, sponsor, and/or facilitate as part of their overall parenting education and outreach goals. During the 2013-2014 year, Hub sites sponsored a total of 243 family activities, with the number of activities ranging from 2 to 153 per site. Twenty-one percent of the family activities used OPEC funds. Approximately 29,804 adults and youth participated in these family activities. Examples of family activities included: *holiday parties, family night outs, arts and crafts, parent dinners, family BBQ/picnics, music activities, literacy events, community baby showers, family fun days, community dinners, health/resource fairs, and cultural activities.*

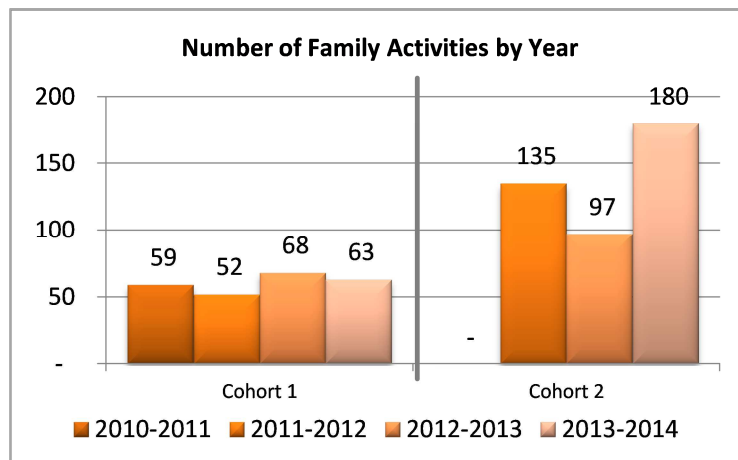


Figure 5

Home Visitation

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

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

Table 7

2013-2014 OPEC and Other Home Visits

OPEC Home Visits			
	Total Home Visits	Total Families	Total Youth
Wallowa/Baker	929	63	101
Umatilla/Morrow	408	10	14
Total OPEC	1,337	73	115
Other Home Visits			
	Total Home Visits	Total Families	Total Youth
Central Oregon	8,752	641	739
Columbia Gorge	1,016	25	29
Linn/Benton	536	158	284
Lane County	2,172	64	51
Total Non-OPEC	12,476	888	1,103

Overall, Hub sites reported a total of 13,813 home visits, with 961 new families and 1,218 new youth. Curricula used during home visits included: *Parents as Teachers, Make Parenting A Pleasure, The Incredible Years, Nurturing Parenting, Strengthening Families, Parenting Now, Healthy Start, Caring and Connected Parenting, Partners for a Healthy Baby, and Babies First.* Twenty-two percent of the families were receiving the home visits through Healthy Families Oregon. Sites using OPEC funding for home visiting conducted 1,337 of the home visits. The remaining home visits were reported as part of collaborative efforts with OPEC partners or other funding sources.

Demographics of Parents

Parenting education programs offered through Hub organizations primarily target a universal audience. Demographic data from the Parenting Skills Ladder (PSL) and Parenting Workshop Evaluation (PWE) describe the families reached by the OPEC Hubs. Of the 2,995 participants who completed one of the surveys between July 2013 to June 2014:

- 67% were women, 25% were men, 8% did not specify gender
- 65% were White, 20% were Hispanic/Latino, 4% were Native Americans, less than 1% were Black, less than 1% were Asian, 3% were other/mixed ethnicity, and 7% did not specify ethnicity/race
- 62% were parenting with a partner, 24% were parenting by themselves, 14% did not specify parenting style

- The age range for class participants was between 14 and 87¹. The average parent was 35 years (33 years of age for women and 33 years of age for men)
- Parents reported a total of 5,231 children 0-18 years of age, with an average of two children per household
- 84% of participating parents reported having a child 0–6 years of age²

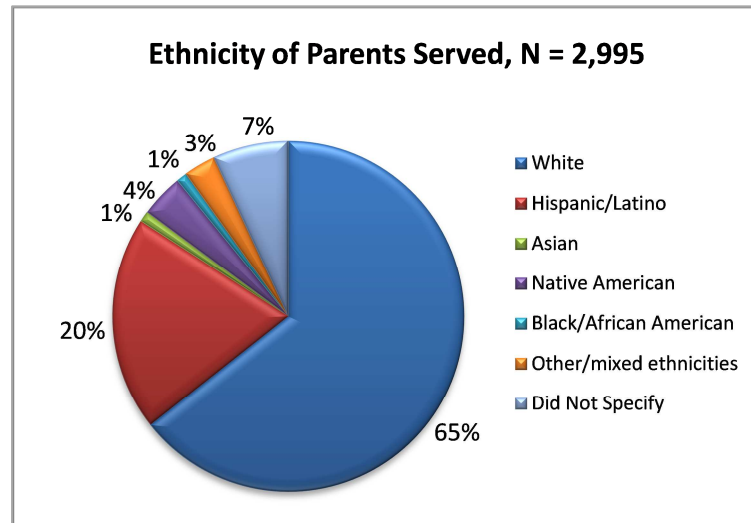


Figure 6

Community resources that are available to low-income families can be used as a proxy for determining whether families served by OPEC Hubs are at or near the poverty level. This includes Women, Infants, and Children (WIC), the Oregon Health Plan, and free or reduced-price school meals³. Families who reported receiving at least one of these services were assumed to be a low-income household.

Of the 2,995 participants who completed the demographic portion of a Parenting Skills Ladder or Workshop Evaluation in 2013-2014, 1,812 (63%) 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, 39% of families reported receiving WIC benefits, 43% of families utilized the Oregon Health Plan, and 31% of parents reported that their school-age child received free or reduced lunches. Approximately 14% (387) of the total

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.

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.

participants reported receiving all three services. Table 8 lists the percentage of families at each site who reported that they receive at least one low-income service.

Table 8

Percentage (Number) of Families Served who Receive at Least One Low-Income Service by Site, N = 2,995

	Percentage (N)
Cohort 1	
Central Oregon	63% (131)
Columbia Gorge	77% (129)
Coos/Curry	56% (139)
Douglas County	55% (183)
Linn/Benton	73% (179)
Wallowa/Baker	75% (66)
Cohort 2	
Clatsop/Columbia	55% (167)
Lane County	42% (141)
Lincoln County	67% (91)
Polk County	75% (52)
Siskiyou County	54% (283)
Umatilla/Morrow	70% (251)
Total All Hubs	63% (1,812)

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

- 39% had children enrolled in public schools
- 40% utilized public libraries
- 21% used community recreational facilities
- 13% utilized child care

OPEC sites are asked to report the estimated number of participants who were mandated, referred, or involved with Department of Human Services (DHS) Child Welfare, if known. In 2013-2014, approximately 32% of parents participating in OPEC-funded parenting education series were involved with DHS.

Parent Satisfaction

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

Parenting Education Series

Of the 1,347 Parenting Skills Ladders completed, 97% of participants reported that the information and resources in the class or home visits were somewhat or very helpful. In addition, 97% of the parents responded that they were likely to recommend the classes to others.

With a series of classes usually lasting from 7-12 weeks, participation is a long-term commitment on the part of parents. The overall attendance rate of those completing the survey was impressive, with 92% ($n = 1,191$) self-reporting that they attended all or almost all of the sessions.

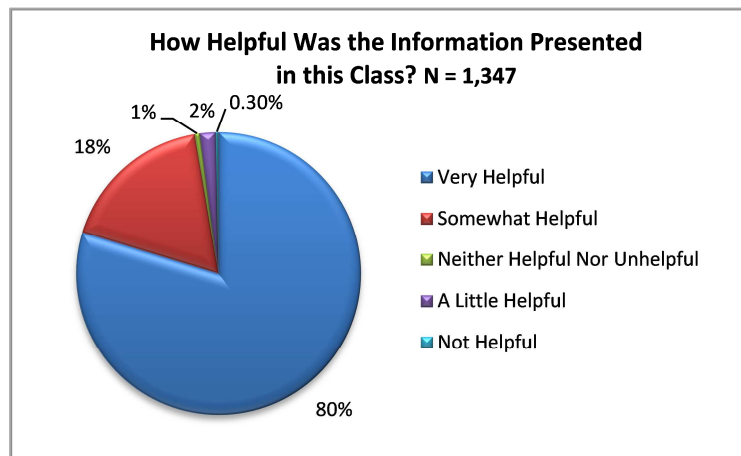


Figure 7

Analysis of the open-ended questions on the Parenting Skills

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

Many parents noted how they enjoyed meeting other parents, sharing their thoughts and experiences, bouncing ideas off each other, and knowing that they are not alone. Parenting topics that were of particular interest included brain development, developmental stages, how to handle stress, taking care of yourself, and positive ways to discipline.

Although parents who attended parenting series were overwhelmingly pleased with their experiences and the information they received, some parents did make specific suggestions for improvement of future programs. Some of the suggestions focused on increasing the number of

parents enrolling, updating the class content (especially the videos), and integrating more activities, role playing, and homework in the classes. Additional comments suggested more interaction among the participants and between the parents and their children. Parents also indicated they would like more classes or extended sessions to allow for more time for content and discussion.

Parenting Workshops

Of the 1,622 Parent Workshop Evaluation (PWE) surveys collected by Hubs, 96% of the respondents described the workshop materials as somewhat or very helpful. Additionally, 96% reported that they would use the information or resources presented at the workshop a lot or some of the time.

Parents who participated in Hub site workshops offered examples of what they liked and gained from these program opportunities. In general, parents liked that the workshops gave them an opportunity to interact with other parents, provided relevant and applicable new information, and delivered the content in a fun and engaging way.

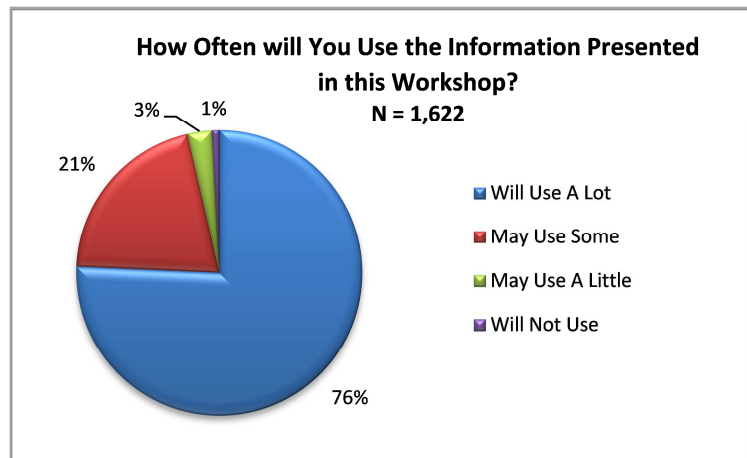


Figure 8

As was evident in their ratings of the usefulness and helpfulness of the workshops, parents who attended Hub parenting workshops were overwhelmingly satisfied with their experiences and the information they received. Some parents did make specific suggestions for improvement of future workshops, including longer sessions, better location in terms of space and layout, providing additional resources and handouts, as well as integrating more activities, discussions, and group participation.

Parent and Child Outcomes

The Parenting Skills Ladder (PSL) also asked parents to report on changes in parenting and child behaviors. A total of 1,380 Parenting Skills Ladders were completed by parents participating in Hub programming. Less than 3% (38) of the surveys were completed in a home visiting setting.

Parent and Child Outcomes

The retrospective *t*-test design revealed significant improvement in parenting skills across all items. The skills that indicated the most improvement for parents after participation in a parenting class were *knowing normal behavior for child(ren)’s age level* and *talking with other parents to share experiences*. Other parenting skills that showed major improvements after participating in a class were: *finding positive ways to guide and discipline my child(ren)* and *dealing with the day-to-day stresses of parenting*. Although the improvements for the items *showing my child(ren) love and affection frequently* and *protecting my child(ren) from unsafe conditions* were significant, they showed less improvement. This is not surprising since parents rated these items highly “Before Participation” leaving less margin for improvement “After Participation.”

Table 9

Parenting Skills Before and After Participation

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)’s age level	3.2	4.8***
Show my child(ren) love and affection frequently	4.7	5.4***
Listen to my child(ren) to understand their feelings	3.7	5.0***
Help my child(ren) feel good about themselves	4.1	5.2***
Set and stick to reasonable limits and rules	3.3	4.7***
Know fun activities to help my child(ren) learn	3.5	4.9***
Find positive ways to guide and discipline my child(ren)	3.4	4.9***
Play with my child(ren) frequently	4.1	5.1***
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	3.3	4.8***
Understand my goals and values as a parent	3.7	5.1***

Note. Rated on scale from 1 to 6. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 1,380$.

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

Table 10

Child Skills Before and After Participation

Child Skills	Before Participation	After Participation
Shows concern for others	3.2	4.1***
Willing to follow limits and rules	2.7	3.8***
Gets along with others	3.5	4.3***

Note. Rated on scale from 1 to 6. Dependent t-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 1,380$.

In 2013-2014, parent focus groups were conducted with 35 parents at four Cohort 2 Hubs (two in Spanish and two in English). The goal was to assess the longer term benefits of class participation for parents who had completed a parenting series. Parents participating in the focus groups reinforced the results from the Parenting Skills Ladder, saying that their participation in the parenting series was beneficial for their family. They reported positive changes in their parenting behavior and their children’s behavior as a result of the parenting series that they attended. Parents also indicated that they have put into practice what they learned in the parenting series. For more information about the focus groups, see Appendix 2.

Outcome Differences by Demographics and Curricula

In addition to examining how each item on the PSL changed, additional analysis was conducted to determine whether the impact of parenting education varied as a function of parents’ demographic characteristics or the type of parenting education curricula. For this analysis, parents’ responses to the PSL questions were aggregated into two global measures: parenting skills and child skills.

Demographic Differences

Overall, participating parents showed gains in their parenting skills as a result of attending an OPEC parenting education series. However, *t*-test analysis determined that there are differences in *how much* parents gained in these skills when comparing demographic subgroups.

First, the analyses examined whether there were differential effects of parenting education by racial/ethnic identity. Given the small number of minority parents, these analyses were restricted to comparing three groups: Caucasian parents, Hispanic parents, and other minority parents (which included Black/African American, Asian, Native American, and other/mixed ethnicity). Only one ethnic group showed statistically significant differences in the impact on

parent or child skills when compared with other ethnicity categories. Hispanic parents reported a 24% greater increase in their children’s behavior compared to Caucasian parents.

Table 11

Parenting and Child Skills by Race/Ethnicity

	Parenting Skills			Child Skills		
	Before	After	Change	Before	After	Change
Caucasian	3.58	5.13	1.28	3.45	4.48	1.04
Hispanic	3.81	5.19	1.38	3.63	4.91	1.28
<i>Statistically significant difference</i>	No			Yes		
Caucasian	3.58	5.13	1.28	3.45	4.48	1.04
Other Minority	3.81	5.19	1.38	3.37	4.45	1.19
<i>Statistically significant difference</i>	No			No		
Hispanic	3.81	5.19	1.38	3.63	4.91	1.28
Other Minority	3.81	5.19	1.38	3.37	4.45	1.19
<i>Statistically significant difference</i>	No			No		

Note: The “Statistically significant difference” row indicates whether the group difference was statistically significant at $p < .05$

Next, the analysis looked at differences in outcomes based on income status. Parents classified as “low income” were those who participated in WIC, or the Oregon Health Plan, or whose children received free/reduced lunches at school.

A statistical comparison of parenting and child skills between low-income and higher-income parents (i.e., those not classified as “low income”) indicated that low-income parents reported significantly stronger gains in parenting skills. These parents reported an 11% greater increase in their parenting skills as compared to their higher-income peers. Lower-income and higher-income parents reported similar gains in child skills as a result of parenting education. However, even though the amount of change was the same, lower-income parents reported lower child skills before the parenting education series as well as after completing a series than higher-income parents.

Table 12

Parenting and Child Skills by Income Status

	Parenting Skills			Child Skills		
	Before	After	Change	Before	After	Change
Low Income	3.84	5.17	1.33	3.55	4.68	1.12
Higher Income	3.87	5.09	1.22	3.87	5.14	1.27
<i>Statistically significant difference</i>	Yes			No		

Note: The “Statistically significant difference” row indicates whether the group difference was statistically significant at $p < .05$

When assessing parenting and child skills between single parents and parents raising a child with a partner, analyses revealed that single parents reported a 12% greater increase in their parenting skills compared to parents with a partner. Parents from both groups reported approximately equal gains in child skills.

Table 13

Parenting and Child Skills by Partnership Status

	Parenting Skills			Child Skills		
	Before	After	Change	Before	After	Change
Single Parent	3.78	5.16	1.40	3.55	4.89	1.14
Parenting with Partner	3.87	5.14	1.27	3.44	4.53	1.08
<i>Statistically significant difference</i>	Yes			No		

Note: The “Statistically significant difference” row indicates whether the group difference was statistically significant at $p < .05$

Curriculum Differences

Multivariate Analyses of Variance (MANOVAs) with pairwise contrasts were used to assess the relative impact of different parenting education curricula. Therefore, the results below compare the average parenting and child skills for each curriculum with the average score from all other curricula.

Overall, participants reported increased parenting and child skills after completing a parenting education series, regardless of the curriculum used. However, parents who attended evidence-based curricula⁴ series reported a 24% greater increase in their children’s skills compared to parents who attended non-evidence-based curricula series. Evidence-based curricula did not

⁴ Evidence-based curricula included *Make Parenting A Pleasure*, *Nurturing Parenting*, *The Incredible Years*, *Parenting: the First Three Years*, *Parenting Now!*, *Abriendo Puertas*, *Active Parenting*, and *Parents As Teachers*. The “Other” curricula category is mostly non-evidence-based programs that were offered using alternative funding sources or implemented by community partners.

have a statistically significant difference in the amount of change in parent skills compared to non-evidence-based curricula.

Table 14

Parenting and Child Skills by Evidence-Based Curricula

	Parenting Skills			Child Skills		
	Before	After	Change	Before	After	Change
Evidence-Based	3.83	5.17	1.35	3.39	4.58	1.19
Non-Evidence-Based	3.91	5.09	1.18	3.79	4.72	0.94
<i>Statistically significant difference</i>	No			Yes		
<i>Note: The "Statistically significant difference" row indicates whether the group difference was statistically significant at $p < .05$</i>						

Comparing outcomes across individual curricula, there was one significant difference in the amount of change for parent skills between curricula. Parents participating in *Parenting: The First Three Years* reported less gains (20%) in parenting skills than those who participated in the other curricula. Parents who attend this curriculum have children aged 0 – 2 years old, and thus some items on the PSL may not directly apply or capture the appropriate changes expected for families with children in this age range.

Two evidence-based curricula showed statistically significant differences in the impact on child skills when compared with other evidence-based curricula. Parents participating in *Nurturing Parenting* reported 15% greater increases in child skills than those who participated in the other curricula. Parents participating *Abriendo Puertas* reported 52% greater increases in child skills than those who participated in the other curricula.

Positive Parenting Capacity Summary

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

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

- 117 OPEC funded and 161 non-OPEC funded parenting education series
- 2,806 individual classes (7% in Spanish) reaching 2,399 parents and 1,690 youth
- 247 family workshops including 6,005 parents and 1,910 youth

- 3,118 parent support sessions serving 32,103 parents and youth
- 243 family activities with 29,804 adults and youth attending
- 13,813 home visits with 961 new families and 1,218 new youth

Parents participating in the workshops and class series reported that they were satisfied with their experiences and would recommend the class/workshop to others. Parents reported that their own parenting skills, as well as their children’s skills, improved as a result of participating in a series. However, there were greater gains for some audiences. Hispanic parents reported a greater increase in their children’s behaviors compared to Caucasian parents. Low-income parents reported a greater increase in their parenting skills than higher income parents. Single parents reported a greater increase in their children’s behaviors compared to parents who parent with a partner. In addition, the analysis showed that parents who attend evidence-based parenting education series reported greater gains in child skills than parents who attended non-evidence-based series.

ORGANIZATIONAL CAPACITY

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

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

Organizational Capacity Activities

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

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

Staffing

Many aspects of staffing are important to an organization's infrastructure and the organization's ability to fulfill its mission. One important element is an adequate number of staff with sufficient full-time equivalency (FTE) dedicated to the initiative. Calculating the exact amount of FTE committed to OPEC is challenging for several reasons. Although the majority of the host organizations' administrators are highly involved in the efforts of the initiative, many do not charge FTE to the OPEC grant or charge only a minimal amount. In addition, some of the fiscal organizations contribute additional in-kind staff support to the initiative. For example, the Linn/Benton Hub estimates that approximately 1.8 total FTE goes toward the administration, coordination, and support of OPEC but only .82 FTE is paid for from OPEC grant funds. The majority of remaining .98 FTE is in-kind personnel support (including about .68 FTE for the OPEC Coordinator) from Linn-Benton Community College, which is the fiscal agent for the OPEC 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 .80 to 1.39 FTE paid for from the OPEC grant with an average of 1.08 FTE per site. It should be noted that there was a difference between the Cohort 1 and Cohort 2 Hubs in the approximate average FTE paid for by OPEC. The average for Cohort 1 was .96 FTE while the average for Cohort 2 was 1.20 FTE. This is likely attributed to Cohort 1's step-down funding during their fourth year of funding.

In addition to ample FTE, staff members should be well trained and have positive relationships with clientele. Building relationships takes time; therefore, having high staff retention rates is a factor in overall effectiveness. Two of the Hubs had major leadership changes during the past year with the departure of the Executive Director for Building Healthy Families (Wallowa/Baker Hub) and the retirement of the Executive Director for Central Oregon Family Resource Center (Central Oregon Hub). The Building Healthy Families Board of Directors hired an interim Executive Director to fill the gap while they conducted an internal review of the leadership structure needed for the organization. The Central Oregon Family Resource Center hired a new Executive Director.

In addition to these organizational leadership changes, there were also changes for some Hubs with their coordinator positions. Three Hubs (Central Oregon, Linn/Benton, and Umatilla/Morrow) reported adding FTE for their coordinators. Other coordination changes included the turnover in the coordinator position at the Lane County OPEC Hub. This transition gave way to the coordinator position being redesigned to better integrate with the county's

Early Learning Hub, which will now co-fund the position. The Siskiyou County Hub also reported the resignation of their OPEC coordinator and a program assistant. With this transition, the Hub evaluated and redesigned their personnel structure. They hired a program assistant for an increased number of hours to deliver the curriculum and class materials to facilitators, order needed supplies, and bridge the connections between the Family Resource Centers and facilitators after contracts are developed to confirm class schedules and routines. They also increased the responsibility of the facilitators in the tracking and paperwork processes. The Siskiyou County OPEC leadership said, *“We believe this system will be more efficient and provide us the needed structure for future sustainability.”*

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

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 2013-2014, Hubs used OPEC funds to train additional facilitators for their organization and coordinated with partner organizations to have others in their community trained in parenting education curricula. Table 15 displays the number of facilitators trained using OPEC funds and the number of facilitators trained from partner organizations not paid by OPEC funds.

Table 15

Facilitators Trained in 2013-2014

Activity	Description	Cohort 1 Hubs	Cohort 2 Hubs	Total
Facilitators Trained In Parenting Education Curricula	OPEC Facilitators Trained	34	84	118
	Non-OPEC Facilitators Trained	109	15	124
	Total Facilitators Trained	143	99	242

During 2013-2014, Hubs trained a total of 242 facilitators, with 49% trained using OPEC funds. The number of facilitators trained varied across sites with the total number of facilitators

trained ranging from 0 to 70. Table 16 displays the number of facilitators trained by each Hub site during 2013-2014.

Table 16

Facilitators Trained by Hub Site in 2013-2014

	OPEC Facilitators	Non-OPEC Facilitators	Total
Cohort 1			
Central Oregon	0	27	27
Columbia Gorge	1	9	10
Coos/Curry	15	21	36
Douglas County	0	0	0
Linn/Benton	18	52	70
Wallowa/Baker	0	0	0
Cohort 2			
Clatsop/Columbia	18	12	30
Lane County	4	1	5
Lincoln County	12	0	12
Polk County	14	0	14
Siskiyou County	10	0	10
Umatilla/Morrow	26	2	28

In addition to training their own Hub staff, Hubs used OPEC funds to train facilitators from other organizations, including Head Start, Migrant Head Start, Relief Nurseries, Housing Authority, county mental health, preschools, local school districts, and other early childhood programs. Facilitators trained with non-OPEC funds were also from partner organizations including: Early Intervention, Migrant Head Start, Healthy Families, Child Care Resource and Referral, Relief Nurseries, county public health, tribes, library, preschools, faith-based organizations, and school districts.

Several factors likely contributed to the variation in the number of facilitators trained through the individual OPEC Hubs. Factors may have included some Hubs adopting new curricula, the turnover rate of previously trained facilitators, and access to additional funding for facilitation training. For example, as a “train-the-trainer” site, the Umatilla/Morrow Hub was able to offer the *Abriendo Puertas* training to partners. The Central Oregon Hub benefitted from their partnership with the LAUNCH initiative providing the *Nurturing Parenting* training to multiple community agencies.

In 2013-2014, facilitators were typically trained in similar parenting education curricula, whether they were trained under OPEC or other funds. The curriculum in which facilitators

were most frequently trained was *Nurturing Parenting*, followed by *Parents as Teachers*, *The Incredible Years*, and *Make Parenting A Pleasure*. Curricula reported as “Other” for non-OPEC funded facilitators included *Strengthening Families* and *The Creative Curriculum*. Table 17 lists the curricula facilitators were trained in during 2013-2014 as well as the number of facilitators who were trained in Spanish versus English.

Table 17

Curriculum Training in 2013-2014

	OPEC Funded	Non-OPEC	Total
Make Parenting a Pleasure	9	2	11
Nurturing Parenting	60	59	119
Parents as Teachers	0	36	36
The Incredible Years	23	11	34
Abriendo Puertas	26	0	34
Other	0	16	42
Trained in English	110	88	198
Trained in Spanish	8	0	8
Total Facilitators Trained	118	88	206

Professional Development Opportunities

In addition to curriculum training, Hub sites also reported professional development opportunities for OPEC staff and facilitators. During 2013-2014, Hubs increased their capacity by making 173 sessions of professional development training opportunities accessible to facilitators and 208 sessions available to OPEC staff members. Table 18 displays the number of sessions and the number of facilitators and staff members who attended those sessions.

Table 18

Professional Development for Facilitators and Staff in 2013-2014

Activity	Description	Cohort 1 Hubs	Cohort 2 Hubs	Total
Training for Facilitators	Number of Sessions	91	82	173
	Number of Facilitators Attended	144	295	439
Training for Staff	Number of Sessions	137	71	208
	Number of Staff Attended	531	91	622

Professional development training and support for facilitators includes training specifically designed to support them in program implementation as well as special topics. Professional development for facilitators included both skill-building as well as expansion of content knowledge in certain areas. Examples of training topics offered for facilitators included the child abuse reporting, kindergarten readiness, discipline, childhood trauma, family engagement, safety training, cultural competency, Positive Solutions for Families, and the OPEC Parenting Educators Conference. Table 19 lists the number of sessions and facilitators trained by Hub site.

Table 19

Facilitator Support Training by Hub Site in 2013-2014

	Number of Sessions*	Facilitators Attended
Cohort 1		
Central Oregon	3	21
Columbia Gorge	4	4
Coos/Curry	16	40
Douglas County	24	27
Linn/Benton	6	28
Wallowa/Baker	38	24
Cohort 2		
Clatsop/Columbia	27	14
Lane County	0	0
Lincoln County	13	20
Polk County	2	18
Siskiyou County	21	156
Umatilla/Morrow	19	87
Total All Hubs	173	439

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

Hub sites also offered professional development training for non-facilitator OPEC staff, as well as for others in the community. Examples of training that other OPEC staff attended this year included child abuse and neglect reporting, home visitation training, impact of trauma on children, positive community norms, school readiness, parent and child engagement, Ages and Stages Questionnaire, the OPEC Parenting Educators Conference, Darkness to Light, CPR/First Aid, and Pathways to Responsible Fatherhood. In 2013-2014, there were also trainings that Hub staff offered for other early childhood professionals and partners in their region. For example, the Central Oregon Hub offered child care provider training for others in their community. Table 20 lists the number of sessions and staff trained by Hub site.

Table 20

Staff Training by Hub Site in 2013-2014

	Number of Sessions*	Staff Attended
Cohort 1		
Central Oregon	43	347
Columbia Gorge	14	14
Coos/Curry	9	86
Douglas County	4	6
Linn/Benton	2	20
Wallowa/Baker	65	58
Cohort 2		
Clatsop/Columbia	43	42
Lane County	6	8
Lincoln County	4	4
Polk County	2	2
Siskiyou County	10	27
Umatilla/Morrow	6	8
Total All Hubs	208	622

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

Advisory Groups

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

Table 21

Advisory Board Meetings and Attendance in 2013-2014

Activity	Description	Cohort 1 Hubs	Cohort 2 Hubs	Total
Advisory Meetings	Advisory Board Meetings	89	74	163
	Attendance at Advisory Board Meetings	178	292	470
	Number of Other Advisory Board Meetings Attended by OPEC Staff	405	312	717

Hubs sites held 163 advisory board meetings in 2013-2014. Advisory boards provided guidance on a variety of topics related to the program initiatives, overall organization, and sustainability planning. Items addressed at advisory meetings reported by sites included the following: sustainability, community partnerships, funding, barriers and challenges, parent and family recruitment, service gaps, staffing challenges, strategic planning goals, marketing approaches, Hub progress and structure, evaluation, class and workshop scheduling, facilitator training, leadership transitions, and lessons learned.

Organizational staff also participated in other advisory groups or councils within their community. Other advisory boards attended by OPEC staff included: Early Childhood Committee, County Nutrition Advisory, Head Start Board, Keeping Families Together, Coordinated Care Committee, Chamber of Commerce Education Task Force, Healthy Communities Team, Partnership for Young Children, Youth Mental Health Coalition, Partners for Parenting, Relief Nursery Board, Family Support and Connections, Tobacco Prevention Advisory, Council for Integrated and Child and Family Services, Early Learning Hub Alignment Mediation, and Child Abuse Prevention.

Sustainability and Resources Leveraged

Recognizing the importance of planning for sustainability, all Hubs received specific technical assistance in this area through the OPEC initiative and were required to develop sustainability plans during the 2012-2013 program year. During 2013-2014, the Hubs reported on their sustainability efforts via the online reporting system and staff interviews. Several Hubs indicated that their Advisory Councils were still actively engaged in sustainability planning and that sub-committees with a focus on strategic funding were still meeting.

Hub staff reported several factors that hindered their sustainability efforts. Many observed that the economy was still recovering from the recession, which affected many of their funding sources. The slow economic recovery also impacted the families in their communities. Hubs reported that meeting the extremely high needs of their families required additional organizational resources.

The most significant factors influencing their ability to plan ahead were those associated with transformations in statewide systems. Although some new funding has been garnered for communities through the state's Early Learning redesign and establishment of regional Early Learning (EL) Hubs, the process has impacted the OPEC Hubs' efforts in sustainability planning. The OPEC Hubs realize that collaboration and partnerships are essential to the sustainability of their local parenting education initiative. However, the EL Hub process created an uncertainty

about financial resources available to partners receiving early childhood related state funds and therefore, partners were unable to make definite, ongoing commitments to the parenting education programs.

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

Table 22

Funds Leveraged in 2013-2014

Activity	Description	Cohort 1 Hubs	Cohort 2 Hubs	Total
Funds Leveraged	Funds Leveraged	\$1,070,675	\$302,004	\$1,372,679
	In-Kind Leveraged	\$471,840	\$362,294	\$834,134
	Total Leveraged	\$1,542,515	\$664,298	\$2,206,813

During 2013-2014, Hubs leveraged a total of \$2,206,813 in new funding and in-kind donations, with 62% from funds/donations and 38% from in-kind donations. Leveraging cash funds and in-kind support is imperative for sustaining the initiative. Collectively the OPEC Hubs have continued to report increases in the amount of funds leveraged since their first year of OPEC funding. As in previous years, Cohort 1 Hubs reported significantly more funds leveraged than Cohort 2 Hubs. This could be due to Cohort 1 Hubs having a longer standing history in providing parenting education in their communities, making them more competitive when seeking funding for such programming. The following is a summary of the funding strategies most often reported.

Grants and Contracts – The majority of Hubs reported their efforts in applying for and receiving new funding through grants and contracts. Several Hubs indicated they were the recipient or partner of the Early Literacy Grants from the Oregon Early Learning Division. A couple Hubs also said they received grants from remaining Commission on Children and Families funds in their counties. Other examples of grant sources included the Children’s Trust Fund of Oregon (CTFO), United Way, and Jubitz Family Foundation. Hubs also reported receiving contracts for providing services to specific audiences. Contract sources included the Department of Human Services,

Oregon Project LAUNCH, tribes, county jails, Boys and Girls clubs, foster/kinship project, schools, and alcohol and drug treatment programs.

Blending, Braiding, and Bundling – In general, lead organizations for the OPEC Hubs are diverse in their funding streams and provide services in addition to those financially supported by OPEC. As noted earlier, the OPEC Hubs are extremely collaborative in their programming efforts. Their diversity in funding and strong partnerships gives them some flexibility in coordinating resources for initiatives that may have common or complimentary goals. For example, the Coos/Curry Hub has multiple contracts to provide services for families with young children. For some staff positions that work across these programs, the cost of their FTE can be divided among the different funding mechanisms. The OPEC Hub in Lane County is working across systems to leverage financial support. United Way of Lane County is the fiscal organization for both the OPEC and Early Learning Hub. The Lane OPEC Hub also works closely with its Coordinated Care Organization (CCO). This alliance has allowed them to strategically blend funding for staffing and programming that is in alignment with shared objectives across multiple systems.

Sponsorships, Donations, and Fundraising – Most Hubs reported receiving some financial support through efforts at the local level. The Coos/Curry, Linn-Benton, and Siskiyou County Hubs received funds to sponsor events such as professional development trainings and parent seminars with nationally known presenters. Hubs also engaged in targeted fundraising. The Central Oregon Hub raised approximately \$70,000 through its annual giving campaign and a photography art auction. The Central Oregon and Douglas County Hubs collected cash donations through “Pay It Forward” campaigns. In these campaigns, parents were invited to make donations at the end of class series that would be used to host future series. Although this strategy did not raise a substantial amount of money, it is an approach worthy of further consideration. Other sources of cash donations to OPEC Hubs included civic organizations and private individuals.

Brokerage – The “brokerage” concept (financial support for a Hub from local agencies in return for parenting education services for their clientele and the community) was first introduced by the Douglas County Hub prior to the launch of the OPEC initiative. Although contributions to the brokerage have declined over the past three years due to the economy, this strategy continues to provide some stability and seed money for sustainability. For 2013-2014, the Douglas Hub garnered \$15,061 in brokerage funding. The brokerage approach was also adopted by the Central Oregon Hub this program year. At the end of the fiscal year, this Hub reported receiving \$4,800 in brokerage support from local agencies.

Class Fees – A couple of Hubs reported charging minimal registration fees for their classes. The fee varies from Hub to Hub and scholarships are available for parents who cannot afford the charge. Only two Hubs shared the amount of funds collected through class fees. The combined total reported by Columbia Gorge and Central Oregon was approximately \$2,100.

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

Filling different roles with volunteers is another example of in-kind support that leverages the capacity of the Hubs⁵. The Siskiyou Hub reported having an AmeriCorps VISTA volunteer who offered support in many areas. Some Hubs utilized volunteers for child care, social media updating, office assistance, and meal preparation. Volunteers may have been parents, community members, college interns, or high school students.

In-kind donations also reflect the collaborative relationships that help to bolster the initiative. Community partners are key contributors of in-kind support. Community partners often pay for their staff to be facilitators or child care providers for the parenting education programs. The Umatilla/Morrow Hub indicates that a substantial number of its programs are implemented in-kind by facilitators employed by partner agencies. Other types of in-kind donations reported by Hubs included facility usage, donated curricula, food, administrative costs, guest speakers, class supplies, incentives, transportation, staff time, technical support, mailing supplies, promotional materials, and advertising and media awareness. An example of promotional materials and awareness includes the local newspaper soliciting enough advertising to print and distribute 7,500 copies of the Columbia Gorge’s Parenting Guide in Hood River and Wasco Counties at no cost to the Hub.

Table 23 displays the total funds and in-kind donations leveraged by Hub site. It is important to note that Cohort 1 Hubs were in their first year of step down in OPEC funding (\$70,000 compared to \$90,000/year each of the previous three years). Cohort 1 Hubs reported

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 \$21.35 for 2013.

approximately 70% of the total funds leveraged and 78% of the cash funding leveraged during the grant year.

Table 23

Total Resources Leveraged by Hub Site in 2013-2014

	Funds Leveraged	In-Kind Leveraged	Total
Cohort 1			
Central Oregon	\$213,986	\$47,140	\$261,126
Columbia Gorge	\$50,695	\$20,135	\$70,830
Coos/Curry	\$51,094	\$87,916	\$139,010
Douglas County	\$31,398	\$83,441	\$114,839
Linn/Benton	\$49,727	\$22,048	\$71,775
Wallowa/Baker	\$673,775	\$211,160	\$884,935
Cohort 2			
Clatsop/Columbia	\$450	\$17,314	\$17,764
Lane County	\$2,992	\$16,836	\$19,828
Lincoln County	\$85,000	\$12,000	\$97,000
Polk County	-	\$82,977	\$82,977
Siskiyou County	\$93,682	\$198,552	\$292,234
Umatilla/Morrow	\$119,880	\$34,615	\$154,495
Total All Hubs	\$1,372,679	\$834,134	\$2,206,813

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

Organizational Infrastructure Summary

OPEC Hubs used an array of approaches to strengthen the capacity of their organizations and communities to implement and sustain parenting education efforts in 2013-2014. To accomplish this, Hubs:

- Committed FTE designated for the implementation and support of the OPEC initiative
- Trained 242 new facilitators in parenting education curricula
- Offered 381 sessions of professional development for facilitators and staff
- Held 163 advisory group meetings
- Identified sources for new funding and in-kind donations, leveraging \$2,206,813

COMMUNITY COLLABORATION

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

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

Community Capacity Activities

In 2013-2014, Hubs strengthened and expanded partnerships, effectively marketed positive parenting within the community, improved coordination of community efforts in offering and promoting parenting education, and offered parenting education programs in collaboration with schools and community partners.

Partnerships

Although the Hubs entered the OPEC initiative with solid histories of collaboration, they reported strengthening existing partnerships and developing new ones over the 2013-2014 grant year. Hubs reported collaborating with a multitude of diverse partners including Early Learning Hubs, Educational Service Districts (ESD), school systems, Healthy Families, Head Start, Migrant Head Start, Department of Human Services, community action agencies, health care providers, juvenile departments, court and corrections systems, YMCA/Boys and Girls clubs, foster parent programs, tribal communities, preschools, child care providers, the faith-based community, Relief Nurseries, higher education institutions, libraries, service organizations, and other private non-profits.

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

Many Hubs reported greater collaboration with health care providers during the past year. Several of the Hubs have managed to have their brochures or other promotional materials placed in the waiting rooms of health care providers. For example, the Columbia Gorge Hub worked with four medical clinics in its region to promote parenting education classes and distribute *Happiest Baby on the Block* DVDs to expectant parents. The Wallowa/Baker Hub partnered with the Winding Waters Clinic to distribute books, Well Baby Bags, and other early learning activities. This Hub reported that their partnership has led to “warm hand-offs” between the clinic and the home visiting program. This Hub’s partnership strategies also include housing Baker County staff at the Eastern Oregon Medical Association office.

Although the majority of Hubs reported some level of collaboration with their Department of Human Services (DHS), a few made strides in strengthening those relationships. The Coos/Curry Hub was successful in renewing its state contract for the Strengthening, Preserving, and Reunifying Families (SPRF) grant. This grant ensures continuity of the parenting classes for child welfare clients in Coos County and has been expanded to include the provision of some classes in Curry County. The Clatsop/Columbia Hub also entered into agreements with DHS to implement the home visitation model of *Nurturing Parenting* for some audiences in its region. The Central Oregon Hub also received a contract to provide a series of workshops for DHS-involved families.

In order to further understand Hubs’ collaborative relationships and strategies within their communities, the OSU team sought the perspective of community partners in three Cohort 2 Hub regions – Lane County, Lincoln County, and Umatilla/Morrow. In May and June 2014, a total of 26 community partners participated in the focus group and survey in these three communities. Participants represented a wide range of agencies and organizations. Data from the focus groups and survey indicated that community partners felt that the OPEC initiative:

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

- Enhanced the quality of parenting education programs

Participants indicated that the collaborative initiative benefited the communities, families, and the partner organizations. Almost 82% of participants felt the stigma of parenting education was reduced in their community as a result of the OPEC programming efforts. In addition to benefiting the community, partners felt that the collaboration among programs directly supported the core missions of their own agencies and organizations. For more information about the community partner focus groups, see Appendix 3.

Collaboration with Local Schools

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

Promotion of Program Activities in Schools

Schools made significant efforts to promote parenting education opportunities through distribution of newsletters, flyers, posters, calendars, etc. During 2013-2014, schools distributed an estimated 65,621 flyers and reached approximately 35,634 families through their newsletters. Hubs were also able to contact 536 parents through presentations at parent organization meetings.

Table 24

Promotion of Program Activities in Schools for 2013-2014

Promotion Type	Total Reached
Flyers distributed to students/parents	65,621
Announcements in school newsletter	35,634
Presentations at PTA/Parent organizations	536
Other*	9,207

*Other included automated calls from school to parents, bulletin board postings, teen parent outreach, and the school listserv.

Program Activities Connected with Schools

All Hubs reported partnering with schools to sponsor and host programs in their facilities. In addition to parenting education series and workshops held in schools, other program activities

connected with schools could include open houses, summer food programs, kindergarten orientations, family fun nights, story reading hour, and developmental and health screenings.

In 2013-2014, approximately 1,541 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, 86 programs or class sessions were co-sponsored by schools, but not held in school facilities.

Table 25

Program Activities Connected with Schools for 2013-2014*

Programs/ class sessions that were...	Cohort 1	Cohort 2	Total
Held in school facilities	932	609	1,541
Co-sponsored by schools, but not held in school facilities	57	29	86
Total programs/class sessions in collaboration with schools	989	638	1,627

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

Increasing Children’s School Readiness

Hub sites reported extensive programming efforts to increase school readiness among young children. Hubs encouraged parent efforts to increase their children’s literacy and other school readiness skills in an interactive and fun manner. The vast majority of Hubs cited integrating school readiness activities, early literacy resources, and supplemental handouts into their parenting education series. Many Hubs indicated that their facilitators were trained to “weave” the connection between positive parenting and school readiness into their presentations. Two Hubs offered parenting education series that specifically targeted school readiness skills. Central Oregon offered *Nurturing ABCs* based on the *Nurturing Parenting* curriculum. The Linn/Benton Hub offered *Attentive Parenting* from *The Incredible Years* parenting programs.

All of the Hubs offered or participated in workshops, parent-child interaction groups, or family activities focused on school readiness or transition to kindergarten. Hubs partnered with elementary schools and early childhood providers to offer kindergarten transition activities. Hubs presented workshops focusing on activities to promote literacy, numeracy, and social/emotional skills. Workshop titles included *Art of Emotion Coaching*, *Getting Your Child Ready to Read*, *Music in the Garden*, *Literacy Link*, *Early Learning*, and *Ready for Kindergarten*. Other examples of activities aimed at raising awareness about school readiness included *Read Across Siskiyou*, Dr. Suess’s birthday celebration, arts and crafts events, and story times.

Many of the Hubs reported distributing school readiness kits, books, and other resources to parents in a variety of settings. The *Kindergarten Preparedness Kit* prepared by the Coos/Curry

Hub included items such as scissors, index cards, pencils, erasers, crayons, a ruler, sentence strips, a Kindergarten Parent Handbook, and a printed information packet. The kits were demonstrated and presented to every family attending kindergarten registration events at partnering schools. The Lane County Hub also distributed School Readiness Kits to families with a child entering kindergarten in the Bethel school district, families living in the Lane County Housing and Community Services Agency housing units, and families in the Promise Neighborhoods who were working with a Department of Human Services Temporary Assistance to Needy Families (TANF) worker.

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

Increasing Parents' School Involvement

As noted above, OPEC Hubs reported strong ties with school districts in promoting parent involvement. To support parent engagement in children's educational settings, OPEC Hubs intentionally taught parenting education courses in school and early childhood facilities. The Columbia Gorge Hub described its efforts with the local Head Start, *"Having the parenting class at their child's Head Start encourages the parents' involvement in their child's classroom."* Because of its strong connections with the elementary schools, the Coos/Curry Hub was instrumental in designing a Parent Volunteer Manual and parent volunteer workshops for the Coos Bay Schools.

Most Hubs reported that their evidence-based parenting education series typically involved information that helped parents understand the importance of their involvement in their children's education and provided information about how to do so. For instance, the Lincoln County Hub commented that during its parenting education programs *"different volunteer programs are shared with parents to encourage school involvement."* Several Hubs also use *Abriendo Puertas*, a curriculum designed for Spanish-speaking parents, or its English counterpart *Opening Doors*, which promotes advocacy and parental involvement in children's education. A parent who participated in *Abriendo Puertas* shared how the series had impacted her: *"I see how important it is for my child's future that I am involved in every aspect of her life from education to emotional."*

Program Recruitment and Promotion

Hubs used multiple strategies to publicize their parenting education opportunities in order to recruit parents and promote their programs in 2013-2014. Hubs reported over 22 million potential contacts with these strategies this year, doubling the number reported during the previous year. This increase was most pronounced in the potential contacts reached through newspaper ads and articles, TV announcements, and social media strategies. Table 26 details the number for each type of media and the potential number of contacts reached through efforts to recruit participants within Hub communities.

Table 26

Program Recruitment and Promotion in 2013-2014

Type of Media	Total	People Reached
Hub/Organization newsletter	426	398,264
Newspaper articles	156	3,917,462
Newspaper announcements/ads	343	3,010,871
Radio spots	104	749,651
TV announcements	121	10,854,200
Website	1,089	219,948
Church bulletins	63	5,321
Other organizations' newsletters (non-school)	70	117,386
Calendars distributed	111	24,596
Flyers distributed (non-school)	392	37,123

Continued on next page

Table 27 (continued)

Program Recruitment and Promotion in 2013-2014

Type of Media	Total	People Reached
Community bulletin board postings	364	38,323
Presentations to civic organizations/agencies	94	2,885
Social Media (Facebook, blogs, etc.)	3,924	2,389,044
Other*	576	237,980
Total	7,833	22,003,054

*Other included community college catalogs, parenting books, fliers and pamphlets, thank you cards, well baby bags, magnets, and community outreach events.

Community Awareness

In addition to their efforts to recruit parents to specific program opportunities, Hubs used similar methods to conduct awareness campaigns. Awareness campaigns are efforts to reach the community through a targeted message on particular topics, such as child abuse

prevention, the importance of parenting, early childhood wellness, and normalizing parenting education. Eight Hubs reached an estimated 17 million potential contacts through these campaigns in 2013-2014. The most frequently used methods of message delivery included TV announcements, social media, newspaper announcements/advertisements, and radio spots. Some messages promoted by Hubs in 2013-2014 included: normalizing parenting education, the importance of parenting education, nurturing your child’s potential, parenting for all parents, child abuse prevention, and literacy.

Table 27 shows the number for each type of media and the potential number of contacts reached through specific marketing methods.

Table 27

Community Awareness in 2013-2014

Type of Media	Total	People Reached
Hub/Organization newsletter	15	12,505
Newspaper articles	13	118,776
Newspaper announcements/ads	27	109,756
Radio spots	406	402,750
TV announcements	167	16,700,000
Website	445	18,879
Church bulletins	-	-
Other organizations' newsletters (non-school)	14	2,175
Calendars distributed	15	3,080
Flyers distributed (non-school)	70	9,715

Continued on next page

Table 28 (continued)

Community Awareness in 2013-2014

Type of Media	Total	People Reached
Community bulletin board postings	63	1,595
Presentations to civic organizations/agencies	24	625
Social Media (Facebook, blogs, etc.)	349	82,942
Other*	17	2,873
Total	1,625	17,465,671

*Other included rack cards, calendars, photo contest, table tents, and displays at events.

Community Collaboration Summary

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

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

- Parent recruitment through newspaper, radio, television, electronic, and social media outlets reaching a combined total of 22 million potential contacts
- Awareness campaigns with targeted messages on parenting topics reaching an estimated 17 million potential contacts
- Collaboration with a variety of sectors including educational, health care providers, faith-based, social service, correctional departments, child care providers, businesses, and child service agencies
- 1,541 programs held in school facilities and 86 additional programs co-sponsored by schools but held in other facilities in the community

OVERALL 2013-2014 SUMMARY

Overall Hub Challenges

All Hubs have demonstrated strengths in the three domains identified for the OPEC initiative: parenting education programming, organizational capacity, and collaborative partnerships. During the past year, Hubs have continued to provide leadership in expanding, coordinating, and improving the quality of programming in their regions. Each Hub experienced a unique set of obstacles and reported these quarterly on the online system. Challenges were also identified through phone conferences and other conversations with the OSU team. The following are the overarching trends in the challenges encountered by the OPEC Hubs in 2013-2014.

Early Learning Redesign – Although the OPEC Hubs have been optimistic about the Early Learning redesign for the state, the process has hindered the growth in collaboration between the OPEC Hubs and their partners. The foremost barrier was the amount of time spent by local agencies working on the development of regional Early Learning Hubs. Trying to reassemble partners for additional meetings focused on the OPEC Hub initiative was sometimes difficult due to time constraints of all involved. Although the Early Learning Hub planning meetings gave frequent opportunities for interaction between the multiple organizations serving families with young children, the focus was broad. As one OPEC Hub summarized, *“With the development of the Early Learning Hub and restructuring of systems and relationships, it has been a productive, exciting time, but there has also been some ambiguity and a lot of processing/planning.”*

Child Care – Many Hubs reported challenges with offering quality child care during their parenting education programs. A primary source of frustration was the inability to hire qualified providers. Hub staff felt this was due to the part-time and inconsistent nature of the positions. As one Hub summarized, *“We continue to work towards providing a more quality child care experience for the families in our programs. Our main challenge is recruiting, training, and sustaining a pool of qualified child care providers interested in limited temporary employment.”*

Facilitator Turnover – Several Hubs also reported a high turnover rate of trained facilitators with whom they contracted. Like the child care positions, the facilitator role is typically only part-time. Many Hubs said that facilitators who were able to find full-time work with benefits generally did not continue with their contract work.

Partner Agency Follow-Through – OPEC Hubs also noted that in some cases partner agencies were unable to deliver on their commitments to joint programming. In several cases, the OPEC Hub paid for staff from partner agencies to be trained in an evidence-based curriculum and in return the partner agencies committed to implementing at least one series. Unfortunately,

Hubs reported many instances in which the trained staff left the partner organization prior to the series being offered. Partner agencies also faced other internal challenges that hindered them from following through on their commitments to the OPEC Hub. One Hub offered the following example:

Because of the introduction of the new Common Core Standards, the introduction of full-day kindergarten, and the new Teacher Evaluation protocols, the educational climate in our counties has put some of our initiatives “on hold” as the schools struggle to get a grip on the requirements.

Funding for Programs – Most Hubs said that finding adequate funding to sustain and expand their parenting education programs was a challenge. Many Hubs indicated a need for additional staff time for coordinating and implementing programs. Several were interested in funding to meet the needs of specific audiences including Spanish-speaking families and parents of older children and teenagers. Some of the Cohort 1 Hubs indicated that they had cut some programming during their first year of step-down funding and would have to make additional cuts during the 2014-2015 program year. One Hub shared:

After working hard to build expanding parenting opportunities, we will have to cut back the number of classes offered. We hope with the addition of the Early Learning Hubs or Coordinated Care Organizations to find additional funding or support for programming.

Social Media Updating – The majority of Hubs are using social media (i.e. Facebook, Twitter, etc.) to some extent. Several reported that having the capacity (staff time and other resources) to use social media consistently and stay current with strategies that make the medium an effective tool was problematic.

Logistics for Multi-County Hubs – Over half of the multi-county Hubs indicated that the logistics involved for meeting with their advisory groups and building partnerships in all of the counties can sometimes prove difficult. As one multi-county Hub summed it up:

While geographic distance is always a factor, the winter months can prove exceptionally difficult. On numerous occasions, collaborative meetings with partners from multiple counties had to be cancelled or were minimally attended due to severe weather. Due to busy schedules, these are often difficult, if not impossible, to reschedule. However, we continue to look to technology to help us through these travel times and have already planned to use Skype, FaceTime, and other applications in the future.

Recruitment in Rural Areas – Some Hubs indicated that in their more rural areas, recruiting enough parents to hold a series of classes was a challenge. Although the Hubs had gauged enough interest for a series, promoted the program through various outlets, and worked with partners, they indicated that *“finding the right blend of strategies to develop recruitment in areas with high stress, lack of transportation, and low community involvement”* was problematic. This led to several series in rural areas being cancelled or under enrolled.

Lessons Learned

As Hubs reflected on the past year, they noted specific lessons learned about their experiences with the initiative. Their insights included perspectives on community partnerships, resiliency, and quality assurance. The following are the main themes for lessons learned during 2013-2014.

Listen to Many Voices

OPEC Hubs said they had learned the importance of seeking the input of multiple partners and making them feel valued. They recognized how essential it is to listen and acknowledge the needs and views of many partners. Listening to community partners and families is a key strategy to developing trust and providing relevant programs. One Hub reported that its efforts to recruit new board members reflected the families that the Hub serves and noted, *“input from families, facilitators, and partners is invaluable to the success of our program.”*

Invest in Community Partnerships

OPEC Hubs stressed that partners are crucial to the support of parenting education in their communities. After years of building partnerships, the Hubs report that their community relationships are taking root. One Hub emphasized *“this year has felt like a turning point in both our local parenting education work and our broader early learning efforts.”* Another Hub described the fruits of past investments as providing key connections to families, *“Without the support of community partners this year, our parenting education series would not have been as successful as they were. Building relationships with key individuals within a partnering organization to assist in making family connections is invaluable.”*

Continuing to nurture relationships is imperative to long-term partnerships. Hubs said that in order to keep partners engaged it was important to show them that they valued their time and make time spent in meetings worth their while. One Hub acknowledged the role community partners play in the success of their parenting education activities by *“sending out hand-written thank-you cards to supervisors and facilitators to validate them for their time and talent... [and this] made a positive difference in the willingness to do more.”* Another Hub added *“events*

happening at your agency” to its OPEC advisory committee meeting agenda. This simple act has led to their OPEC committee members being more willing to attend functions (i.e. open houses, fundraisers, conferences) at partnering agencies.

Be Resilient in Times of Change

Several OPEC Hubs experienced transition in administrators and other key staff during the past year. As difficult as these transitions were, the Hubs stressed the importance of addressing these changes with a positive attitude. One Hub wrote about its experience losing a knowledgeable staff member as an opportunity that forced its staff to *“recognize that they have knowledge, passion, and leadership potential to lead us into the future”* as part of a *“strong, dynamic, valued organization...that will continue to thrive and grow.”*

In addition to staffing transitions, several Hubs mentioned the impending changes brought about by the Early Learning Hub formations. Although they caution that change is challenging, the community’s process of applying for the new Hub system has given them the opportunity to have more contact with a wide variety of partners and families: *“It has opened the door for more points of contact with families, and improved partnerships between agencies. Early learning and school readiness are an easy sell and provide more opportunities to engage families in programming.”*

Three OPEC Hubs also indicated that the planning process for Early Learning Hubs in their regions led them to apply for OPEC expansion grants (available for the first time for the 2014-2015 grant year), which will increase the parenting education opportunities in surrounding Hub counties.

Increase Visibility to Decrease Stigma

Use of widespread marketing techniques was noted as an important strategy to reducing the stigma around parenting education in their communities. The Hubs described a variety of strategies they used to become more visible to the public. One Hub sponsored a photo contest that not only created public awareness but also provided images of parenting in Oregon for a variety of state and local agencies. Another Hub noted that advertising in local newspapers helped spread word about parenting classes and other activities. One Hub described its website and social media as producing *“more of a community presence with provider partners, parents and families.”*

Be Patient

Hubs cautioned that new initiatives and working toward sustainability always take longer than anticipated and that *“building and strengthening community infrastructure takes time.”* Even making changes in existing programming can be time consuming if you are trying to build consensus with advisory groups. One Hub shared that *“celebrating the small steps”* when everything seems to be taking a lot of time can help encourage your advisory group and staff to keep on going.

Evaluate Programming and Approaches

OPEC Hubs emphasized that evaluating their programming to find out what works well can ensure quality and growth. One Hub noted the benefits of ensuring quality programming:

The greatest lesson learned this year is the confirmation from parents that when provided with a trusting, nurturing, welcoming, inclusive, high-quality parenting education program within the community, parents are eager to participate and value the time invested in learning new skills to become better parents.

Willingness to accept feedback from families and partners can also lead to an understanding that some outcomes can be achieved through different methods and approaches. After consultation with their partners, one Hub decided to *“offer classes and activities in those communities where success is guaranteed... constantly trying to offer new classes that may not be successful or sustained is not a good business practice.”* Another Hub found that contracting with partners to implement some of the parenting education classes was beneficial to the overall efforts of the OPEC initiative in their community.

Provide Quality Child Care

One aspect of offering parenting education programs is providing reliable, quality child care during the classes. Inadequate child care creates a barrier for parent participation. One Hub described the challenges and benefits of focusing on child care:

Providing quality child care takes a lot of time and resources. However, we need to devote even more time to planning, recruiting, training, and providing support for a staff of quality child care providers. Providing a child care service has become an essential component of our programming and is an opportunity to model appropriate interactions with young children.

Additionally, another Hub recommended instituting clear child care policies to *“foster nurturing relationships between parent and parent educator which directly impacts the overall quality of a parent’s learning experience.”*

Overall Progress

During 2013-2014, Hubs continued to make significant strides in creating a coordinated system for parenting education in their local communities. Hubs continued their work toward goals set for parenting education programming, organizational capacity, and community collaboration. The following is a synopsis of Hubs' accomplishments in each of these areas during this year of the OPEC initiative.

Positive Parenting Capacity

Through OPEC funding, Hubs continued to offer a broad menu of quality parenting education programs in their geographic regions. Cohort 1 Hubs were in their fourth year of the OPEC grant, which meant they experienced step-down funding (a decrease of \$20,000) during 2013-2014. Therefore it is not surprising that Cohort 1 Hubs offered 25% fewer series than in the previous, fully-funded year. However, Cohort 1 Hubs offered approximately 19% more series in Year 4 than in Year 1 (2010-2011) of the grant. This overall increase in series is evidence of their efforts toward sustainability. Cohort 2 Hubs had only a slight increase in the number of OPEC series they offered in Year 3 compared to Year 2 of their grant, but increased their OPEC-funded series by 20% from Year 1 to Year 3. Combined, the Cohort 1 and Cohort 2 Hubs have increased the number of OPEC funded series implemented by approximately 144% since 2010. This expansion increased accessibility for both universal and targeted audiences. Although the number of parents reached decreased by about 7% from Year 3 to Year 4, the overall number of parents accessing OPEC-funded, evidence-based parenting education series has doubled since 2010.

Hubs used multiple strategies for engaging families that demonstrated both depth and breadth in programming. In addition to the evidence-based parenting education series, other strategies included home visits, workshops, family activities, and parent support activities. There was a 56% increase in the number of family programs (workshops, parent support activities, and family activities) reported by OPEC Hubs in Year 4 compared to the previous year. In addition, Hubs made substantial efforts in programming related to children's readiness for school, parental involvement in education, and family literacy activities. Many of these programs were co-sponsored or connected with their local schools. For an overview of cumulative programming numbers, see Appendix 6.

Overwhelmingly, parents participating in the workshops and classes were satisfied with their experiences. Over 96% 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 others.

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

Organizational Infrastructure

Hubs had staff positions and full-time equivalency (FTE) dedicated to collaboration, coordination, and program planning for parenting education. Combining all FTE for staff reported under OPEC personnel expenditures, the amount of FTE ranged from approximately .80 to 1.39 FTE with an average of 1.08 FTE per site. About a third of the Hubs experienced some turnover in their leadership or coordination but were able to fill those positions. The most turnover in staffing was among facilitators trained to implement evidence-based parenting education curricula and child care providers. This is attributed to the typically part-time nature of these positions.

Across the Hubs, 242 facilitators were trained using both OPEC and non-OPEC funds. Hubs continued to find ways to improve the quality of their existing facilitator training and support systems. As a result, a total of 173 sessions of professional opportunities were offered for facilitators. These sessions were attended by 439 facilitators and other organizational staff.

In 2013-2014, the Hubs held 163 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.

Hubs were successful in leveraging a total of \$2,206,813 in new funding and in-kind donations during the 2013-2014 program year, and they have leveraged over \$7.6 million over the four years since OPEC was launched. New funding came in the forms of grants, contracts, or cash

donations to the Hubs. A few examples of in-kind donations include provision of FTE by the fiscal organization for OPEC staffing, use of facilitators from partner agencies, facility usage, child care, food, and marketing.

Community Collaboration

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

Partners also contributed resources to provide child care, food, and transportation for participants. In some cases, partners co-funded parenting education classes and activities or provided facilitators from among their trained staff. Organizations allowed Hubs to use their facilities for program implementation. Schools partnered with Hubs by hosting over 1,600 parenting activities in their buildings, co-sponsoring family events, and promoting parenting programs through their correspondence and connections with families.

Community awareness of parenting education programs was increased through stronger outreach efforts including more use of TV announcements, newspaper ads, websites, and social media. For program recruitment and community awareness, Hubs reported over 39 million potential contact opportunities through various media strategies.

Oregon Parenting Education Collaborative

HUB SITE REPORTS

This section contains Individual Site Reports for each Cohort 1 and Cohort 2 Hubs for the July 1, 2012 – June 30, 2013 OPEC funding year. The Oregon State University (OSU) evaluation team compiled the Individual Site Reports using data reported by each site on the OPEC online reporting system. The site reports are composed of the following main parts:

- Programming Overview and Capacity Overview tables contain data on program implementation efforts during the year. Charts illustrating programming outcomes by quarter are included.
- The narrative sections of the reports, including Progress Toward Goals, Lessons Learned, and Plans for 2013-2014, were written by Hub staff and entered on the OPEC online reporting system. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.
- Strengths and Challenges were determined by the OSU team for each Hub based on data from the programming and narrative sections of the OPEC online reporting system as well as interviews with Hub staff.
- Information on parent satisfaction and demographics of families served through parenting series and workshops was obtained from the Parenting Skills Ladder or Parent Workshop Evaluation and is summarized for each Hub.
- Results from the Parenting Skills Ladder, a parenting assessment completed by class series participants, and quotes from participants are included for each Hub.

Cohort 1 Hubs		Page
Central Oregon	Parenting Education Hub of Central Oregon	81
Columbia Gorge	Columbia Gorge Parenting Education Program	88
Coos/Curry	Pathways to Positive Parenting	94
Douglas County	Douglas County Parenting Education Brokerage	105
Linn/Benton	Linn-Benton Community College Parenting Success Network	113
Wallowa/Baker	Building Healthy Families	119
Cohort 2 Hubs		Page
Clatsop/Columbia	Northwest Parenting Education and Support	126
Lane County	LaneKids	132
Lincoln County	Coastal Families Together	139
Polk County	Mid-Valley Parenting of Polk County	145
Siskiyou County	Siskiyou Parenting Hub Project	151
Umatilla/Morrow	Umatilla-Morrow Parent Education Collaborative	157

PARENTING EDUCATION HUB OF CENTRAL OREGON

Programming Overview

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



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

Activity	Description	2013-2014	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	6	32
	Parenting Classes	63	319
	Parents Attended	44	316
	Parents Attended 70% or More	45	292
	Children/Youth Attended	29	223
	Contact Opportunities (parents & youth)	787	5,453
Non-OPEC Parenting Education Series	Parenting Series Completed	17	60
	Parenting Classes	132	498
	Parents Attended	134	546
	Parents Attended 70% or More	128	510
	Children/Youth Attended	52	313
	Contact Opportunities (parents & youth)	1,452	7,277
Parent Workshops	Number of Workshops	52	114
	Parents Attended	3,213	11,465
	Children/Youth Attended	400	2,611
Parent Support Activities	Number of Sessions	1,402	3,246
	Parents Attended	13,171	33,740
	Children/Youth Attended	14,176	36,660
Home Visits	Number of Home Visits	8,752	27,865
	Total New Families	641	2,308
	Total New Children/Youth	739	2,389
Family Activities	Number of Activities	31	99
	People Attended	5,286	21,186

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



Strengths

Successful history of implementation of parenting education programs

Strong, trusting community collaborations including partnership with the LAUNCH initiative

Advisory Council structure for three counties

Infrastructure of Family Resource Center

Breadth and depth of parenting education programs

Utilization of evidence-based curriculum with trained facilitators

Varied menu of activities for engaging families in programs

Diversified funding

Progress Toward Goals

Goal: Increase organizational capacity.

Develop plan for OPEC Alignment with Oregon Early Learning Council Initiative.

Participated in five regional meetings on preparing and writing EL HUB RFA, with intent to keep Parenting Education on the agenda and help spread the OPEC work to participating organizations.

Building Bridges and Aligning Efforts: The first shared OPEC/EL HUB Regional meeting held in February brought together 65 people representing three counties and multiple agencies to discuss improving outcomes for children and families.

Prior to and after notification of award to the Central Oregon EL Hub, FRC/OPEC staff collaborated with EL staff to develop shared metrics regarding parenting education. This work will also be included in the regional Better Together (Cradle to Career initiative). The Parenting Hub is also a partner in the regional early literacy and kindergarten readiness grants.

Increase Advisory Committee to represent community and families served.

A formal signed contract with DHS Child Welfare will fund a series of workshops specifically for DHS families, including Promoting Positive Relationships, Strengthening Your Child's Social and Emotional Skills, Encouraging Cooperation, Effective Limit Setting, and Handling Misbehavior.

Increase pool of regional Parent Educators in smaller communities.

Four people from Jefferson County and three people from Crook County attended the October facilitator training.

Offer Parent Educator support sessions to retain regional facilitators.

Six parent educators representing two counties participated in the Parenting Education Conference in Corvallis this past May.

Identify strategies to sustain HUB mission and program goals.

The sustainability subcommittee reconvened, and will work to develop a framework of gaps in services and funding to provide a road map for regional funding strategies for the coming year. The committee will meet again mid-August.

Goal: Increase community awareness and coordinated efforts.

Develop and implement a regional Hub website.

The newly designed website added three parenting videos developed in collaboration with OPEC Hub sites, and posted the Family Resource Center "Kids Don't Come with Instructions" song.

(Continued on page 3)

Progress Toward Goals (continued)

Three FRC staff attended the KIDS Day at the Jefferson County Fair and distributed parenting and 2-1-1 information.

Increase community penetration and awareness of the importance of parenting education.

The decision was made to update and reprint The Parenting Resource Guide. Based on a recommendation from the County Librarian we plan to work with a local newspaper, the Bend Bulletin, to increase production and decrease costs. The Deschutes Early Childhood Committee has also indicated they may designate funds for the reprint.

We posted to our website a password protected Child Care Provider page providing helpful tips and hints linking learning activities to child care settings.

Twenty thumb drives loaded with the social media videos were distributed to partner agencies to use in waiting rooms, presentations, and parent nights.

FRC staff will begin researching content for marketing materials to support targeted audiences with plans to develop multiple categories of collateral's that may include brochures, rack cards, and videos. A marketing professional is scheduled to present to the FRC Board of Directors in August.

Goal: Increase Positive Parenting Capacity

Expand access to parent education programs and workshops that target identified audiences/topics.

Bend Senior High Teen Parent program was renewed for 30 weeks in 2013-2014. Nurturing Families Program Teen Parent Curricula was used.

Developed workshops on school success, self-regulation skills, and pre-teens and adolescents for delivery in new sites, including medical offices.

Expanded workshops to target populations with specific topics (Words that Work: Communication, Navigating the Teen Years, and Have You Ever Wondered: Brain Development).

Provided proven parenting education programs where access has been limited (Nurturing ABC's in Spanish and English at Bear Creek Elementary and Nurturing Skills to the Teen Parent Program at Bend High).

Three OPEC funded classes completed during the fourth quarter, including one Nurturing Parents in Jefferson County for high-risk families; one Nurturing ABC's in Crook County to help children and families prepare for kindergarten; and one MPAP in Deschutes County serving families, friends, and neighbors of Early Intervention children.



Challenges

Staff transitions for the lead and partner organizations

Significant staff and partner time allocated to the EL Hub planning and proposal process

Collecting data from some partner agencies

Keeping up with demands of updating social media messages

(Continued on page 5)



Parent Satisfaction

Parent Education Series

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

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

Parent Workshops

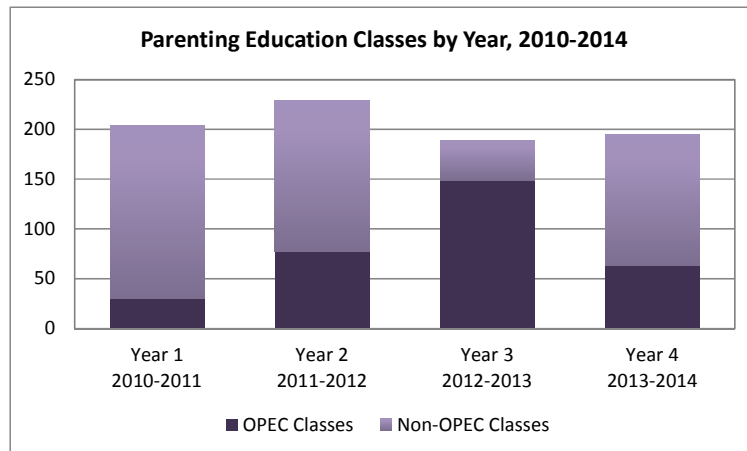
98% of parents reported that the workshop was somewhat or very helpful

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

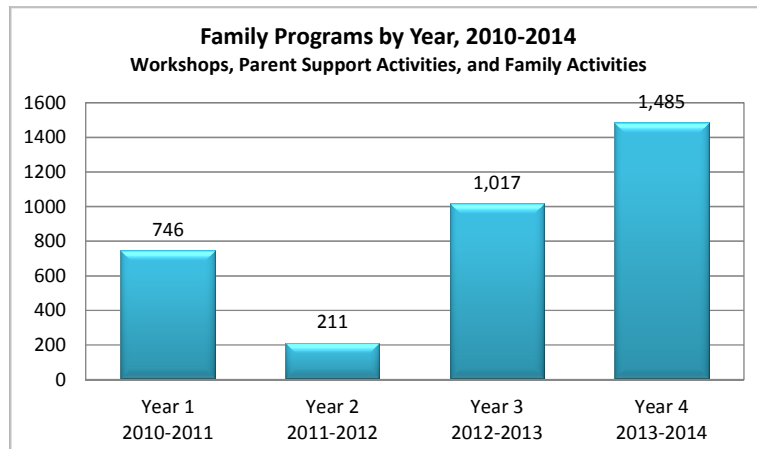
Capacity Overview

Activity	Description	2013-2014 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	0	44
	Non-OPEC Facilitators Trained	27	73
Funds Leveraged	Funds Leveraged	\$213,986	\$970,381
	In-Kind Leveraged	\$47,140	\$145,690
	Total Leveraged	\$261,126	\$1,116,071
Advisory Meetings	Advisory Board Meetings	34	106
Programs With Schools	Programs in Collaboration with Schools	234	887

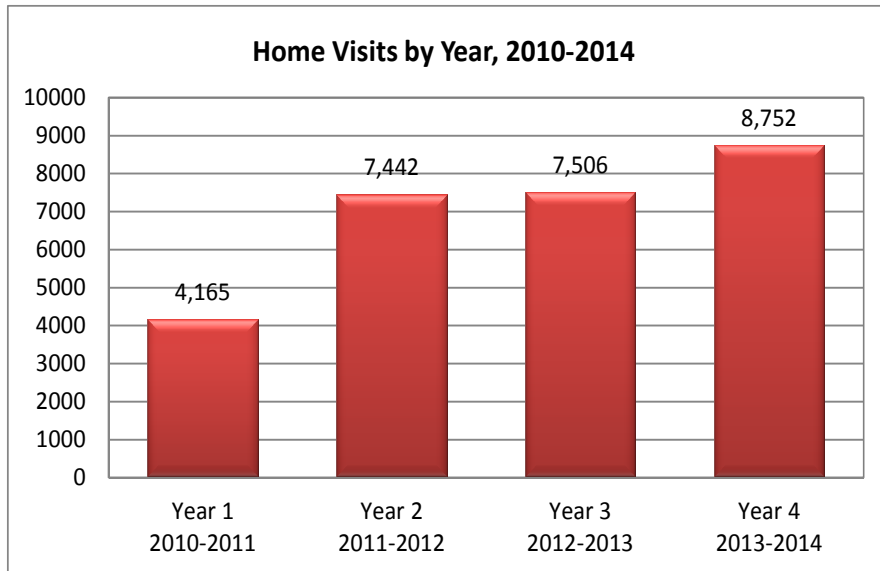
Parenting Classes



Family Programs



Home Visits



Demographics of Families Completing Evaluations for Parenting Series and Workshops

Number of Parents: 204
Number of Children: 392

Gender
 33% Men
 65% Women
 2% Did not specify

Race/Ethnicity
 68% White/Caucasian
 0% Black/Afr. American
 24% Hispanic
 1% Asian
 2% Native American
 5% Other/Unspecified

Age
 Age Range: 15-71
 Average Age: 35

Parenting Style
 With Partner 68%
 By Themselves 25%
 Did not specify 7%

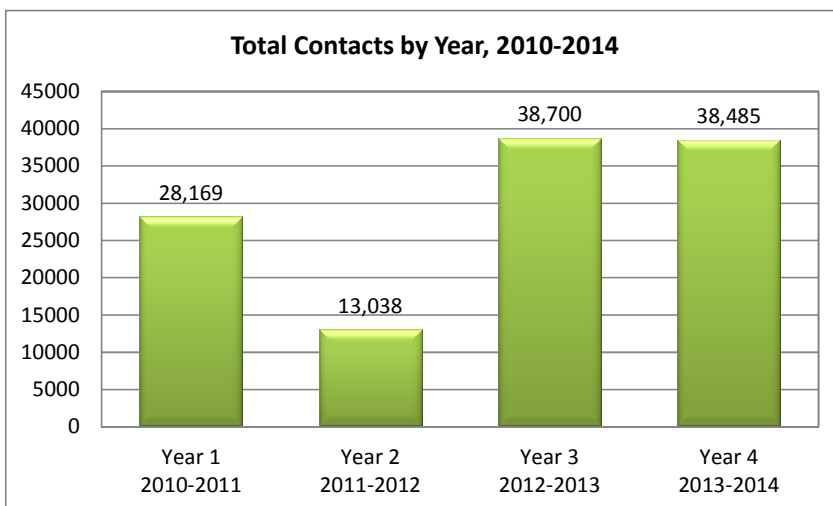
Children
 Average Age: 6
 Age Range: 0-18
 Age 0-6 Years: 61%
 Children per Family: 2

County
 92% Deschutes County
 4% Crook County
 4% Jefferson County

Progress Toward Goals (continued)

Funds from the brokerage provided two workshops in Sisters where parenting class enrollment was a struggle the previous year, and two additional workshops at Tumalo Elementary School, including one for grandparents raising children and one on school readiness.

Total Contacts



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

Lessons Learned

- Evaluate systems and programming regularly to ensure quality and promote growth.
- Celebrate small steps because it encourages forward motion and builds collaboration.
- Anticipated or not, transitions are reality and can be difficult. Take the necessary steps to build in resiliency. Organizations, staff, and partners all need support.
- Changing the community norm takes many voices. Provide partners with the tools necessary to promote parenting education to community members, parents, and staff.



Plans for 2014-2015

- Increase the number of parents attending classes and workshops.
- Use Parent Cafes to increase awareness of and participation in parenting classes and workshops.
- Work to increase evidence-based classes for parents of youth ages 10-17.
- Hold six Advisory Committee meetings and use subcommittees to update marketing and sustainability plans.
- Develop a refined data reporting system with partner agencies to simplify data collection.
- Increase distribution of reprinted Parenting Resource Guides throughout the region.
- Increase partnerships with health care providers, education, faith-based community, and businesses.
- Continue to lobby the new Early Learning Hub to include parent education in all areas of local plans.
- Develop marketing materials.
- Update support documents, including registration and release of information forms, child care and instructor handbooks, advisory notebooks, and evaluation documents.
- Implement parent educator support network.
- Identify strategies to increase support of Latino parents.

Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.0	4.9***
Show my child(ren) love and affection frequently	4.6	5.6***
Listen to my child(ren) to understand their feelings	3.4	5.1***
Help my child(ren) feel good about themselves	3.9	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	5.0***
Find positive ways to guide and discipline my child(ren)	3.2	5.1***
Play with my child(ren) frequently	3.9	5.0***
Protect my child(ren) from unsafe conditions	5.0	5.7***
Talk with other parents to share experiences	2.9	4.6***
Deal with the day-to-day stresses of parenting	3.3	4.9***
Understand my goals and values as a parent	3.4	4.9***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 131$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	3.2	4.2***
Willing to follow limits and rules	2.6	4.1***
Gets along with others	3.6	4.6***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 131$.



Quotes from program participants

"I found many ways to use positive reinforcements."

"It has improved my relationship with my kids."

"[I] Learned new ways to understand my child's behavior."

"I feel more confident in my parenting abilities and skills."

"My child has an easier time expressing his emotions."

"I learned [that] things that I am doing now can have an impact on the way my child acts when they are adults."

COLUMBIA GORGE PARENTING EDUCATION PROGRAM

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



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

Programming Overview

Activity	Description	2013-2014 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	8	39
	Parenting Classes	76	429
	Parents Attended	85	372
	Parents Attended 70% or More	72	324
	Children/Youth Attended	59	248
	Contact Opportunities (parents & youth)	1,299	6,012
Non-OPEC Parenting Education Series	Parenting Series Completed	0	24
	Parenting Classes	0	207
	Parents Attended	0	279
	Parents Attended 70% or More	0	261
	Children/Youth Attended	0	260
	Contact Opportunities (parents & youth)	0	4,434
Parent Workshops	Number of Workshops	15	30
	Parents Attended	240	698
	Children/Youth Attended	88	320
Parent Support Activities	Number of Sessions	128	443
	Parents Attended	127	424
	Children/Youth Attended	164	576
Home Visits	Number of Home Visits	1,016	5,052
	Total New Families	25	211
	Total New Children/Youth	29	245
Family Activities	Number of Activities	7	29
	People Attended	96	814

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



Strengths

History of successful implementation of parenting education programs

Strong relationships with agencies providing services to Spanish-speaking families

Organizational infrastructure of The Next Door, Inc.

Depth and breadth of parenting education programs

Utilization of evidence-based curriculum with ongoing support for trained facilitators

Parenting in the Gorge Guide widely distributed

Recruiter/Host model

Progress Toward Goals

Organizational Capacity

Goal: Conduct four Advisory Group meetings with approximately 10 participants.

We met three times with an average of five participants.

Goal: Expand the number of parenting partners not yet engaged.

We need a school representative from The Dalles schools, consumer parents, Hood River Preschool/In home Day Care representative, service club representatives, and business representatives.

Community Capacity

The Hub Coordinator serves as a centralized contact person and phone number for parents, agencies, and others interested in participating in local parenting education offerings. The Next Door website, 211 information, school district, and gorgekids.com websites have made it easier for the community to find out what parenting education is available to meet their needs, including parents with children older than 8 years.

Parenting Education

7500 Gorge Guides 2013-2014 were printed for distribution.

Goal: Conduct five community classes for the 0-6 age group this year.

A total of seven series were completed for the year, including four Parenting TODAY open enrollment series.

Goal: Each of the 12 week Parenting TODAY (open enrollment) classes will average six participants.

The average in attendance for each quarter was:

- Quarter 1: Ten participants with seven completing the series.
- Quarter 2: Five participants with five completing the series.
- Quarter 3: Six participants with two completing the series.
- Quarter 4: Five participants with five completing the series.

Capacity Overview

Activity	Description	2013-2014 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	1	1
	Non-OPEC Facilitators Trained	9	52
Funds Leveraged	Funds Leveraged	\$50,695	\$178,522
	In-Kind Leveraged	\$20,135	\$84,573
	Total Leveraged	\$70,830	\$263,095
Advisory Meetings	Advisory Board Meetings	3	20
Programs With Schools	Programs in Collaboration with Schools	35	321



Challenges

Transition in staff

Engaging key partners to strengthen program

Lack of engagement of Advisory Council

Financial stress of offering ongoing classes for DHS Child Welfare families

Lessons Learned

- In order to keep parenting education partners engaged in the Hub, we need to build relationships by showing that we value their time, personally call partners asking them to attend the Advisory Group meetings, and include something in the meeting that will benefit partners.
- Finding sustainability is important. Having the Parenting in the Gorge Guide printed by the Hood River News newspaper was a big savings.
- Partnering with an agency to offer parenting classes saves money and helps recruit parents to attend the parenting series.
- It is a lot of work to build sustainability especially through event fundraisers that require a lot of planning time.
- The photo contest was an excellent public awareness activity. One parent who took photos thanked us for the fun activity. The photos have been used by the The Next Door, Inc, in their annual report, by the OSU OPEC evaluators, and will be used in the 2014-2015 Parenting in the Gorge Guide.
- We have achieved some normalization of parenting education, but it will take much more work using marketing strategies, parent-to-parent referrals, and a community expectation that taking a parenting class is proactive, smart, and benefits the parent and child in many ways.



Parent Satisfaction

Parent Education Series

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

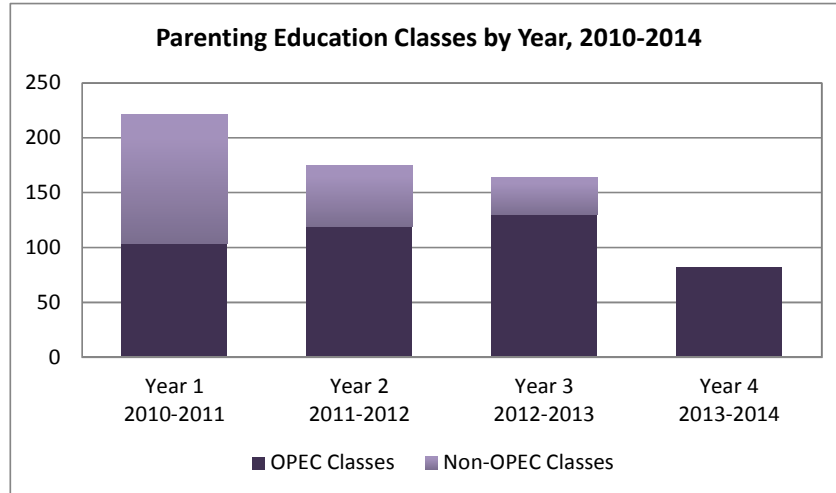
97% of parents reported that they would recommend the class to others

Parent Workshops

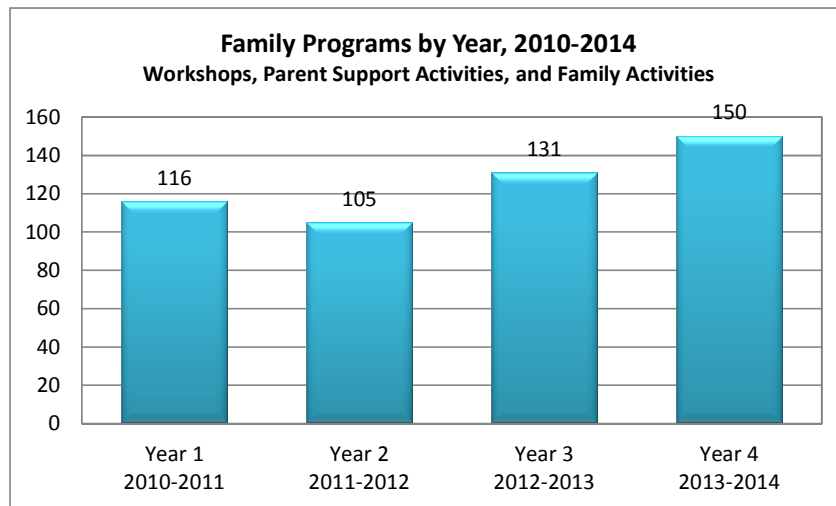
94% of parents reported that the workshop was somewhat or very helpful

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

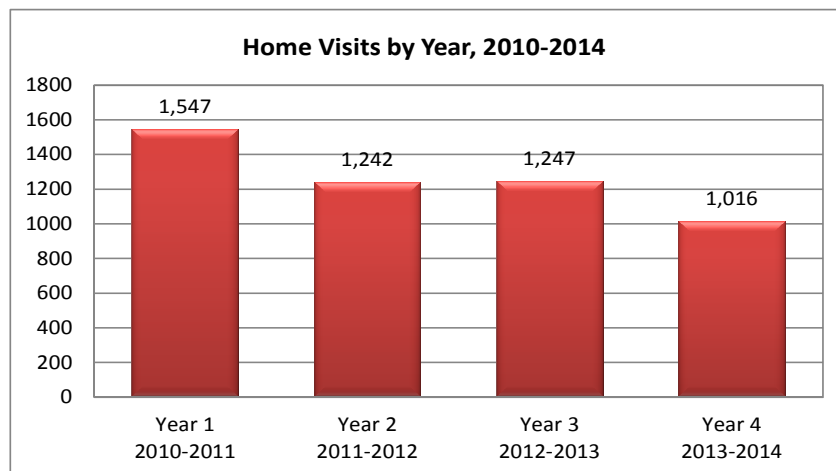
Parenting Classes



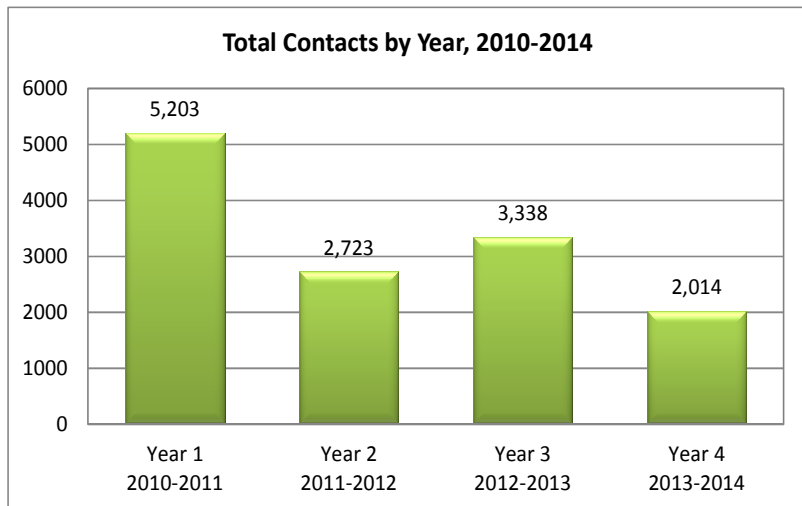
Family Programs



Home Visits



Total Contacts



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



Demographics of Families Completing Evaluations for Parenting Series and Workshops

Number of Parents: 167
Number of Children: 351

Gender

29% Men
67% Women
4% Did not specify

Race/Ethnicity

35% White/Caucasian
0% Black/Afr. American
61% Hispanic
0% Asian
0% Native American
4% Other/Unspecified

Age

Age Range: 15 to 71
Average Age: 35

Parenting Style

67% With Partner
23% By Themselves
10% Did not specify

Children

Average Age: 8
Age Range: 0-18
Age 0-6 Years: 42%
Children per Family: 2

County

69% Hood River County
31% Wasco County

Plans for 2014 - 2015

- As we work to normalize parenting classes in our two counties, we will ask child care providers, preschools, and elementary schools to promote parenting classes as something most parents do before their child attends Kindergarten. We may use the term "Parenting Readiness."
- Continue to write grants for parenting education funding.
- Develop a much more involved Advisory Group and expand the number of partners, including business owners, parent consumers, child care providers, and school representatives.
- We are starting to use the Incredible Years parenting series, which presents a new parenting curriculum. We've primarily offered Make Parenting a Pleasure for the past seven years.
- Together with Hood River Early Intervention, the Hub plans to develop a condensed (one-page) parenting support resource list that primary health care providers and agencies can give to their patients/clients.

Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.5	5.0***
Show my child(ren) love and affection frequently	4.7	5.6***
Listen to my child(ren) to understand their feelings	3.8	5.2***
Help my child(ren) feel good about themselves	4.2	5.4***
Set and stick to reasonable limits and rules	3.5	4.8***
Know fun activities to help my child(ren) learn	3.9	5.0***
Find positive ways to guide and discipline my child(ren)	3.6	5.1***
Play with my child(ren) frequently	4.3	5.3***
Protect my child(ren) from unsafe conditions	4.9	5.7***
Talk with other parents to share experiences	3.3	4.8***
Deal with the day-to-day stresses of parenting	3.4	4.9***
Understand my goals and values as a parent	3.7	5.2***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 69$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	3.4	4.3***
Willing to follow limits and rules	2.8	4.1***
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, $p < 0.05$. $N = 69$.



Quotes from program participants

"Learning ways to discipline without yelling and ways to be positive."

"That I got to share with others [who] were going through the same things."

"I am less stressed and angry.
I am more understanding and patient."

"I have a better understanding of where my son is for his age and how to support his development."

"I learned ways to communicate better with my six year old."

PATHWAYS TO POSITIVE PARENTING

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



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Programming Overview

Activity	Description	2013-2014 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	11	75
	Parenting Classes	118	731
	Parents Attended	81	610
	Parents Attended 70% or More	70	530
	Children/Youth Attended	39	330
	Contact Opportunities (parents & youth)	1,268	9,051
Non-OPEC Parenting Education Series	Parenting Series Completed	8	19
	Parenting Classes	61	124
	Parents Attended	71	158
	Parents Attended 70% or More	69	145
	Children/Youth Attended	48	112
	Contact Opportunities (parents & youth)	886	1,783
Parent Workshops	Number of Workshops	21	79
	Parents Attended	227	995
	Children/Youth Attended	92	350
Parent Support Activities	Number of Sessions	2	12
	Parents Attended	88	115
	Children/Youth Attended	116	140
Family Activities	Number of Activities	3	15
	People Attended	245	1,898

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



Strengths

History of successful implementation of parenting education programs

Strong community collaborations

Organizational structure of SOCC

Depth of parenting education programs

Utilization of evidence-based curriculum with trained facilitators

Integration of parenting education throughout early childhood programs

Consistent core administrative staff

Progress Toward Goals

Goal: To gather new members to our advisory committees in Coos and Curry Counties and form a new Advisory Board.

The new Advisory Board was formed, with greater strength and capacity than our previous Early Childhood Committees. The board grew from 10 members in the spring to 24 members and supporters during the summer quarter.

In the wake of our region failing to become part of the first round of the State Early Learning Council Request for Applications (RFAs), our Early Childhood Committee voted to reconvene and restructure our Early Childhood Committees in both Coos and Curry Counties and to merge them with the Oregon State University Open Campus directive to create an Education Council in each county. In the fall quarter, we brought this process forward through contacting existing and new potential community partners and then held two organizational meetings, one in Coos and one in Curry County. We met with representatives of key community institutions and brainstormed for the future of these committees.

Goal: To restructure our Facebook page and website to accommodate the new college web format and to expand usage.

We began by redesigning the website with a more colorful and modern look. Next, we brainstormed ways to make the Facebook page more intriguing for our users. We came up with the idea to make specific themes for the five weekdays, including “Mommy Mondays,” “TED Talks Tuesdays,” “What’s Up Wednesdays” (local events), “Things to do Thursdays” (family activities, arts and crafts), and “Father Fridays.” We are very excited and will be implementing this new schedule for the fall.

Changes for our Facebook page have proved successful and we have gained over 50% more Facebook friends in one quarter. We believe our success is due to the schedule of our daily themes. The next steps are to categorize these postings and add them to our website in pages identified by the same titles and invite our partners to send us links for their pages and integrate these into our website. When this is sufficiently complete, we will advertise these new components of the website in a media campaign.

Goal: To participate in the regional Early Learning Hub planning committee to write the regional RFA and to be an integral part of the local Hub leadership.

As integral community partners, we have a great interest in helping our region to become successful in the second round of Early Learning Hub grants. We are active core committee members in designing the Coos-Curry-Douglas second round Early Learning Council Request for Applications (RFA). Our Director and Coordinator have participated in the key planning meetings for this task. Our involvement helped to ensure that parenting education is included in our regional goals and desired outcomes.

In the interim, before we are successfully funded as an Early Learning Hub, Pathways to Positive Parenting (PPP) is committed to leading the reconstructed Early Childhood Committees in both counties - in conjunction with the Oregon State University Open Campus program – as the Early Childhood Committee/Education Council. This committee provides for the communication and coordination of activities for children and families and to further the development of the Early Learning RFA for our region. These two groups will remain in their present conformation until which time we are funded as an Early Learning Hub. At that time, Pathways to Positive Parenting has agreed to restructure both Early Childhood Committees/Education Councils to create working committees, which promote ongoing communication and collaboration for services for children and families in addition to the Hub Steering Committee.

(Continued on page 3)

Progress Toward Goals (continued)

PPP staff were primary committee members for our region's rewrite of the Early Learning Hub RFA. We also participated in the day-long technical assistance workshop to upgrade our RFA from last year. Although our region still did not attain Hub status this round, our Director and Coordinator remain active core committee members in designing and redesigning our Hub proposal.

We are disappointed that we were not funded as an official Hub in this second round of applications; however, Pathways to Positive Parenting will continue to lead the gathering of interested stakeholders through the reconstructed "Early Childhood Committees" in both counties - in conjunction with the Oregon State University Open Campus program. We will resume meetings in fall of 2014 in order to keep up communication among partners while there is no other structure in place for our region. We want to keep the momentum going with the parenting workshops and series and the emerging new partnerships in this work.

Goal: To build our internet presence by enhancing our Facebook page and introducing a Pinterest site.

FACEBOOK: We have continued our Facebook content schedule of posting daily themes. "During winter quarter we also introduced, "Saturday Smiles" and "Special Needs Saturdays."

In February, we decided to build a campaign to respond to national statistics regarding winter increases in child abuse and depression. We launched a "Fabulous February" campaign and announced that our Facebook page would be a resource for countering the "winter blues" for the month of February. We posted the most positive and uplifting content we could find for the entire month. A positive outcome of this campaign was that we had more interaction with Facebook viewers than in any previous month.

Our Facebook page continues to increase and we now have 180 "likes" for our Facebook page. In addition to our regular schedule of Facebook posts we introduced a Summer Literacy Campaign in June to help families remain engaged in literacy activities during the break from school. Starting June 1, we post family literacy activities each day. We also evaluated our Facebook data for the fourth quarter and found that we have only 5% males following our Facebook posts. For this reason we have begun looking for resources particularly focusing on dads and men in all of the nurturing roles.

PINTEREST: We identified a community volunteer who built a "Pinterest" site for us beginning in April of 2014. This volunteer is a well-known and very popular early childhood educator in Coos Bay. We feel that her input will increase interest and add value to our web presence. Our new "Pinterest" site came on with a bang (!) during the fourth quarter. A passionate community volunteer created 47 very high quality "boards" in three short months—with topics as interesting and diverse as "Creating Winter Memories," "Kindergarten Readiness," "Mathematics and Engineering," "Social/Emotional and Self-Esteem," and "Science for Kids." This Pinterest site is increasing interest and enhancing our Facebook page.



Challenges

Frequent turnover of parent educators, child care providers, and other project staff

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

Decreased funding for universal parenting education classes

Working with elementary schools which are experiencing major system overhauls

Operationalizing the Nurturing Community Coalition

(Continued on page 4)

Progress Toward Goals (continued)

Goal: To work with private and public partners in their region to build a more coordinated network of parenting education programs for parents of children of all ages, with an emphasis on programs for parents of children prenatal to age 6.

During summer term, conversations began for plans for Pathways to Positive Parenting (PPP) to take the lead in calling an Early Childhood Committee meeting in each county this fall. PPP was integrally involved in the advisory committees for the Commissions on Children and Families until these ended in June of 2013. At the final meetings of these bodies in both counties, PPP staff discussed that we would convene the members again in the fall once we had some idea about the outcomes of the Early Learning Council work. Members agreed that regardless of whether or not our counties become one of the first round of ELC Hubs, our members would need to continue to meet in order to exchange information on programming and training and to keep the communication open between those agencies and institutions which are working for the welfare of children and families. During fall term, we had initial meetings with the Curry County 4-H staff regarding holding parenting classes or workshops for the parents in those programs.

Goal: To build new and enhanced partnerships in both counties including new representation from the business and civic populations.

The reconvening and restructuring of our Early Childhood Committee/Education Council in each county is a boon to expansion of our community capacities. Already in the initial organizational meetings during fall quarter, we were able to engage partners who have not previously been involved with our Hub. The Brookings Superintendent of Schools, the Curry County 4-H Coordinator, and medical community representatives are examples of the new community sectors that were represented at those meetings. Each of the participants agreed to invite other community partners to the next meeting.

We received a technical assistance grant from The Ford Family Foundation in order to move forward our Nurturing Community Coalition (NCC) project. Using these funds, three meetings were convened during winter quarter with the purpose of creating structure for the NCC and to recruit members from all sectors in our community. The NCC has become a tool for recruiting potential steering committee members, new parenting educators, and building community awareness of our Pathways to Positive Parenting Hub and services.

When Dr. Stephen Bavolek came to Coos County to provide parenting educator training in April, we also hosted a "High Tea with Dr. B." at the Coos Art Museum Atrium. This was a lovely event for which we invited some new partners, such as a new local school principal and local business professionals. The goal for our "tea party" was to attract some new faces who may not previously have been familiar with our programming and services. This event successfully oriented three representatives from local businesses who have agreed to support our programming in different ways. Also, as a result of attendance at this tea party, a new local school principal expressed interest in hosting a parenting series at her school.

Our Pathways to Positive Parenting Coordinator, Director, and one of our parent educators are active Steering Committee members of the Nurturing Community Coalition (NCC), which is partnering with The Ford Family Foundation Pathways program in Coos County. We are working together with this group to define a vision for improving our community and implementing projects to improve Coos County. Our PPP Coordinator is now the Education Initiative Co-Chair for the NCC and this strengthens our ability to work with public schools and the Chamber of Commerce in our area. This partnership is bringing representatives from the business sector, local government, legal services, faith-based, public school, and service organizations into close cooperation with PPP programming. In the past, it has been difficult to bring these sectors into our meetings and programming discussions. By participating in these partnerships, we are also able to include parenting and school readiness components into planning and potential program design.

Through a technical assistance grant from The Ford Family Foundation, we were able to hire a professional facilitator and meet with sector leaders in our community in order to establish a framework and a plan to move that initiative forward. Community response was very positive. We held a "roll out" meeting at the Oregon Culinary Arts Institute and explained the plans to potential participants and steering committee members. Our involvement with the NCC continues to be a tool for recruiting potential steering committee members, new parenting educators, and building community awareness of our Pathways to Positive Parenting Hub and services.

(Continued on page 5)

Progress Toward Goals (continued)

Dr. Stephen Bavolek, author of the *Nurturing Parenting* curricula, returned to Coos County in June to be a presenter for the Southwestern Oregon Community College Retreat by the Lake. He presented an all-day workshop for staff, child care providers, parents, teachers, and community members then held two 2-hour workshops the following day. Eight of our parent educators and four child care staff attended the all-day seminar and seven staff attended the Saturday workshops.

Goal: Increase the quality and attendance of parent education classes and workshops.

During the summer quarter we implemented the first stages of our new incentive program for parenting classes. We have designed three levels of larger and smaller incentives for our parents. We had not used incentives at all in recent years but we are finding greater attendance issues with the Child Welfare Services population and will experiment with three types of incentives in order to test the effect of incentives on the weekly numbers of parents who come to classes.

The first type of incentive—small weekly items that are related to the lesson—has already been put in place. Facilitators have brainstormed object lesson-type supplies that enhance the purpose of the lesson and can be taken home by participants. For example, one facilitator discovered little rubber ducks with “feelings faces” on them and feelings words printed on each. The “sad” duck had a frowning face, the “angry” duck had the appropriate angry expression. The facilitator passed around a basket of “feelings ducks” and asked each parent to choose one that represented a feeling they experienced in that day or the past week. Each parent took turns explaining their feeling to the group and the adults seemed delighted to get to bring the little rubber ducks home at the end of the class. Facilitators have brainstormed similar little tokens that go with each parenting topic and can be taken home. These include bags of herbal tea labeled, “Take the time to nurture yourself this week,” or the “Four Questions” magnets that can be ordered from Birth to Three.

The second tier of incentives includes “Family Activity Kits.” These are kits valued at ten dollars or less. Some examples are a kit containing mini muffin pans, boxed muffin mix, measuring cups, and measuring spoons, or drawing paper with markers, glue sticks, crayons, and children’s scissors, all in a storage container, or the Candyland and Chutes and Ladders games wrapped together. For this second group of incentives, all family names are put into a basket at the first class and someone is picked each week. The plan is that everyone will win something of equal value; the only question is which week those parents will get to choose their gift.

The third level of incentives is directly related to attendance. Perfect attendance earns a \$25.00 Wal-Mart gift card, 80% attendance earns a \$15.00 Wal-Mart gift card and anyone else who is present at the last class will receive a \$5.00 gift card. The layers of gift cards are due to our policy that there will never be a “winner and loser” in any of our incentive programs. You win because you made the effort to attend!

Fall quarter included the implementation of the new “Pod” schedule of curriculum for Nurturing Parenting. We spent quite a bit of time organizing the curriculum into three series of eight weeks each. All supporting materials including handouts and activities were somewhat rearranged and reorganized in order to meet the new schedule.

Incentives were also put into place. After using the incentives for one quarter, we changed the plan for winter term to accommodate parent preferences. Feedback included that the parents like the small weekly incentives but that they would rather hold back the larger gifts until the end of the series. The reality is that the parents responded best to gift cards for attendance more than for prizes as incentives. Our new incentive plan is that parents with 100% attendance receive a \$25.00 gift card for each 8 week “Pod” (series) of classes. 80% attendance earns a \$15.00 gift card, and anyone present for the last class in the 8-week series receives at least a \$5.00 gift card regardless of previous attendance. There is also a treasure box from which every parent gets to pick one small item if they have remembered to bring their curriculum book or completed a homework assignment. Parents seem to respond to these little weekly items with enthusiasm and appreciation. These small incentives add a lighthearted feeling of fun to the group experience.

The Early Childhood Committee/Education Council has been a key element in creating new parenting programming in Curry County. The partnerships between Healthy Families Oregon, OASIS Women’s Shelter, South Coast Head Start, Family Support & Connections, and the college led to the development of five new Family Activities and four new Parenting Workshops. This collaboration has also drawn in new participation from Curry County Health, 4-H and the OSU Extension Service. These connections were also instrumental in bringing four Curry County parenting educators to our recent *Nurturing Parenting* training with Dr. Stephen Bavolek.

(Continued on page 6)

Progress Toward Goals *(continued)*

Goals: Increase the quality and attendance of parent education classes and workshops, especially in Curry County, and breach barriers in the public schools in order to offer parenting education classes and workshops.

We are excited to report that our workshops in Curry County were particularly well attended during spring term. Considering the current difficulties in Curry County's economy and the restructuring and downsizing of many agencies, we were especially excited about this. Three newly trained Curry County parenting educators and one childcare provider also joined our service team in spring quarter.

STRENGTHENING FAMILIES

Through non-OPEC funding, Strengthening Families (SF) series (for parents of children ages 9 to 14) were held in Bandon and in Coos Bay at Millicoma Middle School. This program, like most of our classes and workshops, includes a free family dinner and childcare for younger siblings. After dinner, the parents are excused to their own class for one hour while the teens, ages 9 to 14, go to their own class. The teens join the parents at the end of that hour for an additional 45 minute family session. The results were magic. In one session, the teens practice peer refusal skills in role plays with one another. In these scenarios, one teen tries to lure the other into doing something dangerous or illegal. Cue cards train the teens to use appropriate refusal skills to safely leave these situations.

In the family session, the teens get to teach the parents what they have learned. The parents take on the roles of the tempters and try to talk their teens into doing the dangerous or illegal activities. The teens demonstrate their newly learned refusal skills as they respond to the temptations in effective and appropriate ways. There is a lot of laughter in these sessions and a lot of important learning and practice going on at the same time. In this way, the teens learn skills they can readily use and the parents also learn how to effectively coach their children and what to discuss and practice at home.

Although the Strengthening Families series do not meet OPEC goals for targeting children ages 0-6, inclusion of these classes builds interest in our programs and fills a community need. In our classes for parents of younger children, parent comments often include requests for help with older siblings. Some of our participating SF families actually also had younger siblings, and so we are able to also recruit from these families for our classes intended for younger children. The programs for teens have also built community interest in our offerings as well as meeting a real need for local families.

Our Curry County partnerships with Healthy Families Oregon, OASIS Women's Shelter, South Coast Head Start, Family Support & Connections, and Southwestern Oregon Community College (SWOCC) led to five new Family Activities and four new Parenting Workshops being offered in Curry this quarter. Support in advertising and promoting the workshops included help from Curry County Health, 4-H, and the OSU Extension Service.

The "SECOND STEP" Pilot Project:

Through special funding from the Coos Commission on Children and Families, PPP hired four of our parent educators to present Second Step sessions at Blossom Gulch and Madison School. Although these sessions were presented to teachers and children, this step was a first stage in our long-term plan to offer Second Step to parents. In this pilot project, Second Step "circle time" sessions were presented 146 times in this pilot project at the two grammar schools in Coos Bay. Eleven Kindergarten teachers and three First Grade teachers allowed our part-time Faculty to hold Second Step sessions in their classrooms once each week for up to twelve weeks.

Feedback from a Second Step facilitator:

"I met with all the Kindergarten teachers recently and the responses I received from teachers were great. Teachers stated that children were using the attention and repeating techniques on their own, and teachers saw student's problem solving and collaborating more. Also, behaviors in the classroom improved in the few short months we ran the programming. The teachers are excited for us to begin the parenting stage of this program."

(Continued on page 7)

Progress Toward Goals *(continued)*

The “KINDERGARTEN PREPAREDNESS” Pilot Project:

Kindergarten Preparedness Workshop and “Kindergarten Kits” for Kindergarten Registration events at both schools.

PPP planned, implemented, and helped to host “Blossom Gulch Kindergarten Parent Night,” March 4, 2014. For this event:

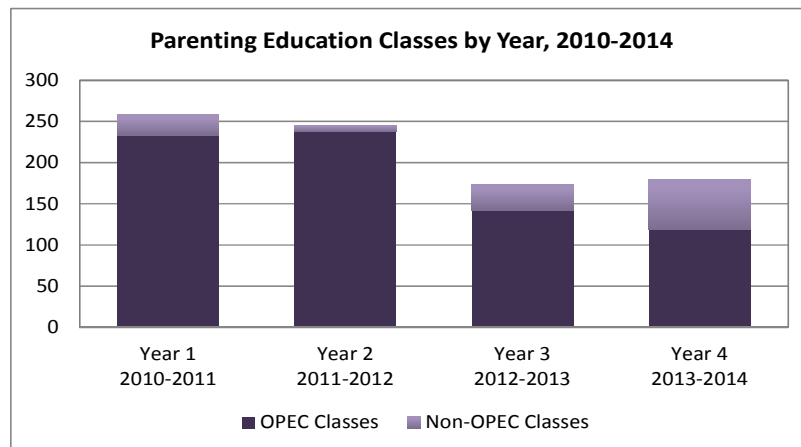
- a) 74 children and 72 parents came for a free family dinner and hands-on activities demonstrating the new Common Core Standards for Kindergarten learning.
- b) Parents and children made play dough letters, played Number Bingo, learned how to make their own “books” at home, and experienced the Coos Bay School District “sight words” with magnetic word strips on metal cookie sheets.
- c) Every family left with their own complete kit of the supplies used in the five stations that night, including their own set of magnetic sight words and a cookie sheet! Parents also received printed material describing the new Common Core Standards for Kindergarten.

160 “Kindergarten Kits” were handed out and explained to parents at both elementary school Kindergarten Registration events.

- a) PPP and School District staff developed Kindergarten Kit concept and the school District used leftover supplies and funds to create kits. Coos Bay School District has committed to fund the supplies for these kits for the next two years.
- b) PPP staff and the Coos Bay School Superintendent hosted interactive tables at the Kindergarten Registration events. Staff gave the kits to parents, explained the contents, and demonstrated with hands-on examples of what students needed to know to be ready for Kindergarten and how parents could help their children to be prepared for fall. Each kit included a calendar of activities which families could do with children over the summer in order to prepare children for the first day of Kindergarten.
- c) “Kindergarten Kits” were assembled with help from the school district and PPP. The kits were given to every family who attended the event. The Kits contained scissors, index cards, pencils, eraser, crayons, ruler, glue sticks, sentence strips, pencil sharpener book, Kindergarten Parent Handbook, Coos Bay Library Summer Reading, and printed program information, which included:
 - “What to Expect in Kindergarten”
 - Alphabet and shapes cut-outs with tracing shapes
 - “Early Indicators for Successful Kindergarteners”
 - Summer Activities Calendar
 - Immunization Information
 - Coos Bay Schools Student calendar for next school year

(Continued on page 8)

Parenting Classes





Parent Satisfaction

Parent Education Series

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

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

Parent Workshops

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

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

Progress Toward Goals (continued)

Unexpected outcomes developed as a result of the new partnerships at the two elementary schools. These results indicate the value and the quality of these new collaborations and the positive energy derived from our interactions with parents and staff.

PPP staff were able to meet regularly with school staff and teachers. This rare opportunity allowed PPP staff to hear teachers' and other staffs' greatest concerns and to respond with possible solutions. Teachers gave input that one of their biggest problems is children being bored and having "nothing to do" on the playground. One of our *Second Step* facilitators shared playground activity ideas and put on a *Playworks* presentation for all staff and gave binders of the games to all teaching staff at Blossom Gulch. One teacher and our staff person began doing weekly outdoor sessions of *Playworks* games at recesses, and PPP staff taught *Playworks* games in Physical Education classes in the Kindergarten and First Grade classes at Blossom Gulch. This project included making game supplies and teaching the school staff how to do these games. This work created good will and great feelings toward our program and our staff.

PPP was given permission to offer "Story Town" family activity days, which was five free summer sessions of literacy-based Family Activity Day sessions at Blossom Gulch Elementary School. Our goal was to use these sessions to recruit new families to attend our fall parenting series at Blossom Gulch. (Note: this idea was taken directly from a workshop offered at the May Parenting Educators Conference hosted by the Hallie Ford Center at OSU!) One Kindergarten teacher from this school agreed to work as part of the Story Town team. This is just one example of the unprecedented cooperation and collaboration we have had this year between our Pathways to Positive Parenting program and the public schools.

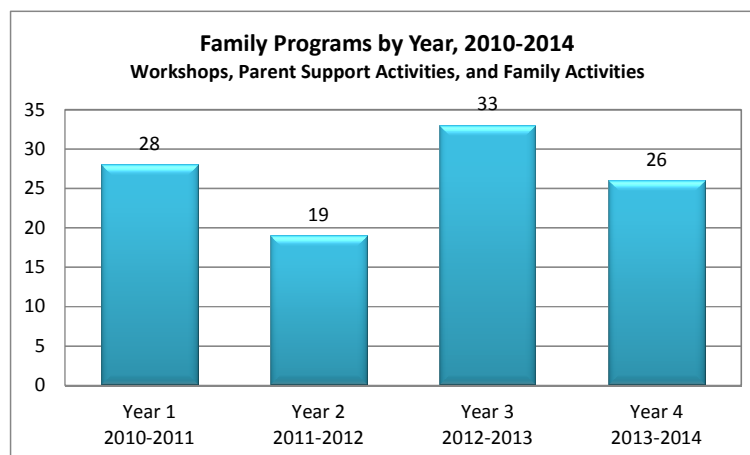
PPP held three meetings, which included discussions with teaching staff about the greatest needs at their schools. These led to conversations about parenting workshops and a fall series, playground activities, volunteer training, and the *Second Step* program.

PPP will also set up informational tables regarding our programming at school registration times in August.

We planned, staffed, and implemented a successful "TV Turn-Off Week" Family Activity Night with over 60 families in attendance at one elementary school.

One of our parenting educators is now on the Superintendent Advisory Team for Madison Elementary School as a result of her work as parent facilitator.

Family Programs



Capacity Overview

Activity	Description	2013-2014 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	15	76
	Non-OPEC Facilitators Trained	21	53
Funds Leveraged	Funds Leveraged	\$51,094	\$732,641
	In-Kind Leveraged	\$87,916	\$189,570
	Total Leveraged	\$139,010	\$922,211
Advisory Meetings	Advisory Board Meetings	7	46
Programs With Schools	Programs in Collaboration with Schools	23	191



Demographics Of Families Completing Parenting Series or Workshop Evaluations

Number of Parents: 248
Number of Children: 411

Gender

21% Men
 61% Women
 18% Did not specify

Race/Ethnicity

72% White/Caucasian
 <1% Black/Afr. American
 4% Hispanic
 <1% Asian
 6% Native American
 17% Other/Unspecified

Age

Age Range: 18-69
 Average Age: 39

Parenting Style

47% With Partner
 26% By Themselves
 27% Did not specify

Children

Age Range: 0-18
 Average Age: 7
 Age 0-6 Years: 50%
 Children per Family: 1

County

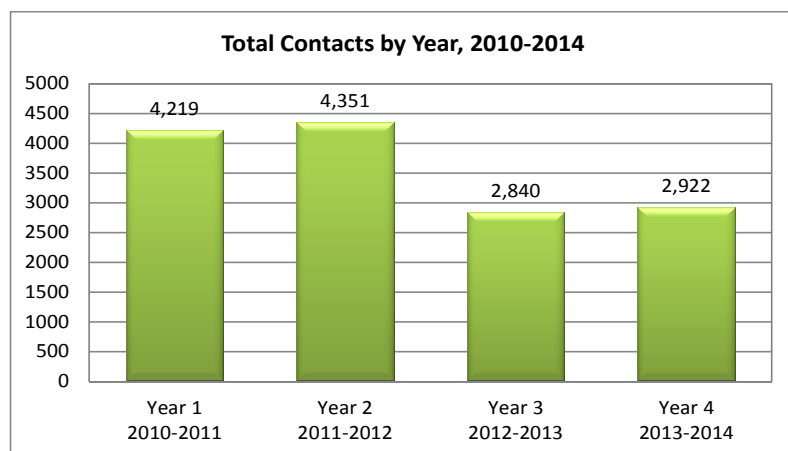
89% Coos County
 11% Curry County

Lessons Learned

We are very optimistic about what we have learned in our “pilot projects” with the Coos Bay Schools. These have led to new strategies for working with the public schools as well as opportunities to expand and diversify our programming in ways we could not have predicted. As reported earlier this year, the introduction of full-day Kindergarten in Coos Bay Schools, the continuing adjustment to the new Common Core Standards for public schools, plus the introduction of new Teacher Evaluation protocols, the educational climate in our counties had put some of our parenting education projects “on hold” as the schools struggled to get a grip on the requirements.

This was the motivation behind our pilot projects with the Coos Bay School District. Instead of going to the school and telling them what we wanted to do (hold parenting series at their schools), we went to the schools and asked what they wanted and needed. The responses led to our *Second Step* and Kindergarten Preparedness experiments. The wonderful outcome from this experiment is that we can report that both of the schools with which we held these pilot programs have now agreed to include parenting workshops and series in their schools in the coming school year. This was a great lesson learned for us!

Total Contacts



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

Plans for 2014-2015

As of summer quarter 2014, we have entered into a new partnership with Head Start's "Every Child Ready to Read" program. This partnership will allow us to host parent workshops in every one of the ten communities in our region. We will have one workshop in each library and then one in each grammar school in the two counties. This will be a great boon to our access to both library and community school staffs.

We have become full community partners in the Coos Bay School District Parent Involvement Plan. Our Coordinator has even been asked to contribute job description requirements for how the new "Parent Involvement" position for the schools will intersect with our Hub parenting activities.

Because of the demonstration projects in Coos Bay Schools, we have also been invited to talk with school district staff in both Brookings (Curry County) and North Bend (Coos County). This will be the beginning of projects to replicate some of the successful activities we had this past year. Several schools have particularly expressed interest in our Kindergarten Readiness Projects. A fall *Make Parenting a Pleasure Class* is planned for Bandon. With our Curry County assistant in place, we are already scheduling workshops for fall and winter.

Some of the activities already planned for Coos Bay Schools include:

- PPP will help with a Fall 2014 Curriculum Night for grades 1, 2 and 3—as a back to school open house at Blossom Gulch. This was not originally planned for this school but evolved out of our recent partnership and activities. PPP will provide the child care and snacks and will have an opportunity to speak to all attending parents about our parenting classes and parent volunteer trainings.
- PPP will present a 10-week parenting education series at Blossom Gulch. This series has been planned as a result of the other activities we have had at the school.
- PPP will present two evening workshops on "Love and Limits" at Madison Elementary School this fall of 2014.
- One of our parenting educators, Giovanna, will do a *Playworks* presentation in the fall for Madison Elementary School staff.
- Parent Volunteer Manuals were created with input from teachers at the Coos Bay Elementary Schools and parent volunteer trainings are set to begin in September of 2014.
- Parent Cafes, scheduled to begin in Fall of 2014 at both Blossom Gulch and Madison Elementary Schools, will connect school volunteer needs with prospective parent and community volunteers. PPP will work with school teachers, staff, the Parent Teacher Organization, and the new District 9 Parent Involvement Coordinator on these projects.
- Our staff will be the liaisons between the Chamber of Commerce Education task force, The Nurturing Community Coalition Education Initiative, and the elementary schools. PPP will be the liaison to bring North Bend School District into this planning as well as other school districts in both counties.

Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.1	4.6***
Show my child(ren) love and affection frequently	4.5	5.4***
Listen to my child(ren) to understand their feelings	3.7	4.9***
Help my child(ren) feel good about themselves	4.1	5.3***
Set and stick to reasonable limits and rules	3.3	4.7***
Know fun activities to help my child(ren) learn	3.6	4.9***
Find positive ways to guide and discipline my child(ren)	3.3	5.1***
Play with my child(ren) frequently	4.1	5.1***
Protect my child(ren) from unsafe conditions	4.7	5.4***
Talk with other parents to share experiences	3.1	4.8***
Deal with the day-to-day stresses of parenting	3.3	4.9***
Understand my goals and values as a parent	3.6	5.1***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 83$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	3.3	4.5***
Willing to follow limits and rules	2.7	4.1***
Gets along with others	3.5	4.6***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 83$.



Quotes from program participants

"I learned healthier ways to deal with bad behavior and how to acknowledge what a child wants."

"I take time to listen to [my son]."

"I liked that the facilitator was genuinely kind and listened without judgment."

"I loved learning about all the resources I can use when questions about my parenting worry me."

"Being able to parent effectively with getting overwhelmed or stressed."

DOUGLAS COUNTY PARENTING EDUCATION BROKERAGE



*Supporting the growth
of happy, healthy
children.*

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Special Education Director
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Website:
www.parenteducation.org
www.facebook.com/DCEPC

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



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

Programming Overview

Activity	Description	2013-2014 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	16	55
	Parenting Classes	212	592
	Parents Attended	136	494
	Parents Attended 70% or More	123	429
	Children/Youth Attended	109	331
	Contact Opportunities (parents & youth)	3,378	9,054
Non-OPEC Parenting Education Series	Parenting Series Completed	0	10
	Parenting Classes	0	87
	Parents Attended	0	87
	Parents Attended 70% or More	0	70
	Children/Youth Attended	0	58
	Contact Opportunities (parents & youth)	0	1,351
Parent Workshops	Number of Workshops	16	53
	Parents Attended	252	1,200
	Children/Youth Attended	41	336
Parent Support Activities	Number of Sessions	0	4
	Parents Attended	0	21
	Children/Youth Attended	0	13
Family Activities	Number of Activities	5	14
	People Attended	2,657	12,027

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



Strengths

History of successful implementation of parenting education programs

Infrastructure support of ESD

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

Organizational structure of coalition and brokerage

Depth and breadth of parenting education programs

Utilization of evidence-based curricula with ongoing support and training for facilitators

Multi-pronged marketing

Progress Toward Goals

Goal: Build a stronger and more coordinated system for parenting education.

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

- Four feedback observations conducted for four facilitators to ensure quality delivery of programming.
- One parent educator network meeting to discuss plans, fundraising, and brainstorm the most effective way to reach alumni to administer the six month follow-up survey.
- Two staff members attended a "Parent Engagement" training.
- Four meetings to develop Understanding Feelings, Emotion Coaching, and Taming the Tantrum workshops for parents and providers in collaboration with Family Connections.
- Wrote a weekly parenting education column for a local newspaper to raise awareness for parenting education and early learning topics.
- Two meetings with Family Connections to discuss plans to increase the quality of child care during our classes with more intentional activities utilizing trained staff.
- One meeting with Phoenix school for technical support for teen parenting class.
- Four meetings to develop Early Learning, Every Day workshops for parents and providers in collaboration with Family Connections.
- Two meetings with Family Connections to develop fee-based workshops for 2014-2015.
- One meeting with Roseburg School District to learn more about the School Readiness workshops the district offers to Roseburg families.
- One meeting with ESD Human Resources department to discuss strategies to recruit quality child care providers for the provider pool.
- Staff attended *Bridges Out of Poverty* and *Darkness to Light* training.
- Four facilitators attended professional development training at the Oregon Parenting Educators Conference.
- One Celebration Dinner/Parent Educator Network meeting to discuss plans for 2014-2015, network, and brainstorm ways to improve service delivery and internal systems.

Objective: Increase organizational capacity and internal systems of the Brokerage.

- \$323 donated by parents for the "Pay it Forward" campaign (75% participation).
- Six social media videos completed and distributed via email and Facebook.
- TV media campaign in August using our 30-second PSA to advertise fall registration.
- TV media campaign in December using our 30-second PSA to advertise winter registration.
- Three Advisory Board meetings to outline resource development strategies and opportunities to engage the business community.
- Approved as a First Book recipient organization.
- Approved as a Fred Meyer Community Rewards Program grantee agency.
- \$75 donated by Fred Meyer Community Rewards Program.

(Continued on page 3)

Progress Toward Goals (continued)

- TV media campaign in March using our 30-second PSA to advertise spring registration.
- One news story aired on KPIC about our Parenting Hub.
- Radio campaign in April to advertise Early Learning series.
- \$8,500 in pledges received during 2014-2015 Brokerage renewal campaign.

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.

- Grant proposals submitted for \$31,000.
- Two meetings with Douglas County Business Champions for Kids to gauge employer interest in hosting onsite parenting education for employees.
- Two meetings with North Douglas Ford Leadership group to garner support for early literacy programs in North Douglas County.
- One meeting with SafeHaven Maternity Home representative for possible future collaboration on parenting programming for families in shelter care facilities.
- One meeting with Lane ESD Migrant Education program to discuss funding for another parenting series for Spanish-speaking parents.
- One community presentation at the Employer Council to introduce our services to the members.
- One meeting with UCAN Summer Foods Program to reflect on experience of providing summer activities for youth; begin planning for Summer 2014.
- Two meetings with Phoenix School to collaboratively implement a *Nurturing Parenting* for Teen Parents class to be offered during the school day.
- Two meetings with the Family Relief Nursery of Cottage Grove to collaboratively plan a series in the communities of Drain, Yoncalla, and Elkton.

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

- Two Early Childhood Care and Education Conference committee planning meetings for 2013 conference entitled "Ready, Set, Kindergarten! – It Begins at Birth". The conference drew an audience of 122 participants .
- Six Mercy UP2US Now Coalition Education committee meetings to develop recruitment strategies to increase enrollment in parenting classes.
- One Yoncalla Early Works retreat with partners to develop goals and planning to engage families in parenting classes, school readiness activities, and explore resources for more parent involvement.
- Support received from OCF Lilja Family Fund and Ben Serafin Fund to fund parenting series in rural communities.



Challenges

Lack of a shared sense of responsibility for program implementation among community partners

Recruiting, training, and sustaining a pool of qualified childcare providers

(Continued on page 4)

Progress Toward Goals (continued)

- Two phone meetings with Lake County contacts to establish interest in expanding the Douglas County Parenting Hub to align with the South Central Early Learning Hub.
- One meeting with the Roseburg Veteran's Affairs Medical Center to discuss the possibility for building capacity for parenting education within the VA system for returning veterans and their families.
- Two Early Childhood Care and Education Conference committee planning meetings for 2014 conference theme "Parents as Partners."
- Five South Central Oregon Early Learning Hub professional advisory meetings convened for planning and implementation of work plan.
- Six planning meetings with Yoncalla Early Works to develop and partner on programming in Yoncalla.
- One meeting with the Federal Nutrition Program for possible future collaboration on family programming.
- One meeting with a Winston area church to begin planning for workshop programming for parents during their AWANA youth program.
- One presentation to the North Douglas Ford Leadership group to garner support for early literacy programs in North Douglas County.

Goal: 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.

During the 2013-2014 fiscal year, the following programming were implemented:

- Twelve series for universal parents of children 0-9 years.
- One series for grandparents raising grandchildren 0-9 years.
- One series for Spanish-speaking parents of children 0-9 years.
- Two series for teen parents.
- Fourteen workshops for universal parents of children 0-9 years.
- One workshop for Spanish-speaking parents of children 0-9 years.
- One workshop for parents of children 10-17 years.
- Four family fun events.
- Two family activities hosted at UCAN Summer Foods sites.
- Ongoing development to incorporate early learning information on website, Facebook page, and during programming.

Capacity Overview

Activity	Description	2013-2014 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	0	16
	Non-OPEC Facilitators Trained	0	14
Funds Leveraged	Funds Leveraged	\$31,398	\$87,698
	In-Kind Leveraged	\$83,441	\$283,701
	Total Leveraged	\$114,839	\$371,399
Advisory Meetings	Advisory Board Meetings	4	18
Programs With Schools	Programs in Collaboration with Schools	213	616



Parent Satisfaction

Parent Education Series

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

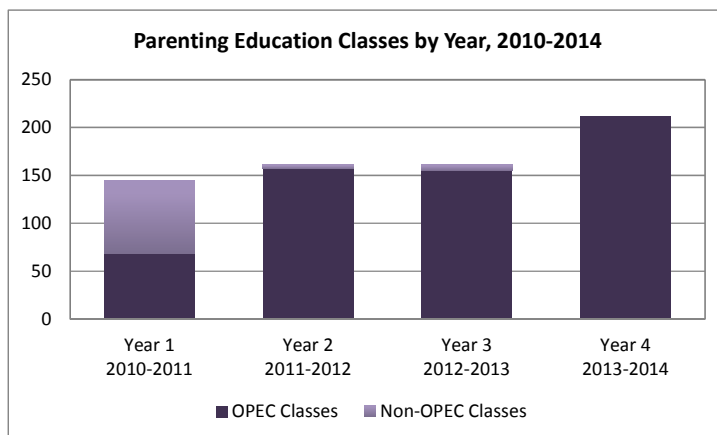
98% of parents reported that they would recommend the class to others

Parent Workshops

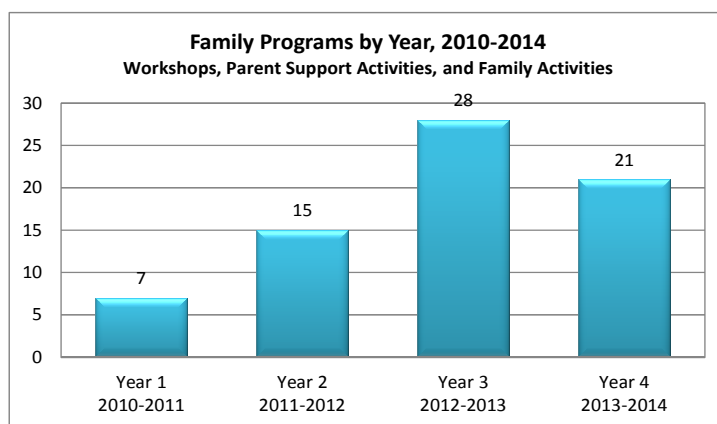
96% of parents reported that the workshop was somewhat or very helpful

95% of parents reported that they would use the information from the workshop

Parenting Classes



Family Programs





Demographics of Families Completing Parenting Series and Workshop Evaluations

Number of Parents: 330
Number of Children: 529

Gender

18% Men
73% Women
9% Did not specify

Race/Ethnicity

80% White/Caucasian
<1% Black/Afr. American
6% Hispanic
<1% Asian
2% Native American
11% Other/Unspecified

Age

Age Range: 15-74
Average Age: 37

Parenting Style

52% With Partner
27% By Themselves
21% Did not specify

Children

Average Age: 7
Age Range: 0-18
Age 0-6 Years: 59%
Children per Family: 2

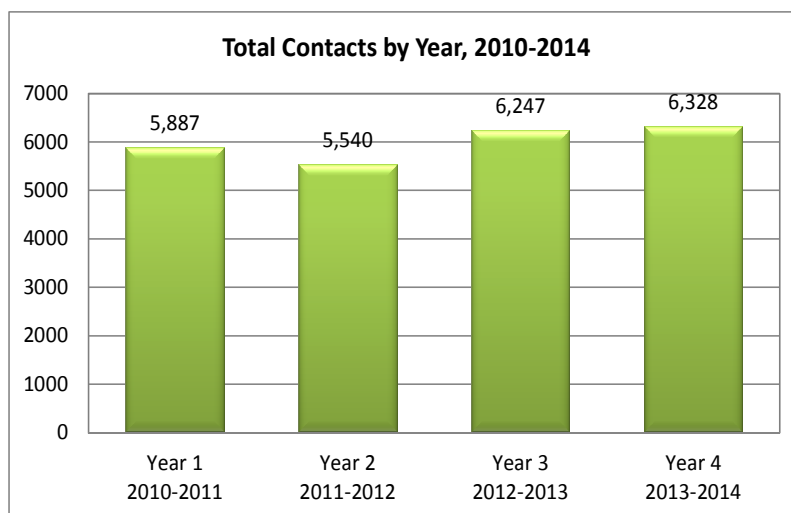
County

100% Douglas County

Lessons Learned

- **Listen to your audience.** Input from families, facilitators, and partners is invaluable to the success of our program. We will be recruiting new advisory board members to reflect those we serve and continue to find new ways to collect input and listen to our audience.
- **Relationships are key.** Making the time for face-to-face, neighbor-to-neighbor relationship building is essential for recruitment and parent engagement.
- **Change brings new opportunities.** Our county is undergoing a systematic change in how early childhood agencies coordinate services, collect and share data, and find common language across sectors. We see many opportunities to integrate within this new early Learning Hub system. It has opened the door for more points of contact with families, and improved partnerships between agencies. Early learning and school readiness are an easier sell and provides more opportunities to engage families in programming.
- **Quality childcare is essential.** Providing quality childcare during short term programming takes a lot of time and resources. However, we need to devote even more time to planning, recruiting, training, and providing support for a staff of quality child care providers. Providing a child care service has become an essential component of our programming and is an opportunity to model appropriate interactions with young children.

Total Contacts



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

Plans for 2014-2015

- Build relationships and capacity over the course of the year with Lake County to lay the groundwork for a coordinated parenting education system and improve readiness for our parenting hub expansion in 2015-2016 to span the South-Central Oregon Early Learning Hub region.
- Identify opportunities to partner with early learning partners and schools on projects funded by early literacy and school readiness grants acquired by the South Central Oregon Early Learning Hub.
- Restructure and develop an Advisory Board that reflects the people and partners we serve.
- Recruit additional child care providers for provider pool, schedule trainings, and develop written guidelines to ensure a quality child care experience during parenting series.
- Increase visibility for our organization and programming through radio and television PSAs, social media PSAs, and community presentations by volunteer speakers.
- Create a new name and branding for the Parenting Hub and explore an internal systems change to integrate the Parenting Hub and the Early Learning Hub at the Douglas ESD in order to create more efficiency in staffing and overlapping tasks.
- Recruit champions from the business community to reach fundraising and community awareness goals and help identify employers willing to host programming at the workplace.
- Increase collaboration efforts with Family Connections of Lane and Douglas Counties, Family Relief Nursery of Cottage Grove, Phoenix School, ORCCA Great Afternoons, Yoncalla Early Works, Cow Creek Wellness program, Lane ESD Migrant Education program, and UCAN Head Start to leverage resources for programming.
- Create more professional development opportunities for facilitators and child care staff by sharing resources with other Parenting and Early Learning Hubs across the state.
- Offer twelve, 10-week universal parenting series with expansion to the community of Riddle.
- Offer four, 10-week target audience series (Teen parents and Spanish-speaking parents).
- Offer one, 8-week series for grandparents raising grandchildren.
- Offer sixteen, two hour workshops on the topics of child development and early learning activities for school readiness with expansion to communities of Sutherlin and Winston.
- Offer three family fun events.
- Continue with website redesign to create a more “parent friendly” experience with online registration and improved access to community resources and information.



Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.1	4.9***
Show my child(ren) love and affection frequently	4.5	5.4***
Listen to my child(ren) to understand their feelings	3.5	5.1***
Help my child(ren) feel good about themselves	3.8	5.1***
Set and stick to reasonable limits and rules	3.2	4.9***
Know fun activities to help my child(ren) learn	3.5	4.9***
Find positive ways to guide and discipline my child(ren)	3.3	5.0***
Play with my child(ren) frequently	4.0	5.2***
Protect my child(ren) from unsafe conditions	5.0	5.6***
Talk with other parents to share experiences	3.0	4.6***
Deal with the day-to-day stresses of parenting	3.2	4.9***
Understand my goals and values as a parent	3.6	5.2***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 130$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	2.6	3.5***
Willing to follow limits and rules	2.3	3.4***
Gets along with others	2.7	3.6***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 130$.



Quotes from program participants

"I have more confidence."

"Knowing I'm not alone in the day-to-day flow."

"We have a better and closer bond with all three of our children."

"I listen to my children more."

"I learned about discipline, not spanking."

"I have learned more patience and how to be more validating."

LINN-BENTON COMMUNITY COLLEGE PARENTING SUCCESS NETWORK



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Website:
www.parentingsuccessnetwork.org

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



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

Programming Overview

Activity	Description	2013-2014 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	8	26
	Parenting Classes	60	229
	Parents Attended	57	165
	Parents Attended 70% or More	56	146
	Children/Youth Attended	40	159
	Contact Opportunities (parents & youth)	727	2,881
Non-OPEC Parenting Education Series	Parenting Series Completed	74	335
	Parenting Classes	724	2,951
	Parents Attended	614	2,963
	Parents Attended 70% or More	572	2,952
	Children/Youth Attended	584	2,764
	Contact Opportunities (parents & youth)	12,312	50,592
Parent Workshops	Number of Workshops	13	36
	Parents Attended	327	592
	Children/Youth Attended	83	281
Parent Support Activities	Number of Sessions	10	28
	Parents Attended	16	35
	Children/Youth Attended	8	14
Home Visits	Number of Home Visits	536	536
	Total New Families	158	158
	Total New Children/Youth	284	284
Family Activities	Number of Activities	2	23
	People Attended	850	3,932

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of



Strengths

History of successful implementation of parenting education programs

Infrastructure and support of Linn-Benton Community College

Utilization of evidence-based curricula with trained facilitators

Use of website and social media for Parenting Success Network awareness

Ongoing training and support for parenting education facilitators

Progress Toward Goals

Goal: Build a stronger, more coordinated parenting education system.

- Strategic Planning Committee: Added new members and new agencies. Added a member who will rotate attendance with another member from a previously participating agency. Added two members who will rotate attendance representing an agency new to the Committee. New members to Strategic Planning Committee include the Director of Old Mill Center, which houses the Benton Relief Nursery, Healthy Start, and many other programs that serve families.
- Appointed Strategic Planning sub-committee to design a plan to better involve the faith community in Parenting Success Network (PSN) efforts.
- Developed strategy and materials for each Strategic Planning Committee member to outreach to five representatives of the faith community in order to build stronger links with this sector of our communities.
- Participation and leadership in development of Early Learning Hub proposal for Linn and Benton counties.
- Began using MailChimp to market classes and communicate with partners about events and significant developments. This upgrades the look of our communications considerably and we are better able to track our mailing lists and how many recipients actually open our emails.

Goal: Expand access to proven parenting education programs and professional training.

- Held The Incredible Years' *Attentive Parenting* training for 18 facilitators from eight agencies. We are the first group of facilitators trained in this curriculum in the United States.
- LBCC and the greater Albany School District collaborated on submitting an Early Literacy grant to the Oregon Department of Education. Outreach will be to Spanish-speaking families through relative and friend child care providers. Parenting skills and literacy will be taught in parent-child classes using the LBCC Living and Learning model.
- Fourteen LBCC instructors attended the Oregon Parenting Educators Conference in May. Their registration was funded by LBCC.
- Trained LBCC instructor in *Make Parenting a Pleasure* (with LBCC funds).
- Samaritan Health Services began posting their pre-birth classes on website calendar.
- Support start-up of open-ended parent support and education group (P.E.A.C.E.) in Corvallis operated by PSN partner: "Marriage Works, Family Matters." Provided help with marketing, loan of curriculum, consultation, etc. Osborn Aquatic Center providing support by promoting group, providing facility, and allowing children to swim free.
- New Baby Bookmark/Outreach Project: Distributed almost 3,000 PSN bookmarks to providers in the region who have contact with parents at time of births, including hospitals, birth centers, and home births. Met with Samaritan Maternity Care Coordinators as part of distributing materials.
- Met with Family Assistance representatives of local National Guard in October about partnering on some classes for families just prior to and/or just returning from deployment.
- Upgrading of PSN website (begun in December 2013) is finally complete. Better functionality for mobile users and much improved calendar. Calendar is more attractive and functional, with better search filters for age-groups and locations. It's also a much easier system for partners to enter their own calendar items.

Progress Toward Goals (Continued)

- Blog maintained regular posting at almost once per week all year.
- Continued to provide a large number of parent-child and parent only classes. Parent-child classes were held in twenty communities. Parent-only classes (also workshops and parent support activities) were held in twenty communities. Eight classes and four workshops were also held using OPEC funds.
- Continuing our commitment to providing more services in Spanish, we provided one kindergarten readiness class in Corvallis, one class for parents of children in middle school in Albany, and scheduled an *Incredible Years* class in Monroe with Strengthening Rural Families , which was canceled due to low enrollment. We also provided one workshop in Albany in Spanish.
- Continuing our roll-out of the kindergarten readiness curriculum, we sponsored four class series in the spring in partnership with three organizations. One partner ran a class for their own clientele (partially fulfilling their MOU for having participated in the facilitator training). In addition, we provided one kindergarten readiness workshop this quarter.
- In an effort to reach out to a slightly different demographic, in a different format, we again partnered with La Leche League to host their conference. La Leche League group leaders earned continuing education credits and parents attended workshops on a variety of topics.



Challenges

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

Consistent engagement of the school systems for both the Strategic Planning Committee and program implementation

Refocus of the Early Childhood Teams on the planning process for the Early Learning Hub

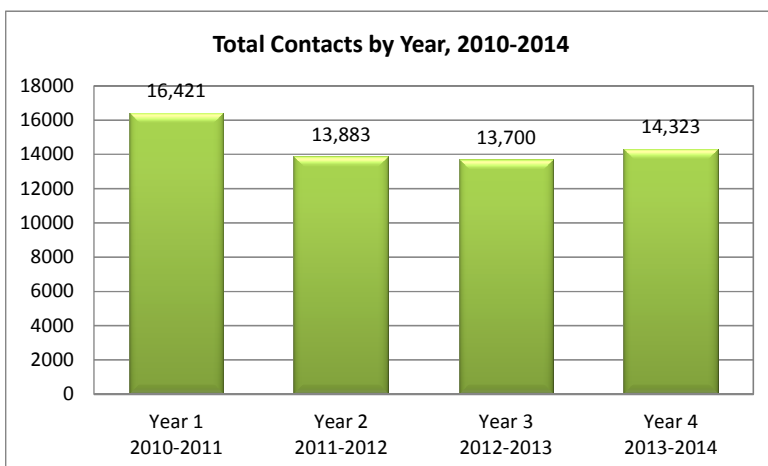
Conflicting interests of individual agencies offering parenting education programs

Lessons Learned

This lesson has been repeated virtually every year: New initiatives always take longer to get off the ground than you expect. For example:

- Our kindergarten readiness initiative did not garner as much interest from school districts as we expected.
- It took a long time for the Strategic Planning Committee to process and reach decisions about the Pay It Forward campaign.

Total Contacts



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



Parent Satisfaction

Parenting Education Series

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

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

Parent Workshops

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

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

Plans for 2013-2014

Programming

Plans are to continue many of the classes with partners with whom we have previously worked with. Despite the fact that OPEC funding will be less, we have more funds budgeted towards programming than in previous years due to LBCC covering the majority of staff salaries. This will allow us to soften the impact of the loss of a multiple-year grant from the Commission on Children and Families used to serve the Corvallis School District., as well as allow us to provide partial support for a number of Ready Together class series and workshops, to help open doors with school districts.

We are excited about changes to a long-standing annual contract that serves high-risk families in Linn County. For many years we had a contract through Linn County Alcohol and Drug with Mid-Valley Behavioral Health Network to serve families primarily on Oregon Health Plan (OHP), and who were referred largely by Alcohol and Drug (A&D) and DHS Child Welfare. Inter-Community Health Network (IHN), the regional Coordinated Care Organization (CCO), now manages these funds and last year our contract with them was through C.H.A.N.C.E., which is a non-profit serving people in substance abuse recovery. They have accepted our proposal to make most of the *Incredible Years* classes on this contract fourteen sessions instead of ten. Ten sessions has never been a sufficient "dosage" for this population and we are pleased that IHN and C.H.A.N.C.E. see the wisdom of moving to a more appropriate level of intervention.

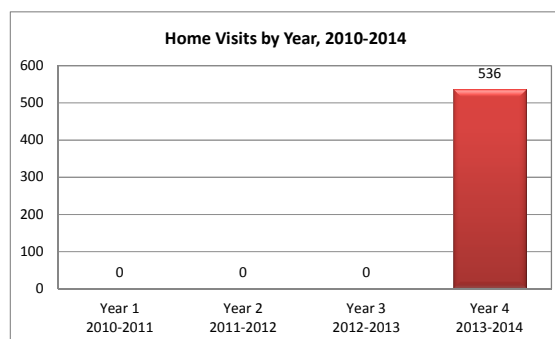
Organizational Infrastructure

- We are in the process of completing a thorough review of our strategic plan and goals. We started the process at our June meeting and plan to complete it by the September meeting.
- The Strategic Planning Committee will continue to meet 10-12 times a year. We will seek to add representatives of the faith community in order to improve our outreach into that sector.
- We will implement several strategies outlined in our Sustainability Plan, including the Pay It Forward campaign in specified classes, the Speakers' Bureau to broaden our recognition in the community and pursue contributions, and charging full fees for at least one class series.
- We will design and implement a new model of facilitator support, offering mentoring to up to ten individuals.

Community Collaboration

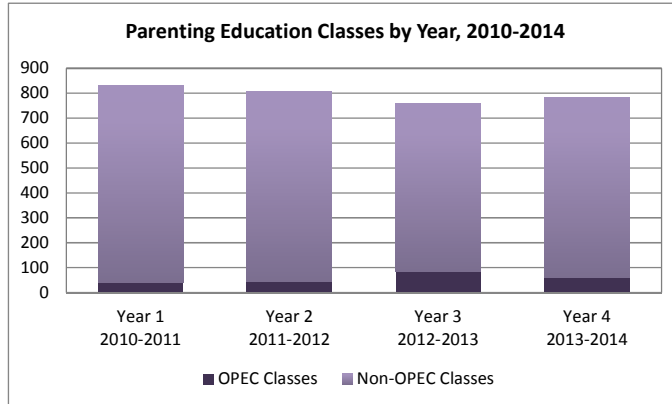
We will target a new sector for heavy distribution of PSN bookmarks and posters. The Committee has not yet chosen the target, but pediatricians have been discussed as an option. We look forward to the launch of the Linn-Benton-Lincoln Early Learning Hub. With management of the project housed at LBCC, we expect robust opportunities for collaboration.

Home Visits



Note: 2013-2014 is the first year the Linn-Benton Hub elected to report home visitation. Home visits were conducted by Linn-Benton Community College's Family Support and Connections and were not funded by OPEC.

Parenting Classes



Demographics of Families Completing Parenting Series and Workshop Evaluations

Number of Parents: 244
Number of Children: 510

Gender
 22% Men
 70% Women
 8% Did not specify

Race/Ethnicity
 59% White/Caucasian
 2% Black/Afr. American
 25% Hispanic
 1% Asian
 3% Native American
 11% Other/Unspecified

Age
 Age Range: 17-70
 Average Age: 35

Parenting Style
 67% With Partner
 28% By Themselves
 5% Did not specify

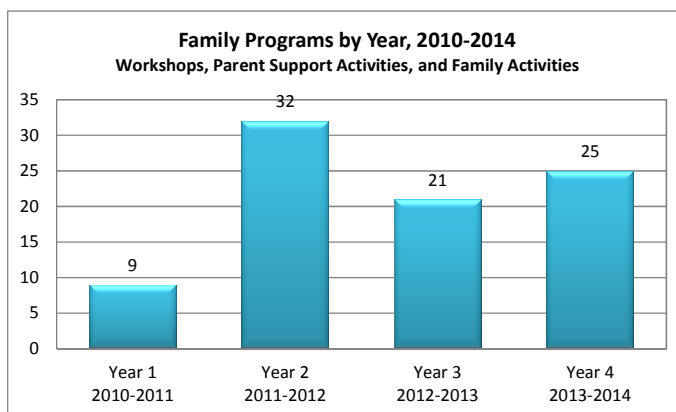
Children
 Average Age: 6.5
 Age Range: 0-18
 Age 0-6 Years: 65%
 Children per Family: 2

County
 61% Benton County
 39% Linn County

Capacity Overview

Activity	Description	2013-2014 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	18	68
	Non-OPEC Facilitators Trained	52	76
Funds Leveraged	Funds Leveraged	\$49,727	\$190,320
	In-Kind Leveraged	\$22,048	\$74,575
	Total Leveraged	\$71,775	\$264,895
Advisory Meetings	Advisory Board Meetings	25	100
Programs With Schools	Programs in Collaboration with Schools	336	1904

Family Programs



Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.3	4.8***
Show my child(ren) love and affection frequently	4.6	5.4***
Listen to my child(ren) to understand their feelings	3.5	4.9***
Help my child(ren) feel good about themselves	4.0	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)	3.3	4.9***
Play with my child(ren) frequently	3.8	4.8***
Protect my child(ren) from unsafe conditions	5.0	5.5***
Talk with other parents to share experiences	3.2	4.8***
Deal with the day-to-day stresses of parenting	3.1	4.6***
Understand my goals and values as a parent	3.8	5.1***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 187$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	3.6	4.5***
Willing to follow limits and rules	3.0	4.1***
Gets along with others	3.7	4.6***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 187$.



Quotes from program participants

"I have more patience and understand that most of my child's behavior is normal."

"Learning how to better interact with my child in a supportive way that builds confidence and social skills."

"I am more firm, but patient."

"I feel that I am more aware of ways to communicate with my kids...there is a lot less anger in the home."

"[I] play with [my children] more in a child-directed way."

"I am more calm."

BUILDING HEALTHY FAMILIES



*Strengthening Families
through
Education and Support*

Maria Weer
Executive Director
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Building Healthy Families is working diligently to assure that all families in Baker and Wallowa counties have access to high quality, evidence-based parent education services. Delivering curriculum through series-based classes, parent workshops, social media, and home visiting services, BHF has become a leader in successfully connecting rural communities and isolated families to assure that all parents have the tools needed to nurture children and develop healthy, thriving families.



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

Programming Overview

Activity	Description	2013-2014 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	8	29
	Parenting Classes	74	239
	Parents Attended	52	208
	Parents Attended 70% or More	43	179
	Children/Youth Attended	77	323
	Contact Opportunities (parents & youth)	1,100	4,406
Non-OPEC Parenting Education Series	Parenting Series Completed	0	1
	Parenting Classes	0	6
	Parents Attended	0	8
	Parents Attended 70% or More	0	8
	Children/Youth Attended	0	11
	Contact Opportunities (parents & youth)	0	114
Parent Workshops	Number of Workshops	4	14
	Parents Attended	53	137
	Children/Youth Attended	49	187
Parent Support Activities	Number of Sessions	99	390
	Parents Attended	114	403
	Children/Youth Attended	192	663
Home Visits	Number of Home Visits	929	3,694
	Total New Families	63	212
	Total New Children/Youth	101	290
Family Activities	Number of Activities	15	62
	People Attended	3,725	11,434

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



Strengths

History of successful implementation of parenting education programs

In-home parenting education

Organizational structure of Building Healthy Families

Strong community collaborations including the medical community

Engaged Advisory Board

Breadth and depth of family education and outreach opportunities

Use of evidence-based curricula with trained facilitators

Progress Toward Goals

To build stronger and more coordinated parenting education systems in Wallowa and Baker Counties.

During the past six months we have seen incredible growth in Building Healthy Families (BHF) staffing, programming, and partnerships. We acknowledge our roots in parent education and community collaboration are the key to our organization's capacity and our communities successes. However, because of the Oregon Parent Education Hub funding, BHF's capacity to connect with community partners in Baker, Union, and Wallowa County has increased each quarter. The OPEC Hub grant has continued to help our organization dedicate staff to specific roles and has improved our ability to partner with other organizations and follow-through with commitments. This increase in capacity has also led to a greater value of BHF as a service provider and partner agency, thus increasing our network of parenting education in Northeast Oregon. For example:

- For the past five months BHF has facilitated Community-Based Services meetings in Baker and Wallowa counties with public schools, services providers, parents, community members, and local governments to discuss service integration, including increasing school readiness and family engagement strategies.

Perhaps more than any other area, we feel confident that a great deal of ground has been covered towards this logic model goal. While working with Baker, Wallowa, and Malheur Counties to be designated an Early Learning (EL) Hub, we have worked closely with partners to align programming, develop common outcomes, design tri-county work plans, and coordinate and align services.

To work with private and public partners in our region to build a more coordinated network of parenting education programs for parents of children of all ages, with an emphasis on programs for parents of children prenatal to age 6.

Over the past year, BHF has worked to increase the community partners collaborating in parent education efforts. Specifically, BHF has developed a close-knit relationship with the medical community in both Wallowa and Baker Counties. We hope to continue to foster these relationships to expand the number of families receiving parent and early childhood education.

Although we were not immediately selected as a Community-Based EL Hub, the community effort that has been demonstrated both during the application process and moving forward has shown significant work towards this goal.

(Continued on page 3)

Progress Toward Goals (Continued)

To enhance quality and infrastructure of BHF, parent education programming, and our communities.

BHF worked extensively with partners in Wallowa, Baker, and Malheur Counties in the development of our Hub Expansion Grant application. Thanks to partnerships already established through our work developing a regional EL Hub, expanding OPEC to Malheur County seemed an extremely natural fit.

Although there has been a great deal of transition at BHF, both the Board and veteran staff feel that there has been a tremendous amount of ground covered in terms of enhancing the quality and infrastructure of our organization. While past leaders had a great deal to offer the organization, the abrupt change in leadership made many staff members aware of the lack of basic policies and procedures. We have spent a great deal of time beginning to put practices in place that allow us to be a much more efficient and effective organization. This in turn has allowed us to increase the number of families we serve and provide opportunities of a higher quality.

To expand access to proven parent education programs and parent education professional training in Eastern Oregon.

BHF was thrilled to be awarded an Expansion Grant that will allow us to begin coordinating parent education programs in Malheur County. As we have worked for over a year in the development of an Early Learning Hub, we have already begun networking with community partners and agencies and have opened the door to collaborations that will allow the parents of Eastern Oregon greater access to high-quality education opportunities.

BHF is constantly working to provide high-quality opportunities for our children and families, while meeting current needs identified by our community. Due to the four day school week, Wallowa County parents have been asking for affordable, recreational activities to help fill the long weekends. In response, BHF has developed *Friday Family Fun!* Meeting twice each month, these 1.5 hour activities provide families with a positive, educational series of activities that promote school readiness, communication and family together time. Although we just began, this series has been extremely well received and is an exciting way to not only fill a gap in services, but expand and diversify our menu of opportunities for families.

Building Healthy Families is collaborating with Head Start in Union County to provide families with a 12-week *Making Parenting a Pleasure* series. While Union County has a number of opportunities available for families, there was a need for an evidence-based series. Through this class we are thrilled to be expanding access to evidence-based curricula for parents in Union County.



Challenges

Multiple staff transitions for host agency

Logistics of coordinating advisory group meetings and supervising staff in a large geographic region

Balancing expansion with financial resources and staff FTE

Recruitment of Wallowa Co. parents for parenting education series

(Continued on page 4)



Demographics of Families Completing Parenting Series and Workshop Evaluations

Number of Parents: 86
Number of Children: 140

Gender

13% Men
 80% Women
 7% Did not specify

Race/Ethnicity

73% White/Caucasian
 0% Black/Afr. American
 8% Hispanic
 0% Asian
 3% Native American
 16% Other/Unspecified

Age

Age Range: 15-48
 Average Age: 28

Parenting Style

43% With Partner
 38% By Themselves
 19% Did not specify

Children

Average Age: 6
 Age Range: 0-17
 Age 0-6 Years: 64%
 Children per Family: 2

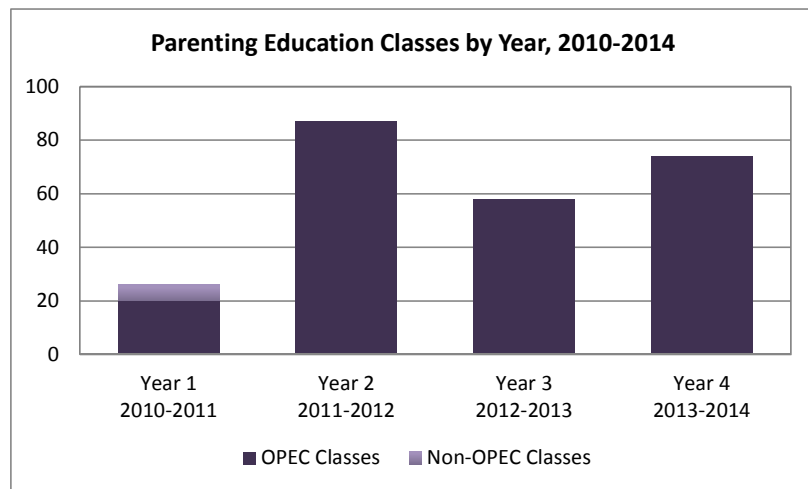
County

74% Baker County
 13% Wallowa County
 13% Union County

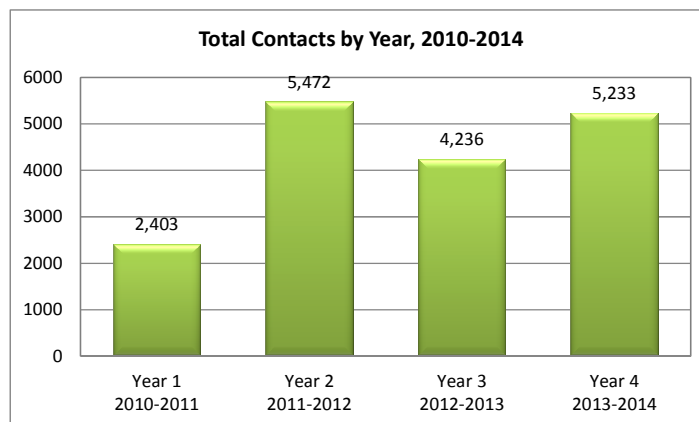
Capacity Overview

Activity	Description	2013-2014 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	0	12
	Non-OPEC Facilitators Trained	0	15
Funds Leveraged	Funds Leveraged	\$673,775	\$1,547,407
	In-Kind Leveraged	\$211,160	\$377,266
	Total Leveraged	\$884,935	\$1,924,673
Advisory Meetings	Advisory Board Meetings	16	65
Programs With Schools	Programs in Collaboration with Schools	148	1011

Parenting Classes



Total Contacts



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

Progress Toward Goals (Continued)

As we moved through the Expansion Application process, we are excited to have changed a few aspects of our parent education programming. First, we moved to a model of looking beyond BHF Staff for facilitation and investing in the training of facilitators in partner agencies. This will allow us to not only utilize talented, dedicated staff at partner agencies, but will increase our capacity to reach families. Second, we are working to unite the three counties with a unique "brand" that is solely OPEC for Eastern Oregon, rather than simply BHF. We are excited to develop marketing campaigns, websites, and other media tools to spread the word to parents, families, and partners about our services.

To increase parent and family member understanding of children's learning and development.

While this may seem a strange goal for Organizational Capacity, BHF is thrilled with the recent changes in our Early Learning Center. Serving children ages 1 to 5 with a certified pre-school program, the Early Learning Center is the foundation of the BHF Early Learning Campus. With the hiring of a new certified teacher in February, parent education will now be integrated into the curriculum via home visits, family nights, and daily instruction. Primarily, the teacher and parent educator will use the *Parents as Teachers* program to help better prepare children for Kindergarten and provide families with a greater understanding of age-appropriate development and behaviors.



*Strengthening Families through
Education and Support*

Lessons Learned

It has been an extremely tough year for Building Healthy Families. Losing our past director, Amy Johnson, who was such a visionary for children and families, was a challenge that seemed insurmountable. However, the staff and Board have learned that BHF is such a strong, dynamic, and valued organization in Eastern Oregon that will continue to thrive and grow. Many veteran staff have come to recognize that they have the knowledge, passion, and leadership potential to lead us into the future.

We are excited for the upcoming year as we expand into Malheur County, establish new partnerships, and continue to provide the families of Eastern Oregon with a diverse menu of high-quality parent education opportunities.



Parent Satisfaction

Parent Education Series

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

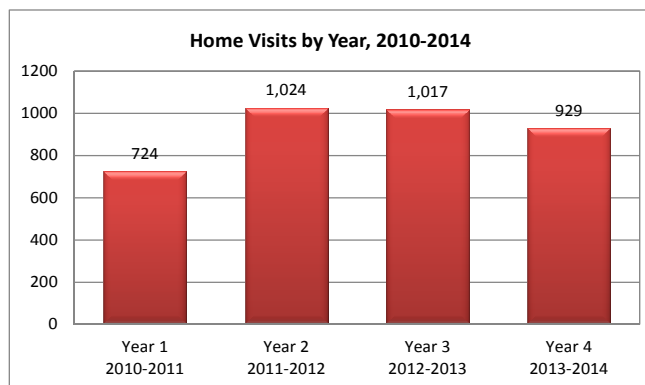
99% of parents reported that they would recommend the class to others

Parent Workshops

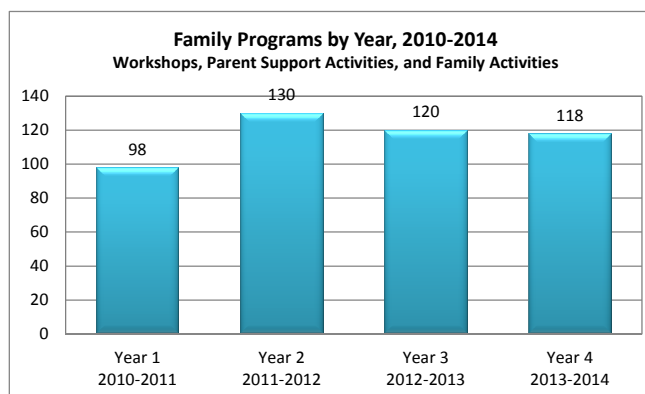
100% of parents reported that the workshop was somewhat or very helpful

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

Home Visits



Family Programs



Plans for 2014 - 2015

Major plans for the upcoming year include:

1. Hiring a .5 FTE Parent Educator in Malheur County to begin mapping existing parent education opportunities, survey families and community partners, and identify needs and gaps in services.
2. Through the OPEC and Early Learning Hubs, continue to network and develop partnerships to expand high-quality parent education opportunities.
3. Increase the number of trained facilitators in evidence-based curriculum.
4. Reach out to new financial partners, both in the public and private arena, to join us in supporting the children and families, as well as increase sustainability.
5. Continue to think of creative ways to increase the number of families we engage in high-quality parent education opportunities.
6. Recruit community leaders in all three counties to expand and strengthen the Building Healthy Families' Advisory Board.

Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.4	4.8***
Show my child(ren) love and affection frequently	4.6	5.4***
Listen to my child(ren) to understand their feelings	3.8	5.1***
Help my child(ren) feel good about themselves	4.3	5.2***
Set and stick to reasonable limits and rules	3.1	4.5***
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	4.8***
Play with my child(ren) frequently	4.4	5.2***
Protect my child(ren) from unsafe conditions	4.7	5.5***
Talk with other parents to share experiences	2.9	4.2***
Deal with the day-to-day stresses of parenting	3.4	4.8***
Understand my goals and values as a parent	3.8	5.2***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 84$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	3.4	4.2***
Willing to follow limits and rules	2.8	3.7***
Gets along with others	3.8	4.4***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 84$.



Quotes from program participants

"I like learning about my child's development."

"I'm more in tune with [my daughter] and her growth and know how to cope with new stages."

"I've calmed down a lot. I've learned to take a step back when I'm feeling overwhelmed."

"The knowledge of all the areas of parenting you don't think about, [such as] emotions, behaviors, etc."

"I understand my children a lot better."

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Host Agency
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Astoria, OR 97103



THE COLLINS FOUNDATION
THE FORD FAMILY FOUNDATION
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THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

Programming Overview

Activity	Description	2013-2014 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	11	33
	Parenting Classes	160	365
	Parents Attended	121	335
	Parents Attended 70% or More	108	288
	Children/Youth Attended	68	239
	Contact Opportunities (parents & youth)	2,566	6,414
Non-OPEC Parenting Education Series	Parenting Series Completed	5	33
	Parenting Classes	26	263
	Parents Attended	58	498
	Parents Attended 70% or More	39	444
	Children/Youth Attended	12	77
	Contact Opportunities (parents & youth)	445	4,092
Parent Workshops	Number of Workshops	23	49
	Parents Attended	627	1,220
	Children/Youth Attended	340	645
Parent Support Activities	Number of Sessions	11	54
	Parents Attended	5	132
	Children/Youth Attended	2	70
Home Visits	Number of Home Visits	0	91
	Total New Families	0	13
	Total New Children/Youth	0	22
Family Activities	Number of Activities	4	16
	People Attended	165	1,524

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



Strengths

History of successful implementation of parenting education

Utilization of evidence-based parenting education curricula with trained facilitators

Building new community partnerships

Increasing community awareness of programming

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

More joint efforts between the two counties

Strengthening of the Steering Committee

Progress Toward Goals

Goal: Build Capacity of the Parenting Hub and its Partners.

Strengthen steering committee and increase Hub capacity.

Budget Committee approved changes to budgets during the first quarter, and fiscal agency provided financial reports to the Hub steering committee. Our Hub identified Read for the Record and Family Day as events to share leadership and promotion in both counties. Other progresses made included:

- Two new members joined the Steering Committee
- Fiscal agent shared quarterly financial report and quarterly data report with steering committee members.
- Regular Hub agenda items were set for meetings.
- Restructured the website to include updates, logo, and the addition of Tillamook County.
- In preliminary talks with Child Care Resource and Referral to plan and implement a child care professional development day with workshops to help increase awareness of Kinder-ready kids and in their future implementation of Quality Rating Improvement System (QRIS).

Increase community awareness through campaign for partners and parents.

- Conducted a joint marketing of National Family Day in both counties. This campaign had free swim and discounted meals for families to take advantage of Family Day, and handouts on parenting and family conversation starters were provided.

Increase marketing and outreach.

- Conducted marketing campaign through social media to increase awareness of Parent Education Services. Release of all the parenting videos.
- Increased use of Facebook and website to promote parenting education classes.
- Conducted social media campaign for parents in April for child abuse prevention tips and ideas.
- Outreach to service group (Connect the Dots) to promote Hub and parenting education.

Goal: Increase Parenting Programs Offered Through the Hub.

- Discussed plans with the Educational Service District (ESD) to approach more schools for Kindergarten transition programming in the elementary schools.
- Completed eleven OPEC funded parenting education series, with one in Spanish.
- Conducted five parent engagement activities.
- Participated in three family engagement activities (Clatsop).
- Completed four Kinder-Ready Workshops (building community partnerships with the Early Learning Council and the P3 group).
- Completed/participated in four other workshops during the fourth quarter (Clatsop).
- Completed two Crisis Parenting Education Workshops (Collaboration between the Women's Resource Center and Northwest Parenting to provide parenting education for clients).

(Continued on page 3)

Progress Toward Goals (continued)

Increase professional development opportunities for parent educators and early learning/school readiness programs

- Conducted a regional evidence-based parenting education training for facilitators (*Nurturing Parenting*). Trained eighteen new people in the region.
- Two staff participated in three webinars.
- Conducted outreach to non-English speaking community leaders (Migrant Education Services and Hispanic Council).



Challenges

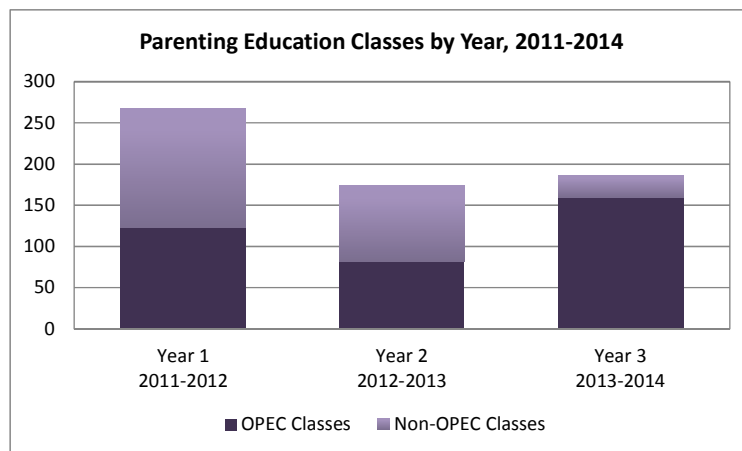
Consistent representation and participation in regional Steering Committee

Recruiting and retaining child care providers

Parent recruitment in some communities

Lack of resources to expand programming

Parenting Classes



Lessons Learned

1. *The value of being open to change.* This year Northwest Parenting (NWP) has broadened our reach to include Tillamook County in our parenting Hub. Through this process our steering committee has uncovered new voices and opinions and brought new eyes to our systems. This has allowed us to grow as a Hub, share new ideas, identify our similarities within the tri-counties, and create a new and stronger cohesive group.
2. *Taking financial risks can pay off.* NWP brought Dr. Steven Bavolek to our region for a *Nurturing Parenting* training. NWP had to commit to a minimum of paid slots in order to bring the training to the area. With a leap of faith we took this challenge and were pleased to find that support for parenting education and the *Nurturing Parenting* philosophy was widely supported! Not only were we able to meet the minimum slots, we exceeded and our Hub was able to send seven folks to this training free of charge!
3. *Community partners are crucial to the support of parenting education.* Without the support of community partnerships this year our parenting education series would not have been as successful as they were. Building relationships with key individuals within a partnering organization to assist in making family connections is invaluable.
4. *Recognize that some outcomes we strive for can be achieved through different methods and approaches.*



Parent Satisfaction

Parent 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

Parent Workshops

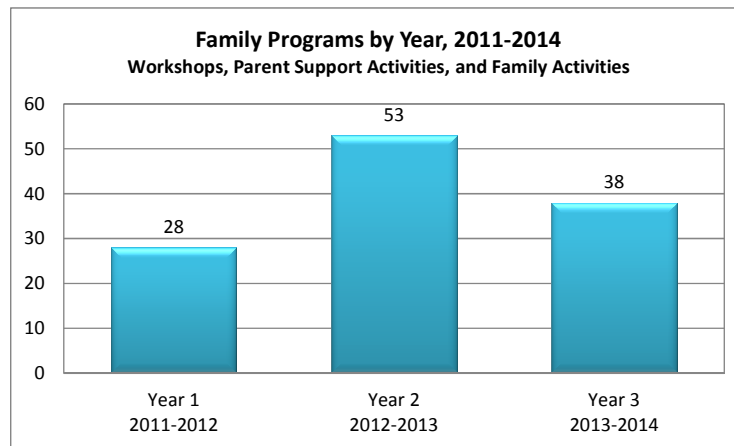
94% of parents reported that the workshop was somewhat or very helpful

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

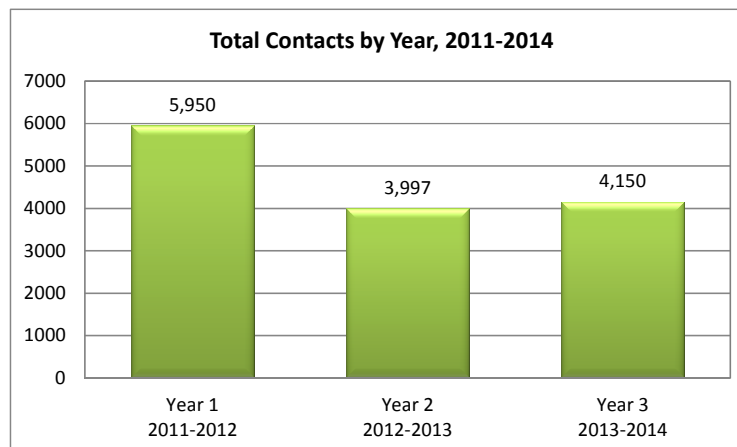
Capacity Overview

Activity	Description	2013-2014 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	18	57
	Non-OPEC Facilitators Trained	12	56
Funds Leveraged	Funds Leveraged	\$450	\$35,689
	In-Kind Leveraged	\$17,314	\$61,849
	Total Leveraged	\$17,764	\$97,538
Advisory Meetings	Advisory Board Meetings	11	37
Programs With Schools	Programs in Collaboration with Schools	88	146

Family Programs

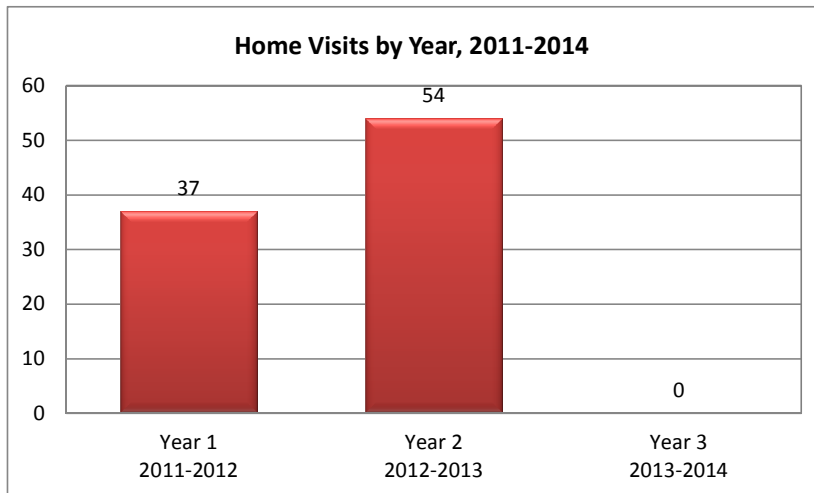


Total Contacts



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

Home Visits



Demographics of Families Completing Evaluations for Parenting Series and Workshops

Number of Parents: 298
Number of Children: 463

Gender

30% Men
54% Women
16% Did not specify

Race/Ethnicity

71% White/Caucasian
1% Black/Afr. American
6% Hispanic
1% Asian
2% Native American
19% Other/Unspecified

Age

Age Range: **18 to 87**
Average Age: **35**

Parenting Style

54% With Partner
23% By Themselves
23% Did not specify

Children

Average Age: **5**
Age Range: **0 to 18**
Age 0-6 Years: **73%**
Children per Family: **2**

County

Clatsop: **76%**
Columbia: **24%**

Plans for 2014-2015

NWP will continue to invest in the Nurturing Parenting programming regionally this year as well as be flexible in offering other parenting programs as the diversity of parents increases in our region. Our Hub is planning to host the kinder-ready workshops in all counties this next year to help parents with school readiness; participate regionally in Read-for-the-Record to encourage parents to read with their children; and expand parenting education to include home visitation in at least two counties.

Organizationally NWP will continue to build our steering committee membership and identify who is missing in representation and explore ways to engage these partners. With the addition of Tillamook County to our Hub, plans this year will include adding a part-time parent education coordinator in Tillamook County and building a system of delivery in Tillamook. As we become a tri-county Hub we have established a monthly check-in conference call for county coordinators in addition to our monthly steering committee meetings. In all three counties we have a strong connection to the early childhood groups and we plan to work with these local groups to support parenting education.

Future collaborations this year will include NWP reaching out to our regional CCO and helping identify the links between ACE and parent education. NWP also plans to collaborate closely with the regional ELC Hub and kinder-ready P3 groups to encourage parents as their child's first teacher. Following the partnership with the ESD Migrant Education Services Department in Clatsop County, regionally NWP has plans to expand this partnership to Columbia and Tillamook Counties in hopes of offering Spanish parenting education service in these areas as well. NWP also will work on connections with DHS and continue to try to establish communications with this group to have representation on our steering committee.

As always, NWP will continue to foster a greater understanding and importance of parenting education as it relates to healthy communities and healthy families, and strive to develop stronger relationships with organizations and businesses to increase additional partnerships and collaborations in our region.

Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.5	5.1***
Show my child(ren) love and affection frequently	4.9	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	5.0***
Know fun activities to help my child(ren) learn	3.4	5.1***
Find positive ways to guide and discipline my child(ren)	3.5	5.2***
Play with my child(ren) frequently	4.3	5.3***
Protect my child(ren) from unsafe conditions	4.8	5.7***
Talk with other parents to share experiences	3.1	4.8***
Deal with the day-to-day stresses of parenting	3.3	4.9***
Understand my goals and values as a parent	3.5	5.2***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 90$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	3.9	4.8***
Willing to follow limits and rules	3.5	4.7***
Gets along with others	4.0	4.8***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 90$.



Quotes from program participants

"I am a more gentle parent."

"Learning and understanding new and useful parenting skills and ideas."

"The focus on bettering myself with my children and making learning fun for them."

"Helps me to become the mother that I want to be and to be enthusiastic with my children."

"Gave hope to a parent [who] does not feel like they should be a parent."

LANEKIDS



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

www.lanekids.org



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Programming Overview

Activity	Description	2013-2014 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	8	21
	Parenting Classes	90	209
	Parents Attended	61	176
	Parents Attended 70% or More	41	148
	Children/Youth Attended	64	138
	Contact Opportunities (parents & youth)	1,408	3,226
Non-OPEC Parenting Education Series	Parenting Series Completed	36	48
	Parenting Classes	416	618
	Parents Attended	404	539
	Parents Attended 70% or More	379	486
	Children/Youth Attended	225	356
	Contact Opportunities (parents & youth)	7,205	10,818
Parent Workshops	Number of Workshops	4	21
	Parents Attended	25	292
	Children/Youth Attended	16	286
Parent Support Activities	Number of Sessions	136	260
	Parents Attended	58	214
	Children/Youth Attended	70	219
Home Visits	Number of Home Visits	2,172	5,369
	Total New Families	64	279
	Total New Children/Youth	51	273
Family Activities	Number of Activities	15	22
	People Attended	1,481	2,028

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



Strengths

Organizational support of United Way of Lane County

Engaged steering committee

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

Emphasis of intentional and planned integration across multiple local initiatives

Use of evidence-based curricula with trained facilitators

Use of website and social media to engage parents

Braiding, blending, and bundling of funds

Progress Toward Goals

Organizational Capacity

Goal: Develop sustainability plan and create diversified, stable funding streams.

- We have worked towards our plan of integrating Early Learning Hub funds to support LaneKids activities and staffing. We are working with our CCO partners to identify additional funding for parenting education.

Goal: Maintain a Steering Committee representative of community and partners.

- Our Steering Committee continues to be representative of the community and engaged in the initiative.

Goal: Agencies and programs collaborate to coordinate and leverage parenting education programming and activities.

- LaneKids had many high-quality proposals in this round of funding collaborative parenting education. We continue to see funded collaborations, primarily in rural communities, partner and coordinate to leverage opportunities for parenting education and programming. The Early Learning Alliance received a \$100,000 early literacy grant from the state that includes support for these collaborations to incorporate early literacy programming into existing services.

Community Capacity

Goal: Increase use of LaneKids materials.

- Partner agencies continue to distribute LaneKids postcards and materials. Facebook advertisements have increased our "likes" by over 200 during the first quarter. Staff have also noticed an increase in interaction with Facebook followers (more likes, comments, and sharing of posts). Twitter and Pinterest followings also continue to grow.
- These increases also relate to the short to medium-term outcome: "Increase in community awareness of LaneKids and commitment to parenting education."

Goal: Coordinate/influence other systems and programs that offer resources and support to families.

- We continue to work with Trillium Community Health Plan, our local Coordinated Care Organization, to develop a plan to support parenting education series, online access to parenting education (*Triple P*), and parent educator training.

(Continued on page 3)

Progress Toward Goals (continued)

- The Early Learning Governance Consortium includes representatives from early learning, parenting education, healthcare, K-12 education, human/social services, and business community. This governing body is charged with coordinating systems, programs, and resources for families. As the backbone support organization to both the Early Learning Alliance and LaneKids, United Way of Lane County has the opportunity to influence how these systems are coordinated.
- Further, the Early Learning Stakeholders Alliance, comprised primarily of early learning and parenting education partners, is charged with resource coordination and further development of family resource management functions in our community. This work begins with clearly defining what resources should be listed in 211info and what should be listed in the LaneKids calendar.

Goal: Create/develop system of collaboration for partners providing parenting education and support for families.

- As the Early Learning Alliance gets on its feet, the collaborative parenting education partnerships—particularly those in rural communities—have been a wonderful foundation for the work of the Alliance and partners.
- The Early Learning Alliance is fleshing out a plan to strengthen and support the LaneKids initiated collaborative in rural communities as a strategy for meaningful engagement with rural communities.

Parenting Education

Outcome: Parenting education as a community “norm”.

- With over 500 parent surveys entered into the online system (a mix of those who took the survey online from our website and social media posts, returned from schools, and mailed back from agencies)—50.5% of all respondents report having attended a parenting education series. We want to dig deeper into this and consider additional questions/reframes on our next survey to see if this statistic holds true.

Goal: Provide easy access to current information and referral to parenting education and activities for families.

- Use of the LaneKids Activity Calendar is growing rapidly with community partners. We have mostly transitioned from LaneKids staff entering events and activities to having community agencies, partners, and retailers entering their own.

(Continued on page 4)



Challenges

Staff transitions

Time commitment for the planning and implementation of the EL Hub

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

Inability of two mini grant sites to implement their planned parenting education series

Continuous updating of website and social media information to meet the needs of both families and community partners



Parent Satisfaction

Parent Education Series

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

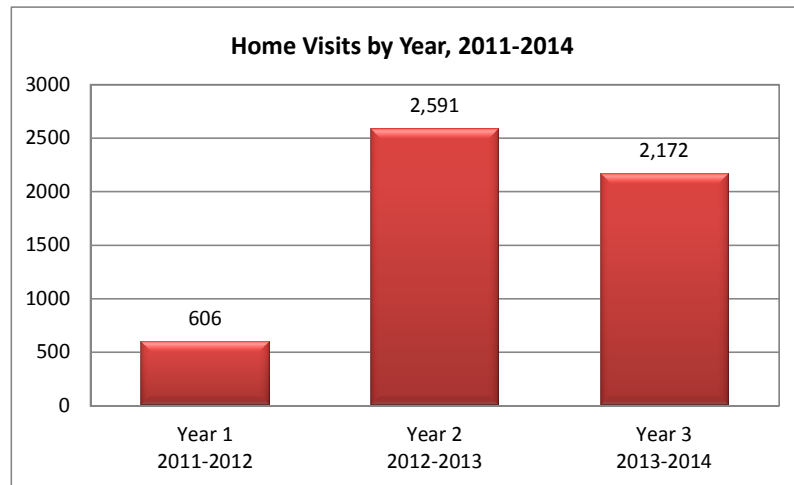
96% of parents reported that they would recommend the class to others

Parent Workshops

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

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

Home Visits

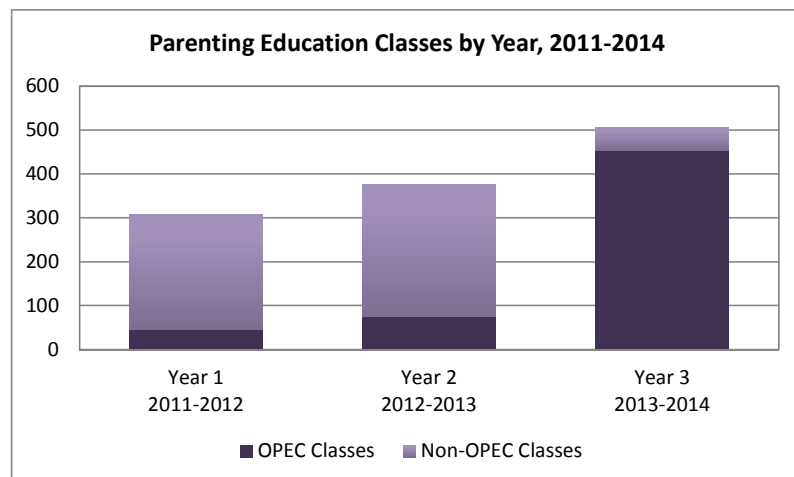


Progress Toward Goals (continued)

Goal: Provide/develop/support family activities and events infused with positive parenting information

- LaneKids continues to partner to provide, develop, and support family activities and events infused with positive parenting information.
- During the fourth quarter, LaneKids partnered with the Slocum Foundation and Slocum Center for Orthopedics & Sports Medicine, the University of Oregon's International Sports Science Symposium, PacificSource Health Plans, and the Neurospine Institute Foundation to host the Active Youth Consortium's Solution Revolution. This event focuses on early childhood physical literacy to increase physical activity and athletic performance as a strategy for greater academic achievement and higher life-time earning potential.

Parenting Classes



Lessons Learned

"Go slow to go fast" has been our mantra this year. We have worked to build solid foundations in relationships, infrastructure, and programming over the last three years of the project. This year has felt like a turning point in both our local parenting education-related work and our broader early learning efforts.

Specific lessons learned this year:

- Marketing and community visibility are important. LaneKids' website and social media have enabled the project to have more of a community presence with provider partners as well as parents and families.
- Building and strengthening community infrastructure takes time. A lot of time.
- Braiding and blending funding is important, and so is braiding and blending staffing and advisory structures as well as data collection and evaluation efforts.



Capacity Overview

Activity	Description	2013-2014 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	4	25
	Non-OPEC Facilitators Trained	1	17
Funds Leveraged	Funds Leveraged	\$2,992	\$16,995
	In-Kind Leveraged	\$16,836	\$60,598
	Total Leveraged	\$19,828	\$77,593
Advisory Meetings	Advisory Board Meetings	8	27
Programs With Schools	Programs in Collaboration with Schools	93	405



Demographics of Families Completing Parenting Series Evaluations

Number of Parents: 341
Number of Children: 458

Gender

34% Men
 62% Women
 4% Not Specified

Race/Ethnicity

72% White/Caucasian
 1% Black/Afr. American
 17% Hispanic
 2% Asian
 1% Native American
 7% Other/Unspecified

Age

Age Range: 15 to 60
 Average Age: 32

Parenting Style

83% With Partner
 15% By Themselves
 2% Did not specify

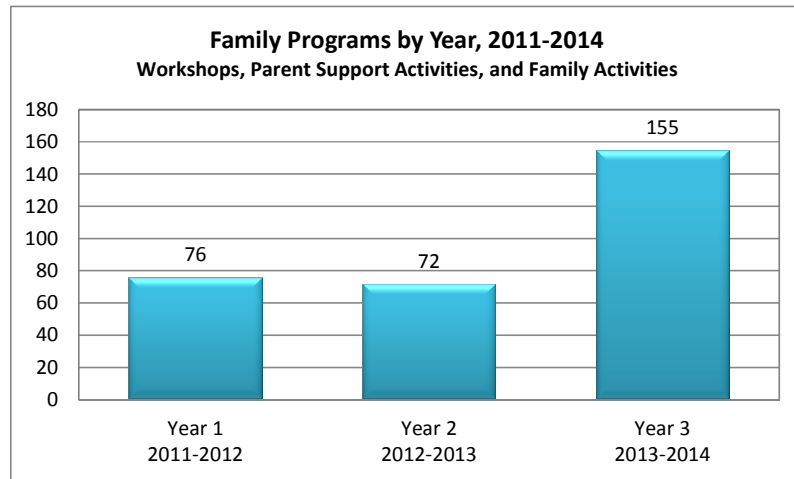
Children

Average Age: 3
 Age Range: 0 to 17
 Age 0-6 Years: 86%
 Children per Family: 1

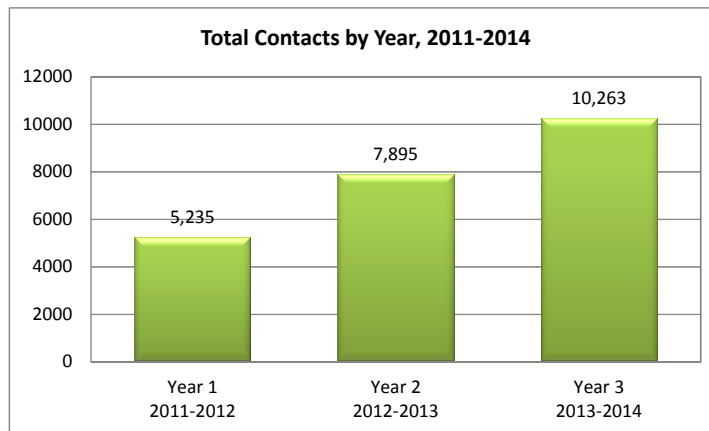
County

100% Lane County

Family Programs



Total Contacts



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

Plans for 2014-2015

- We have started the development of plans for a Parent Alliance and related activities to support our community's efforts related to parenting education and early learning. This effort will officially launch in the Fall of 2014.
- We will further refine our governance structure.
- LaneKids will continue to strengthen its partnerships and we expect to partner closely with the Coordinated Care Organization in 2014-15 to provide parenting education and training as part of their efforts to promote mental health.
- Our collaborative parenting education programming will continue across Lane County.
- United Way will pursue national grants to capitalize on current momentum while also seeking other methods of sustainability (i.e. working with the local business community).

Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	2.8	4.6***
Show my child(ren) love and affection frequently	5.0	5.4***
Listen to my child(ren) to understand their feelings	3.8	4.9***
Help my child(ren) feel good about themselves	4.1	4.9***
Set and stick to reasonable limits and rules	3.2	4.3***
Know fun activities to help my child(ren) learn	3.4	4.8***
Find positive ways to guide and discipline my child(ren)	3.3	4.6***
Play with my child(ren) frequently	4.4	5.1***
Protect my child(ren) from unsafe conditions	4.7	5.3***
Talk with other parents to share experiences	3.2	5.0***
Deal with the day-to-day stresses of parenting	3.2	4.5***
Understand my goals and values as a parent	3.8	4.9***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 328$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	2.5	3.4***
Willing to follow limits and rules	2.2	3.2***
Gets along with others	3.1	3.9***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 328$.



Quotes from program participants

"I loved connecting with other moms and learning more about being a better parent."

"[The series] gave examples and concrete steps to use in my home."

"I feel more secure with my choices."

"The class helped me see that my two year old feels things in such a huge way and its my job to have the patience he needs to succeed."

"I set limits and follow through."

COASTAL FAMILIES TOGETHER



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

Website:
www.coastalfamiliestogether.com

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



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

Programming Overview

Activity	Description	2013-2014 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	9	27
	Parenting Classes	86	318
	Parents Attended	87	220
	Parents Attended 70% or More	71	202
	Children/Youth Attended	69	204
	Contact Opportunities (parents & youth)	1,488	5,115
Non-OPEC Parenting Education Series	Parenting Series Completed	5	20
	Parenting Classes	44	249
	Parents Attended	86	257
	Parents Attended 70% or More	73	214
	Children/Youth Attended	16	151
	Contact Opportunities (parents & youth)	1,018	5,096
Parent Workshops	Number of Workshops	6	24
	Parents Attended	139	450
	Children/Youth Attended	104	976
Parent Support Activities	Number of Sessions	124	186
	Parents Attended	156	330
	Children/Youth Attended	141	315
Home Visits	Number of Home Visits	0	2,067
	Total New Families	0	98
	Total New Children/Youth	0	99
Family Activities	Number of Activities	3	24
	People Attended	88	1,426

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



Strengths

Geographic approach to program coordination and implementation

Increased community collaboration around parenting education

Utilization of evidence-based curricula with trained facilitators

Retention and support of facilitators

Programs serving a diversity of parents

Progress Toward Goals

Organizational Capacity

Goal: Increase capacity to offer parent education programs.

- In partnership with the County Jail Program, we've received a \$15,000 grant to offer a more intensive parenting program in the jail and upon release.
- Coastal Families Together (CFT) was able to offer a new parenting class in support of parents attending LIFT (*Learning is Fun Together*) in Newport. The parents attended LIFT two days a week and on a third day were able to attend a 10-week, two-hour parenting class. This class was offered in English and Spanish.

Goal: Retain staff FTE and facilitators.

- All of our prior facilitators have continued to teach parenting classes during the 2013-2014 fiscal year. They are committed to teach in the 2014-2015 fiscal year as well.

Goal: Increase in leveraged resources.

- This year we have leveraged an additional \$70,000 in resources through grants and partnerships that will allow us to build on our school readiness efforts, offer additional parenting supports, and sustain us into the next fiscal year.

Goal: Support champion hubs.

- We have had some challenges this year with two of our four Champion Hub partners needing to be away from their centers. The Parent Education Coordinator along with our Central Champion Hub Partner stepped in to lend support to these two Champion Hubs. These partners are back now and excited to fill their role as Champion Hub partners in the 2014-2015 fiscal year.

Community Capacity

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

- CFT in partnership with Lincoln County School District, the HELP program and our Nurse Family Home Visiting program were able to offer a new Play Group in Toledo for parents with children ages 0-5. This play group has been a huge success due to the strong collaboration and nurse home visitors encouraging families to attend and actually bringing them to the first two sessions.
- Referrals and inquiries for parenting classes in Lincoln County has increased dramatically this year. We are working towards ways to meet the demand.

Goal: Coordination of community efforts to offer parenting education.

- We have acquired four new partners that are collaborating with Coastal Families to offer parent education opportunities in their area and within their organizations.

(Continued on page 3)

Capacity Overview

Activity	Description	2013-2014 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	12	39
	Non-OPEC Facilitators Trained	0	11
Funds Leveraged	Funds Leveraged	\$85,000	\$112,529
	In-Kind Leveraged	\$12,000	\$61,629
	Total Leveraged	\$97,000	\$174,158
Advisory Meetings	Advisory Board Meetings	11	31
Programs With Schools	Programs in Collaboration with Schools	81	501



Challenges

Time and personnel needed to further expand program

Two Champion Hub partners unable to meet commitments

Staff and community partners stretched thin with their own organizational commitments as well as planning process for Early Learning Hub

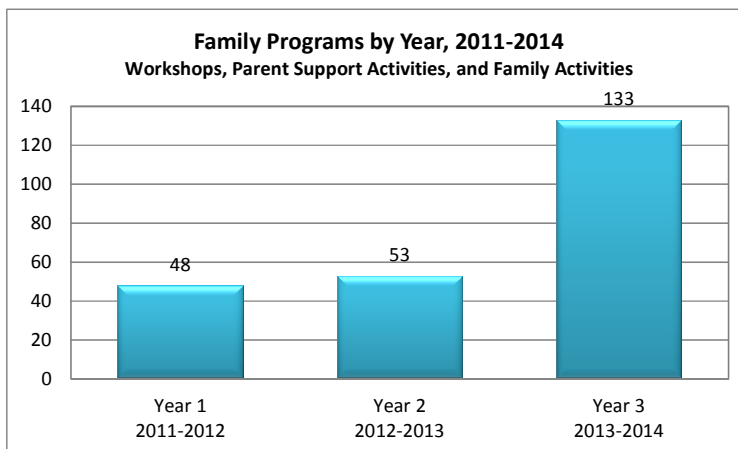
Progress Toward Goals (continued)

Parenting Education

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

- Incorporated the Darkness to Light training into all of the ten-week session parenting classes and the six workshop series being offered in the Jail Program.
- Developed a new parenting class for parents with children with behavior challenges and a new playgroup for parents with babies that will begin in the Fall of 2014.
- Sent 12 facilitators to the Oregon Parenting Educators Conference that resulted in enthusiasm and motivation to continue improving CFT classes and work towards innovation along with continued professional training.

Family Programs





Parent Satisfaction

Parent Education Series

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

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

Parent Workshops

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

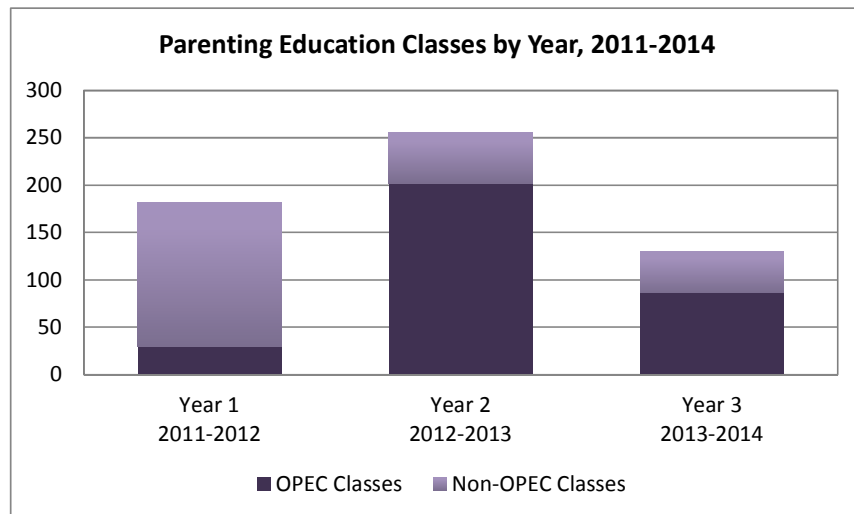
100% of parents reported that they would use the information from the workshop

Lessons Learned

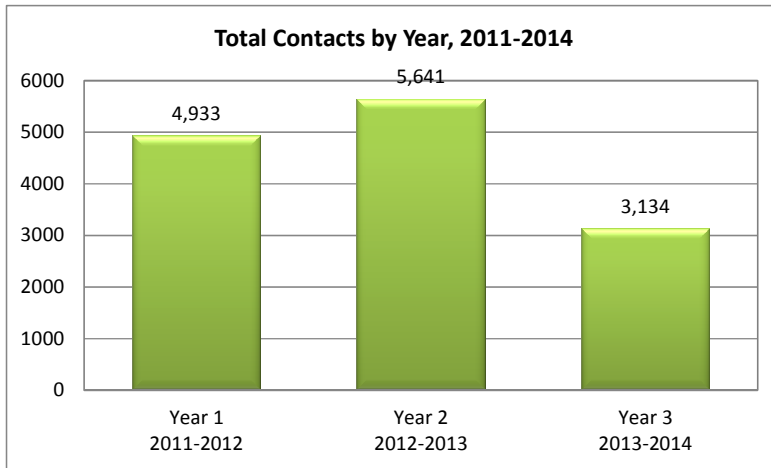
- Focus on what is working well and offer classes and activities in those communities where success is guaranteed. Constantly trying to offer new classes that may not be successful or sustained is not good business practice.
- Partners are stretched and building the Advisory Board would help relieve some of the time and duties of our current partners.
- Collaboration with partners is essential to the success of everyone's programs and we look towards continuing to strengthen our relationships and building partnerships.



Parenting Classes



Total Contacts



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



Demographics of Families Completing Parenting Series Evaluations

Number of Parents: 131
Number of Children: 215

Gender

45% Men
 43% Women
 12% Did not specify

Race/Ethnicity

57% White/Caucasian
 0% Black/Afr. American
 35% Hispanic
 0% Asian
 5% Native American
 3% Other/Unspecified

Age

Age Range: **18 to 70**
 Average Age: **32**

Parenting Style

66% With Partner
 20% By Themselves
 14% Did Not Specify

Children

Average Age: **5.5**
 Age Range: **0 to 18**
 Age 0-6 Years: **66%**
 Children per Family: **2**

County

100% Lincoln County

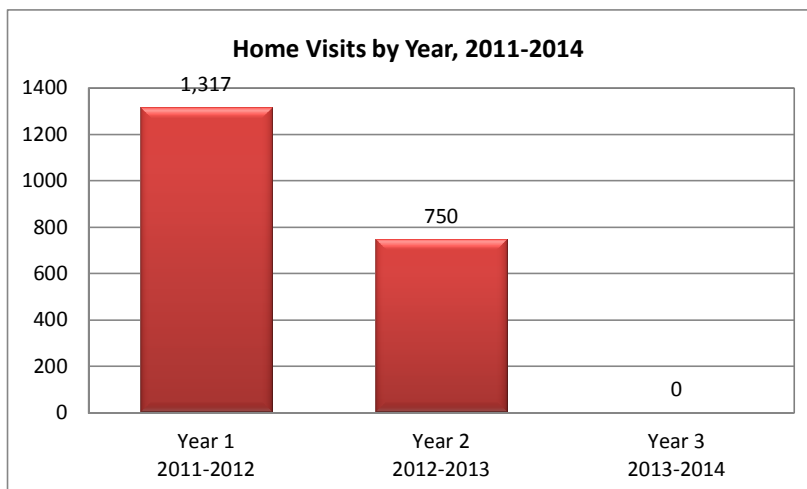
Plans for 2014-2015

Plans for the coming year include:

- Adding a Mommy, Daddy and Me playgroup to reach out to new parents.
- Increasing the number of School Readiness workshops.
- Incorporating Parent Cafes into the parenting class series.
- Adding Early Literacy and Social Emotional Literacy instruction into the parenting classes.
- Working towards sustainability.

CFT will also be developing an RFA to offer funds to partners that can offer classes successfully in the 2015-2016 fiscal year.

Home Visits



Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.7	4.6***
Show my child(ren) love and affection frequently	5.1	5.4***
Listen to my child(ren) to understand their feelings	4.5	5.2***
Help my child(ren) feel good about themselves	4.6	5.2***
Set and stick to reasonable limits and rules	3.7	4.7***
Know fun activities to help my child(ren) learn	4.1	5.0***
Find positive ways to guide and discipline my child(ren)	4.0	5.0***
Play with my child(ren) frequently	4.5	5.0***
Protect my child(ren) from unsafe conditions	5.1	5.5***
Talk with other parents to share experiences	3.9	4.8***
Deal with the day-to-day stresses of parenting	3.8	4.9***
Understand my goals and values as a parent	4.5	5.3***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 84$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	3.7	4.5***
Willing to follow limits and rules	3.3	4.2***
Gets along with others	4.1	4.8***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 84$.



Quotes from program participants

“Sharing ideas and putting them into practice.”

“I have become more patient and insightful.”

“It has helped me to build a network of support with other moms.”

“[I] feel better about myself and my child.”

“The increased implementation of rules has provided more structure for my daughter.”

MID-VALLEY PARENTING OF POLK COUNTY



Mid-Valley Parenting
of Polk County
PARENTING WITH PURPOSE

Brent DeMoe
Service Integration/
PCCCF Manager
demoe.brent@co.polk.or.us,
(503) 932-7434

Host Organization
Polk County Health &
Human Services
182 SW Academy Suite 220
Dallas, OR 97338
Fax (503) 623-2731

Website
www.midvalleyparenting.org

Mid-Valley Parenting of Polk County exists as a hub where community partners support families through parenting education and resources accessible in all areas of Polk County.



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

Programming Overview

Activity	Description	2013-2014 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	9	25
	Parenting Classes	84	193
	Parents Attended	76	182
	Parents Attended 70% or More	66	153
	Children/Youth Attended	38	128
	Contact Opportunities (parents & youth)	1,043	2,375
Non-OPEC Parenting Education Series	Parenting Series Completed	2	15
	Parenting Classes	13	92
	Parents Attended	9	92
	Parents Attended 70% or More	9	79
	Children/Youth Attended	3	60
	Contact Opportunities (parents & youth)	78	970
Parent Workshops	Number of Workshops	4	9
	Parents Attended	52	139
	Children/Youth Attended	53	119
Parent Support Activities	Number of Sessions	5	8
	Parents Attended	25	26
	Children/Youth Attended	18	18
Family Activities	Number of Activities	5	8
	People Attended	217	457

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



Strengths

Engaged advisory group

Strong community partnerships

Organizational infrastructure of Polk County Health and Human Services and connection with Service Integration Teams

Reaching diverse target audiences

Menu of parenting education opportunities

Expansion of website

Commitment to integration of parenting education programs with other early childhood initiatives

Progress Toward Goals

Build a sustainable service-delivery model by increasing organizational capacity.

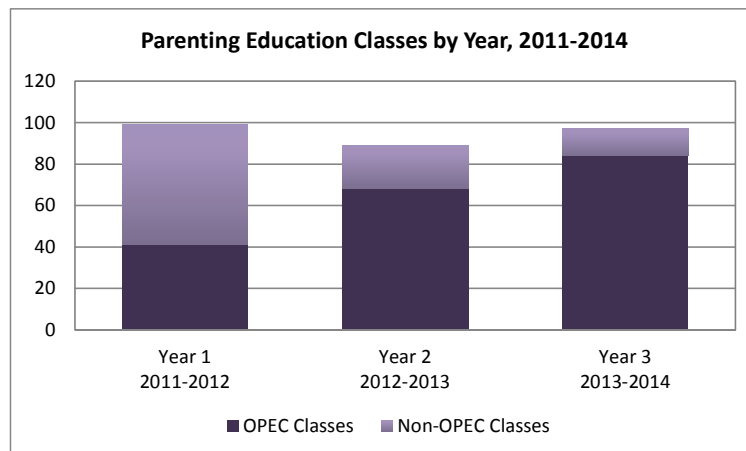
During Quarter 1, partnerships with Oregon Child Development Coalition as well as the Lincoln County Hub resulted in 12 parent educators being trained in evidence-based curricula (English and Spanish). Each parent educator signed an MOU indicating they would facilitate a group in Polk County once within the next two years. The partnerships allowed for this to be done at a low-cost ensuring that this investment will result in parenting education continuing to be accessible in the future.

One of the strategies in building sustainability is to have a user-friendly website for parents and community partners to easily access information. In Quarter 2, the Polk County Hub began conversations with Marion and Lincoln counties to discuss the possibility of adding their parent education opportunities on to the Polk parent resource website. Quarter 3 included launching the next evolution of the parent resource website. Updates included user-friendly features for website visitors, as well as additional organization features on the back-end to create greater efficiency for hub staff. The website is now also home to parenting resources and education in Lincoln County and Yamhill—creating a tri-county resource for parents. By adding additional counties, not only has the website traffic increased, but the potential for major vendors to advertise on a main landing page has also increased. Staff will continue to monitor the website analytics to note traffic volume.

The Dallas School District (along with three other districts in Polk County) was awarded a P-3 grant from the Oregon Community Foundation (OCF). From conversations with community partners, school districts, and Hub staff, a suggestion was made to combine the Hub Coordinator position with the P-3 Coordinator position allowing for one main point of contact to serve as the early learning specialist for the county. This will allow for an even greater amount of collaboration with school districts, further build on existing resources such as the Mid-Valley Parenting website and also increase programming with a greater number of workshops focusing on engaging parents in kindergarten readiness activities. This suggestion was reviewed and approved by OCF and will be implemented in Year 4.

(Continued on page 3)

Parenting Classes



Progress Toward Goals (continued)

Increase Polk County children's readiness to learn upon entering Kindergarten.

During Quarter 1, staff from the Polk Hub participated on the P-3 planning team to further work to align kindergarten readiness services in the county. At the September Hub steering committee, two of the school districts from the county expressed interest in applying for the P-3 grant through the OCF. From that discovery, a joint meeting was held to discuss how collaborating could bring strength to all areas of the county. The result will be coordinated and align kindergarten readiness activities in Polk County.

At the November Partners for Young Children meeting (the early childhood advisory group and Hub steering committee), a community partner brought forth an activity book designed to help families with kindergarten readiness activities. The booklet includes activities for the child to complete that are designed to help a child increase their skill level in several of the developmental domains. A sub-committee of Partners for Young Children was formed and will be working on refining the booklet and assessing how it can complement the work done by the P-3 committee. The booklet would serve as a uniform tool in all areas of the county by school districts, child care providers, pediatricians, libraries, community partners, churches, and others.

During Quarter 3, official word was received that the Dallas School District (along with Central, Falls City, and Perrydale) was the recipient of a P-3 grant through The Oregon Community Foundation. Hub staff has been an integral part of this effort and process to date. Discussion and action will continue to take place with partners on how to further engage parents around parenting education, and kindergarten readiness—resulting in strengthened supports for families in more strategic and intentional ways.

In partnership with the Oregon Department of Human Services, Polk County began the process of hiring two Family Resource Navigators. The two new staff positions will be working with families to develop a family plan toward stability and connect them with existing community resources. Parenting education will be a key referral as they look at increasing parental confidence and decreasing stress. The Navigators will be housed in the same suite as the Polk Hub office, which will allow for an even stronger connection.

Increase accessibility to evidence-based, culturally relevant parenting education.

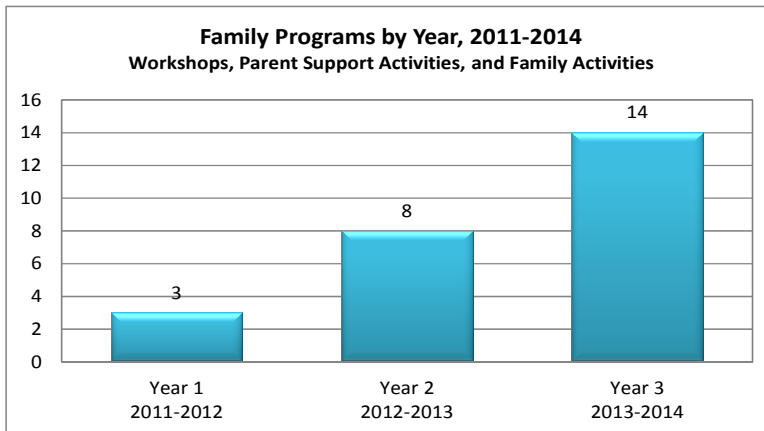
Diversifying the menu of parenting curricula has been a goal of the Polk County Hub. With the facilitator training that occurred in August 2013 the Polk Hub is now one step closer to being able to offer *Nurturing Parenting* to families.

In Year 2, one of our key Tribal partners (trained in evidence-based curricula) moved out of the area. As a result, OPEC staff made a concerted effort to build connections with multiple Tribal representatives and also train an additional partner in *Make Parenting a Pleasure*. In Quarter 2, a seven-week parenting group was held using the *Parenting Now* curricula. The parent educator team included not only the recently trained parent educator, but also the original key Tribal partner who has now moved back to Polk County. Pairing the two together (an educator who had not yet facilitated a group with an educator who is more experienced) resulted in a high-quality learning experience for parents. With multiple established parent educators and a growing partnership with the Tribe, parenting education will continue to be accessible at growing levels.

Polk staff have been strategic with training parenting educators who are not only representatives of partner agencies, but who also represent the focus and often underserved populations in our county. As a result, between Quarter 3 and Quarter 4 the Hub was able to offer an evidence-based parenting education series to each of the originally identified, underserved populations: rural families, teen parents, Latino families, and Grande Ronde Tribal members.

During Quarter 4, a team of trained parenting educators facilitated a session of *Strengthening Families*. The key success for this series was the mentoring relationship that occurred among the four parenting educators who varied from seasoned facilitators to new facilitators. An outcome was the more experienced facilitator (a certified Trainer of Trainers for *Nurturing Parenting* expressing interest in offering trainings in Polk County, which would create easy access to expanding the parenting educator team in Polk County at a minimal cost.

Family Programs



Challenges

Lack of follow-through by some partners on commitments impacts program planning and implementation

Recruitment of parents to some programs

Turnover of facilitators and staff in partner agencies

Time committed to planning process and uncertainty of EL Hub and other early childhood initiative funding made long term planning for parenting education initiative difficult

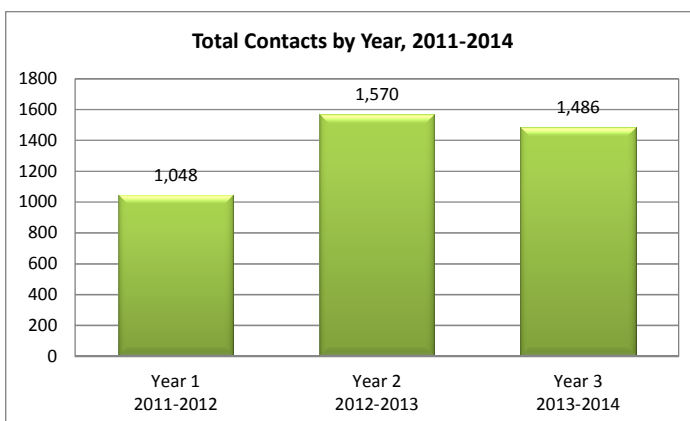
Lessons Learned

Lesson 1: Clear communication regarding successful recruitment strategies (including how far in advance to begin marketing) will increase the opportunity for success when partner agencies contract to offer a parenting series.

Lesson 2: Policies and procedures for child care will allow for a more positive experience for parents and staff alike. By clearly communicating these policies at the beginning of a series, a parent can better anticipate what may occur if their child exhibits challenging behaviors while in care. This process also fosters nurturing relationships between the parent and parenting educator, which directly impacts the overall quality of a parent's learning experience.

Lesson 3: Contracting with partner agencies to offer quality parenting education programming can be extremely beneficial. By identifying opportunities to partner, Hub staff can provide technical assistance and financial support for programming. At the same time, Hub staff can dedicate time to focus on building the community and organizational capacity facets of the Hub.

Total Contacts



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

Plans for 2014-2015

Focus 1: Focus on streamlining the contracting process for programming to increase the number of quality, evidence-based parenting series offered in Polk County and decrease the amount of Hub staff time dedicated to each parenting series.

Focus 2: Continue to increase opportunities for families to engage in kindergarten readiness programming by partnering more closely with the school districts and P-3 stakeholders.

Focus 3: Further engage the existing parenting educator team by offering consistent, quality, and relevant training opportunities.



Demographics of Families Completing Parenting Series and Workshop Evaluations

Number of Parents: 69
Number of Children: 160

Gender
 19% Men
 78% Women
 3% Did not specify

Race/Ethnicity
 61% White/Caucasian
 0% Black/Afr. American
 17% Hispanic
 0% Asian
 20% Native American
 2% Other/Unspecified

Age
 Age Range: 18 to 69
 Average Age: 34

Parenting Style
 68% With Partner
 30% By Themselves
 2% Did not specify

Children
 Average Age: 6
 Age Range: 0 to 18
 Age 0-6 Years: 63%
 Children per Family: 2

County
 100% Polk County

Capacity Overview

Activity	Description	2013-2014 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	14	24
	Non-OPEC Facilitators Trained	0	15
Funds Leveraged	Funds Leveraged	\$0	\$25,580
	In-Kind Leveraged	\$82,977	\$277,582
	Total Leveraged	\$82,977	\$303,162
Advisory Meetings	Advisory Board Meetings	11	32
Programs With Schools	Programs in Collaboration with Schools	28	73

Parent Satisfaction

Parent Education Series

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



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

Parent Workshops

83% of parents reported that the workshop was somewhat or very helpful.

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

Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.1	4.5***
Show my child(ren) love and affection frequently	4.3	5.3***
Listen to my child(ren) to understand their feelings	3.3	5.1***
Help my child(ren) feel good about themselves	3.9	5.1***
Set and stick to reasonable limits and rules	3.1	4.8***
Know fun activities to help my child(ren) learn	3.2	4.7***
Find positive ways to guide and discipline my child(ren)	3.2	5.1***
Play with my child(ren) frequently	3.5	4.8***
Protect my child(ren) from unsafe conditions	4.7	5.6***
Talk with other parents to share experiences	3.2	5.0***
Deal with the day-to-day stresses of parenting	3.0	4.8***
Understand my goals and values as a parent	3.3	5.3***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 63$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	3.4	4.5***
Willing to follow limits and rules	2.6	4.0***
Gets along with others	3.4	4.5***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 63$.



Quotes from program participants

“Learning different ways to deal with stressful situations.”

“I am taking more time to care for myself so I can be less stressed, and I am taking more time to figure out the motives behind certain behaviors.”

“[I am] becoming more consistent, implementing new ways to prevent breakdowns.”

“[I] talk now with my children more and try to listen better.”

“[I liked] talking with other parents in the group who struggle with the same issues”.

SISKIYOU PARENTING HUB PROJECT



Working together to make Parenting Education and Healthy Childhood a Community Norm.

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Executive Director
(530) 926-5127
siskiyoucsc@sbcglobal.net

Karen Pautz
Project Director /
Parenting Specialist
karenpautz@first5siskiyou.org

Host Organization:
Community Services Council
310 N Mt. Shasta Blvd, Suite 7
Mt. Shasta, CA 96067

Website: www.siskiyoucsc.org

The Siskiyou Parenting Hub project is a county-wide partnership to build a stronger more coordinated parenting education system and to enhance parenting skills and support. Partners work together to provide locally accessible evidence-based parenting education classes and family support programs in a culturally inclusive and supportive environment.



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

Programming Overview

Activity	Description	2013-2014 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	12	33
	Parenting Classes	113	343
	Parents Attended	80	226
	Parents Attended 70% or More	76	198
	Children/Youth Attended	56	175
	Contact Opportunities (parents & youth)	1,238	3,731
Non-OPEC Parenting Education Series	Parenting Series Completed	13	28
	Parenting Classes	160	319
	Parents Attended	56	197
	Parents Attended 70% or More	52	169
	Children/Youth Attended	25	53
	Contact Opportunities (parents & youth)	1,073	2,352
Parent Workshops	Number of Workshops	63	136
	Parents Attended	652	1,430
	Children/Youth Attended	534	1,178
Parent Support Activities	Number of Sessions	1,129	2,250
	Parents Attended	1,453	5,773
	Children/Youth Attended	1,572	7,951
Family Activities	Number of Activities	153	327
	People Attended	14,994	38,767

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



Strengths

Program delivery model with the Family Resource Centers

Strong community collaborations

Breadth and depth of parenting education programs

Utilization of evidence-based curricula with trained facilitators

Reaching a diversity of parents

County-wide trainings for early childhood and family services professionals

Ability to blend, braid, and bundle diverse funding to meet needs

Progress Toward Goals

Organizational Infrastructure

- Robust county-wide and Community Family Resource Center advisory group.
- Strong interest from partners about collaborative efforts for parenting education support. Continued commitment from First 5 and College of the Siskiyou's (COS) Foster/Kinship Program as a key partner for parenting systems. Continued funding from Community Corrections Partnership for parenting education.
- We are in the process of mainstreaming our internal systems and adding more responsibilities to the facilitators and FRCs related to paperwork and participant follow-up. This has allowed us to provide additional funding to the Family Resource Centers (FRCs) and facilitators, which support both groups.
- Skilled and Knowledgeable Facilitators: Offered two professional development training opportunities for trainers and those working with families. First training was on "Importance of Healthy Attachments", and the second training was on "Understanding and Supporting Children with Special Needs."
- The Community Services Council (CSC) has sustained memberships of policy-makers and leadership staff from county agencies to support our vision and contribute to the parenting education systems. This is evidenced by continued funding of the Community Corrections Partnership parenting education classes.

Community Collaboration and Coordination

- Active partnerships with COS, Early Head Start, Family Resource Centers, and Sierra Families Forever. The CSC Executive Director and Siskiyou Parenting Hub project Director served in multiple advisory groups to sustain engagement of partners in parenting as a priority.
- Expand Community-Based Parenting Education services: Worked with the Weed Community Resource Center to get feedback from families for a menu of classes, workshops, and family support activities. Initiated contracts to start School Readiness Playgroups, workshops, Relatives Raising Children support group, and 12 Nurturing Parenting evidence-based parenting classes.
- CSC leadership has worked diligently to coordinate with all advisory groups that focus on community services and support.
- During this fiscal year, in partnership with First 5, we secured a contractor who created a county-wide calendar of events and educational opportunities for families. She also assists us in sharing information with other media. Both of these efforts have proven to play a key part in increased outreach.

(Continued on page 3)

Progress Toward Goals (continued)

- *Fathers Matter* and *Read Every Day* campaigns have increased public education about importance of these two topics. Continued work is needed in this area.

Parenting Education

- The County Library purchased games and activities for FRCs to check out for Family Fun Events. The lead librarian serves on the First 5 Commission and committed to purchasing additional parenting books and resources to enhance the menu of parenting materials at all libraries. The project director will provide a list of recommended books to be purchased by the library.
- Effective marketing and promotion of parenting classes through social media, a county-wide parenting calendar, text messaging, and school calendars.
- Siskiyou Parenting Hub has met or exceeded nearly all goals of the parenting education programming. The only exception is the classes for teen parents, which was discontinued due to low attendance. However, these parents continued attending classes offered in the community Family Resource Centers.



Challenges

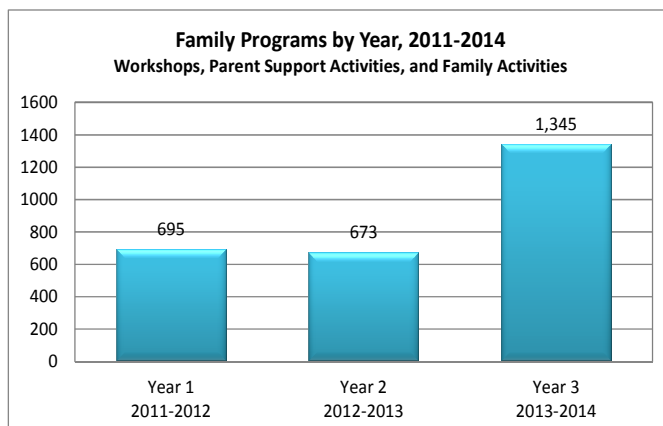
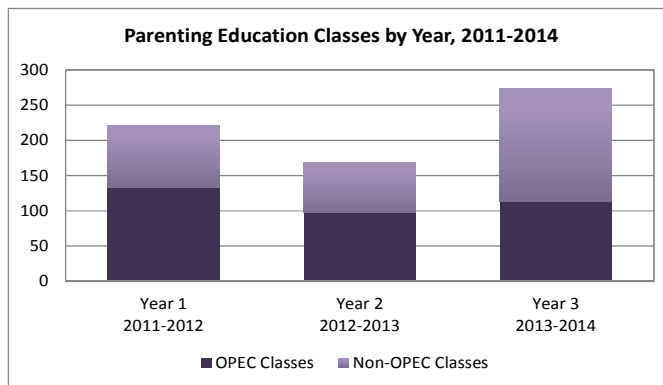
Funding cuts affecting the Family Resource Centers

Transition in staffing at FRCs and host agency

More staffing and FTE needed to meet the demands of a large program

Providing adequate community-based resources for families involved with the child welfare system.

Parenting Classes & Family Programs





Parent Satisfaction

Parent Education Series

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

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

Parent Workshops

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

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

Lessons Learned

The greatest lesson learned this year is the confirmation from parents that when provided with a trusting, nurturing, welcoming, and inclusive high-quality parenting education program within the community, parents are eager to participate and value the time invested in learning new skills to become better parents.

In addition, the Siskiyou Parenting Hub leadership continues to invest energy and resources to strengthen existing partnerships and find ways to reach out to new partners. Respectful, honest, and trusting relationships developed over the years has been the foundation of success for the parenting education systems in Siskiyou County. The most essential component of parent education programming is the outstanding work of the Siskiyou Family/Community Resource Centers. The continued support of key partners such as Siskiyou Early Head Start, COS Foster/Kinship Program, Sierra Families Forever, Karuk Tribe, and First 5 Siskiyou Children and Families Commission has provided resources for the Siskiyou Parenting Hub to exceed its goal in parenting education offerings throughout Siskiyou County.

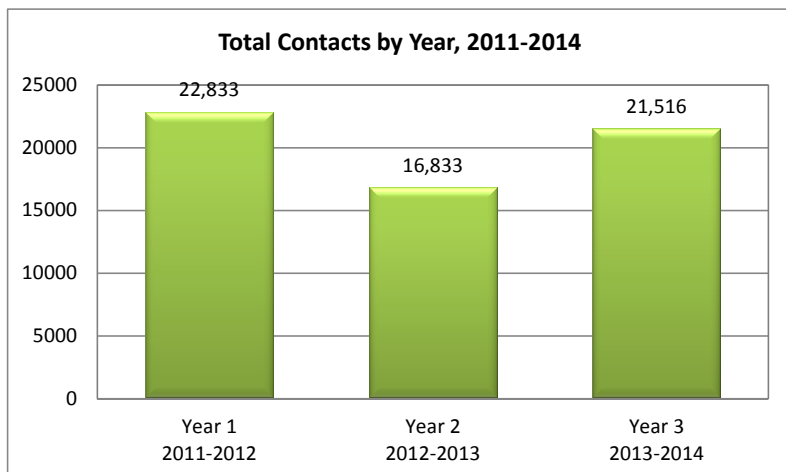
Other lessons learned are to:

- Build trust
- Do what we say we will do
- Honor and reinforce when parents/partners offer ideas or opinions
- Listen, listen, listen
- Make time to learn about the latest research and exhibit competence
- Assure to prepare adequately both in aesthetics of meeting/class space and content of the event
- Honor mistakes and learn from them
- Be grateful!

Capacity Overview

Activity	Description	2013-2014 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	10	95
	Non-OPEC Facilitators Trained	0	0
Funds Leveraged	Funds Leveraged	\$93,682	\$181,429
	In-Kind Leveraged	\$198,552	\$1,642,861
	Total Leveraged	\$292,234	\$1,824,290
Advisory Meetings	Advisory Board Meetings	21	71
Programs With Schools	Programs in Collaboration with Schools	241	717

Total Contacts



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



Demographics of Families Completing Parenting Series and Workshop Evaluations

Number of Parents: 522
Number of Children: 914

Gender

21% Men
 72% Women
 7% Did not specify

Race/Ethnicity

64% White/Caucasian
 <2% Black/Afr. American
 15% Hispanic
 <1% Asian
 9% Native American
 10% Other/Unspecified

Age

Age Range: 15-75
 Average Age: 38

Parenting Style

62% With Partner
 24% By Themselves
 14% Did not specify

Children

Average Age: 6
 Age Range: 0-18
 Age 0-6 Years: 57%
 Children per Family: 2

County

100% Siskiyou County

Plans for 2014 - 2015

- Continue to nurture existing partnerships and welcome new partners to expand parent education resources throughout Siskiyou County.
- Initiate a welcome home visit pilot project for all new moms in collaboration with First 5 Siskiyou and Siskiyou Early Head Start. The primary goal of the project will be bridge parents' connections to existing support systems within the community and in the county, provide support to breastfeeding moms, and distribute Kits for New Parents, including resources for fathers.
- In partnership with First 5, Sierra Families Forever, and COS Foster/Kinship program, offer parent support programs and parent-child activities in every Family and Community Resource Center.
- Nurture and continue to increase collaborative efforts with partner organizations.
- Co-host the annual Fatherhood Conference.
- Co-host two parenting conferences in Siskiyou County.
- In partnership with other organizations, plan a minimum of three county-wide trainings for service providers.
- Continue to increase public engagement about importance of parenting education by sharing of resources and marketing materials.
- Work with partners to plan a Celebration of Parents week.
- Provide Training For Trainers on the *Second Step* Curriculum.
- Siskiyou Parenting Hub partners plan to conduct a minimum of 40 workshops and a minimum of 12 series (110 weeks of evidence-based parenting education classes) during this upcoming fiscal year.

Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.2	4.8***
Show my child(ren) love and affection frequently	4.7	5.4***
Listen to my child(ren) to understand their feelings	3.9	5.2***
Help my child(ren) feel good about themselves	4.2	5.3***
Set and stick to reasonable limits and rules	3.3	4.7***
Know fun activities to help my child(ren) learn	3.9	5.0***
Find positive ways to guide and discipline my child(ren)	3.5	5.0***
Play with my child(ren) frequently	4.3	5.2***
Protect my child(ren) from unsafe conditions	5.1	5.6***
Talk with other parents to share experiences	3.4	4.7***
Deal with the day-to-day stresses of parenting	3.4	4.8***
Understand my goals and values as a parent	3.9	5.3***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 68$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	3.4	4.3***
Willing to follow limits and rules	2.7	3.8***
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, $p < 0.05$. $N = 68$.



Quotes from program participants

“I am co-raising four grandchildren, and will use all that I have learned to be a better grandparent.”

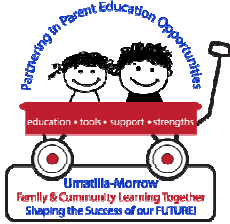
“We learned to recognize and implement our values in parenting and we gained valuable parenting tools.”

“Learning how to maintain my composure during a temper tantrum.”

“Learning about different techniques for everything and learning capabilities of your child.”

“I feel in-tune with what motherhood is like.”

UMATILLA-MORROW PARENT EDUCATION COLLABORATIVE



*Stronger Families,
Better Communities,
Brighter Futures*

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Host Organization:
Umatilla-Morrow Head Start Inc.
110 NE 4th Street
Hermiston, OR 97838

Website: www.umchs.org

Mission:

To provide high-quality parent education to all families throughout Umatilla and Morrow Counties.



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

Programming Overview

Activity	Description	2013-2014 Total	Cumulative Total
OPEC Parenting Education Series	Parenting Series Completed	11	30
	Parenting Classes	91	235
	Parents Attended	79	194
	Parents Attended 70% or More	66	169
	Children/Youth Attended	45	169
	Contact Opportunities (parents & youth)	1,173	3,234
Non-OPEC Parenting Education Series	Parenting Series Completed	1	2
	Parenting Classes	3	13
	Parents Attended	8	15
	Parents Attended 70% or More	7	14
	Children/Youth Attended	12	12
	Contact Opportunities (parents & youth)	60	130
Parent Workshops	Number of Workshops	26	54
	Parents Attended	198	479
	Children/Youth Attended	110	363
Parent Support Activities	Number of Sessions	72	201
	Parents Attended	250	436
	Children/Youth Attended	181	320
Home Visits	Number of Home Visits	408	2,284
	Total New Families	10	128
	Total New Children/Youth	14	144
Family Activities	Number of Activities	0	8
	People Attended	0	348

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Hub staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the Hub staff.



Strengths

Organizational structure of fiscal agent

Engagement level of advisory group

Utilization of multiple evidence-based parenting education curricula with trained facilitators

Reaching a diverse audience

Integrating parenting education programming with other early childhood initiatives

Partnership with Blue Mountain Community College in offering college credit for parents completing parenting education series

Progress Toward Goals

Organizational Infrastructure

- The Umatilla/Morrow OPEC Hub believes that the key to building the capacity to sustain the parenting education project is by increasing the number of trained facilitators, establishing relationships with partners to offer training sessions that are open to the community, and to work with area schools in providing space for training sessions.
- Increase Advisory Committee membership: Eighteen partners participate in OPEC meetings on a regular basis (average meeting attendance is 12-14). Each meeting has welcomed at least one new guest during the past months. Morrow County School District and Umatilla School District have become more active in our meetings and are providing space and support for parenting classes.
- One of the area mental health agencies, Lifeways, has become more involved and is represented at each of the advisory meetings. This has been an area that we have wanted to be represented and we are very pleased to have them on our team. Also, one of our partners, Domestic Violence Services, has volunteered a staff member to become a trained facilitator in *Make Parenting a Pleasure* and will be offering a series within the next six months. We are working on involving more faith-based agencies this next quarter.
- Families will be able to access the parent training calendar on the Umatilla Morrow County Head Start (UMCHS) website. The training calendar lists all classes available for parenting opportunities, classes, workshops, and more. Registration and contact information is included. "Hits" on the calendar increased by 11%. Partners are giving the website address to clients and community members.

Community Collaboration

- Families will have accurate information about who, what, when, and where they can find and access parenting education classes in their community. OPEC partners are regularly promoting use of the Parent Training Calendar (UMCHS website) with clients. Also, we are promoting scheduled classes through distribution of fliers to community members.
- Number of parents inquiring about parenting education opportunities has increased as is evidenced by direct calls to UMCHS.
- Increased number and variety of classes/series open to the public. All OPEC supported classes through Head Start are open to the community. Two committee partners have opened evidence-based classes to community members outside of their agency (Eastern Oregon Alcoholism Foundation and Oregon Child Development Coalition).

(Continued on page 3)

Progress Toward Goals (continued)

- The OPEC committee membership remains strong and we are even seeing an increase in attendance. Members are attending partner events such as open houses, fundraisers, classes, and presentations to show support and commitment to collaboration.
- Umatilla/Morrow County communities are aware of OPEC and view it as a positive resource for families.
- While waiting for the Expansion Grant awards, OPEC has worked with Union County agencies and have already formed a strong collaboration with many of them. The sharing of information on parent education curricula and support activities, creating ideas for marketing parent education series, and developing tips to successful parent involvement has given rise to all of our excitement and desire to continue our quest in making parent education a community norm in all of our communities.

Parenting Education

- The Umatilla/Morrow OPEC offered 54 evidence-based classes to over 110 participants. We also offered 21 other parent support activities and parent workshops. This continues to bring us closer to "making parent education a community norm" in our counties.
- Evaluations collected from parent education classes, workshops, and support activities reflect parents increase in positive parenting skills as a result of attending and participating in such opportunities. Parents also reported positive scores for the facilitators.



Challenges

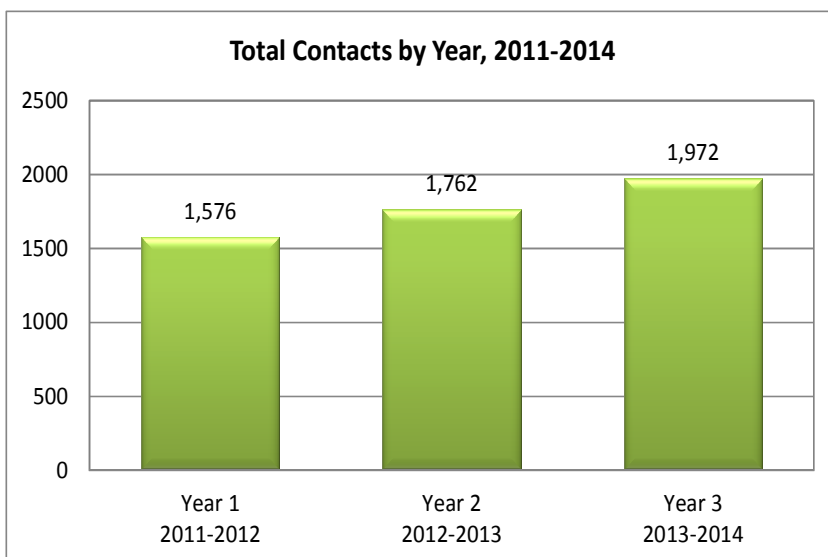
Recruiting and training Spanish speaking facilitators

Some partner providers will not open up their programming opportunities to the greater community

Resistance to use evidence-based curricula by some partners

Capacity to deliver parenting education programs in all communities indicating an interest

Total Contacts



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



Parent Satisfaction

Parent Education Series

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

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

Parent Workshops

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

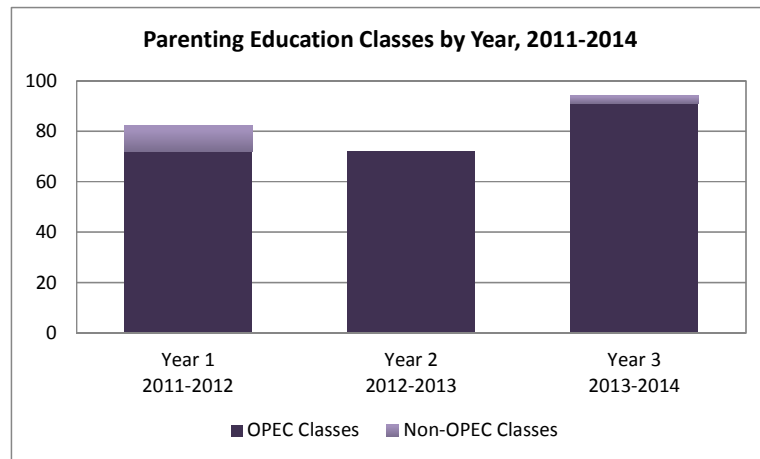
95% of parents reported that they would use the information from the workshop

Lessons Learned

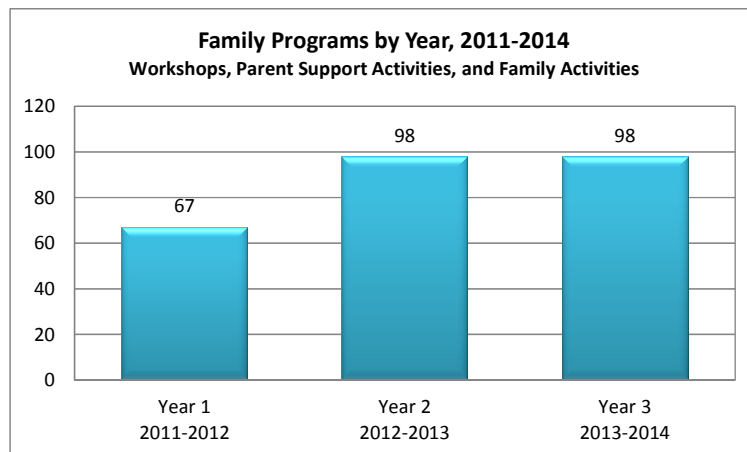
Just as relationship building is critical to our work with families, it is as important to the building of a collaborative partnership amongst OPEC committee members. Partners have been willing to attend functions such as open houses, fundraisers, and conferences at partnering agencies, which opens up even more opportunities to share with our parents and families. Plus, this truly strengthens the entire group. This started happening when we included “events happening at your agency” to our OPEC advisory committee meeting agenda.

Acknowledging employers who give staff time and facility use to parent education classes has made a positive difference in the willingness to do more. Our hub has started to send a hand-written “Thank You” to supervisors of facilitators who lead classes. This has also had an added benefit for facilitators when they are validated for their time and talent in improving the skills of parents through their classes.

Parenting Classes



Family Programs



Capacity Overview

Activity	Description	2013-2014 Total	Total To Date
Facilitators Trained In Curricula	OPEC Facilitators Trained	26	118
	Non-OPEC Facilitators Trained	2	52
Funds Leveraged	Funds Leveraged	\$119,880	\$158,138
	In-Kind Leveraged	\$34,615	\$105,590
	Total Leveraged	\$154,495	\$263,728
Advisory Meetings	Advisory Board Meetings	12	35
Programs With Schools	Programs in Collaboration with Schools	107	283



Demographics of Families Completing Parenting Series and Workshop Evaluations

Number of Parents: 355
Number of Children: 688

Gender

19% Men
 75% Women
 6% Did not specify

Race/Ethnicity

51% White/Caucasian
 <1% Black/Afr. American
 41% Hispanic
 <1% Asian
 1% Native American
 6% Other/Unspecified

Age

Age Range: **14 to 74**
 Average Age: **32.5**

Parenting Style

61% With Partner
 24% By Themselves
 15% Did not specify

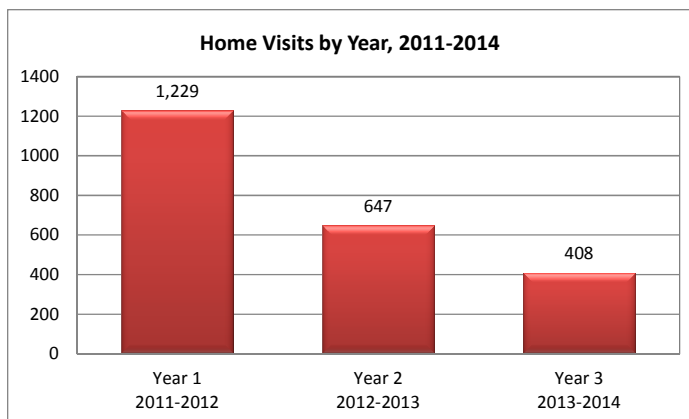
Children

Average Age: **6**
 Age Range: **0 to 18**
 Age 0-6 Years: **63%**
 Children per Family: **2**

County

73% Umatilla County
 15% Wallowa County
 5% Morrow County
 3% Union County
 3% Gilliam County
 1% Grant County

Home Visits



Plans for 2014-2015

- Welcome and fully incorporate Union County to our OPEC organization.
- Train five or more facilitators in Union County to offer evidence-based parenting education.
- Add *Make Parenting A Pleasure* to our list of parenting series available for facilitating, and complete two series in Umatilla County.
- Add one or more faith-based representatives to our advisory committee.
- Host an *Abriendo Puertas/Opening Doors* facilitator training in Hermiston.
- Train at least one community volunteer to become a facilitator in an evidence-based curriculum.
- Offer at least two opportunities for parents to earn two Blue Mountain Community College credits through evidence-based parenting education series.
- Post a Union/Umatilla/Morrow OPEC website that includes upcoming trainings, classes, parenting tips, and school readiness information.

Improved Parent and Child Skills

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

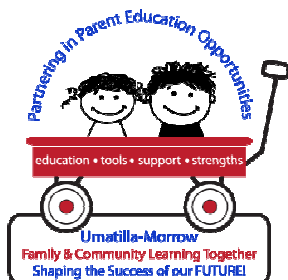
Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.1	5.0***
Show my child(ren) love and affection frequently	4.5	5.4***
Listen to my child(ren) to understand their feelings	4.0	5.2***
Help my child(ren) feel good about themselves	4.1	5.3***
Set and stick to reasonable limits and rules	3.0	4.7***
Know fun activities to help my child(ren) learn	3.6	5.3***
Find positive ways to guide and discipline my child(ren)	3.2	5.1***
Play with my child(ren) frequently	4.0	5.0***
Protect my child(ren) from unsafe conditions	4.8	5.7***
Talk with other parents to share experiences	3.0	4.8***
Deal with the day-to-day stresses of parenting	3.4	5.0***
Understand my goals and values as a parent	3.9	5.3***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 63$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	3.0	4.0 ***
Willing to follow limits and rules	2.5	3.8***
Gets along with others	3.0	4.2***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 63$.



Quotes from program participants

"I have become a new person since taking the class."

"I learned how to use these tools with problem solving."

"It made me less stressed about parenting."

"[This series] helped me to understand more about my children's feelings and development."

"I have a better understanding of how to help [my children]."

Oregon Parenting Education Collaborative

SMALL GRANT PROJECTS

2013-1014

The Oregon Parenting Education Collaborative (OPEC) Small Grant program supports expansion of access to or enhancement of proven programs to increase parent and family member understanding of the learning and development of young children through group classes and/or home visiting. In 2013-2014, a new three-year funding cycle for Small Grant projects began. This round includes ten sites in the Portland Metro area that target underserved populations.

The grants are part of OCF's Metropolitan Portland Regional Action Initiative, which is focused on Clackamas, Hood River, Multnomah, and Washington counties. Funders also include the Meyer Memorial Trust and OCF Donor Advised Funds. Grant awards for 2013-2014 were approximately \$30,000 per year. A description of each of the funded programs is on page 6.

During the first year of the OPEC grant, Small Grant sites met their objective of implementing evidence-based parenting education programs for targeted audiences in their local communities. Since the primary objective for the Small Grants was to increase parenting education programming for specific audiences, most of their reported progress focused on program implementation. Their programs reached low-income, culturally diverse, and highly stressed families as well as teen parents. The following is a synopsis of the Small Grant projects' overall progress during 2013-2014:

- **Offered evidence-based, culturally-specific curricula that were aligned with the experiences of their targeted audience**
 - 36% of the OPEC series were implemented in Spanish
 - 6% of the OPEC series were implemented in either Burmese and Somali

- **Expanded the menu of parenting education programs offered by their organizations**
 - 38 OPEC-funded parenting education series (551 classes) reached 433 parents and 348 youth
 - 9 non-OPEC funded parenting education series (80 classes) reached 109 parents and 45 youth
 - 17 workshops were attended by 298 parents and 240 youth
 - 204 parent support activities were attended by 353 parents and 187 children

- 37 family activities were attended by 2,672 people
- 547 home visits reached 91 new families and 163 new youth
- **Reached parents and children representative of their targeted audiences**
 - 83% of the parents participating in series and workshops reported race/ethnicities other than Caucasian
 - 82% of the parents participating in series and workshops indicated that they use at least one community service available to low-income families (WIC, Oregon Health Plan, Free/Reduced Lunch).
- **Reported significant improvement for parents participating in parenting education series as measured by the Parenting Skills Ladder**
 - Overall, parents representative of all racial/ethnic groups served reported improvement in their parenting skills and their children's skills
 - Minority parents reported greater gains in parenting skills than Caucasian parents
 - Hispanic parents reported 32% greater gains
 - Other minority parents reported 29% greater gains
 - Minority parents of race/ethnicities other than Hispanic reported 47% greater gains in child skills than Caucasian parents
- **Provided parents with a positive learning experience**
 - 98% of participants reported that the information and resources in the series were somewhat or very helpful
 - 97% of the parents responded that they were likely to recommend the series to others
 - 100% of the respondents described the workshops as helpful
 - 100% of the respondents reported that they would use the information presented at the workshops
- **Strengthened relationships and increased collaboration with community partners**
 - Worked with community partners to market their parenting education programs to their communities and targeted clientele
 - Recruited participants through newspaper, radio, television, flyers, and social media outlets reaching a combined total of 400,775 potential contacts

- Partnered with schools to distribute 7,002 flyers and to reach 5,325 parents and children through school newsletters
- Held 290 programs in school facilities and 52 additional programs co-sponsored by schools but held in other facilities in the community
- **Engaged and trained both English speaking and bilingual/bicultural facilitators**
 - Trained 85 facilitators in parenting education curricula with 26% of those trained in Spanish
 - Offered 99 sessions of professional development for facilitators and staff

Challenges

As the Small Grant sites implemented their first year of OPEC funded programming, they encountered some challenges. Each Small Grant organization reported their individual challenges quarterly on the online system. These were analyzed for overarching challenges among the collective group. Many of these challenges were developmental in nature, which is to be expected during the first year of a new initiative. Resources to address challenges such as recruitment/retention and child care were shared with Small Grant staff during gatherings and conferences hosted by Oregon State University. In addition, these venues gave Small Grant staff the opportunity to learn from each other ways to address these and other challenges. Overall challenges faced by the Small Grant projects during 2013-2014 included:

Delay in Program Implementation: Small Grant sites were hindered in offering programming as early in the year as they had planned. A primary reason for delays for several of the sites was difficulty securing space for classes. In some cases, community partners were unable to provide facility use for programs as originally planned. For other grantees, space within their own organizations was overbooked. Delays in program implementation were also caused by a lack of available facilitator trainings for particular curricula during the first two quarters of the grant year. These delays meant that some sites were not able to reach as many parents as planned during the first year.

Staffing Issues: A variety of staffing issues caused challenges for the Small Grant sites. Issues included inadequate FTE for the program coordinator; turnover in key site staff as well as partnering organizations' staff and program facilitators; and extended medical leave for program coordinators. Without adequate FTE and consistent personnel, some sites were not able to implement the number and types of programs previously planned.

Need for additional funding: Several sites indicated that the planning and implementation of programs cost more than they had anticipated. The amount of FTE needed for coordination of the classes was underestimated in the first year budget. Sites also said that that more funds were needed for staffing of child care and mileage costs associated with program implementation. In addition, a couple of the sites had more demand for classes than they could offer with their grant funds.

Recruitment and Retention: Although some sites had waiting lists for their classes, many of the sites said they had challenges with recruiting and retaining parents in their programs during the first year of the grant. Two of the primary barriers were lack of transportation for the families and poor timing of the classes. Even though sites provided public transportation passes to families attending programs, the class locations and times did not always match well with bus schedules and routes. As noted earlier, space for classes was an issue. For some sites this meant that classes could only be offered when space was available and these were often at inconvenient times for parents to attend. For example during the first quarter, Northwest Family Services had no choice but to offer a series on Friday night, which yielded little participation.

Child Care Issues: Providing safe, quality child care was a challenge for many of the Small Grant sites. There were multiple factors associated with this challenge. Foremost were issues related to being able to predict the number and ages of children who would be attending child care. This sometimes meant last minute changes in staffing and activities. Sites also mentioned the challenge of serving children with special needs with a quality experience.

Lessons Learned

At the end of the grant year, Small Grant recipients were asked to share the lessons they had learned during the first year of their OPEC funding. Because the implementation of parenting education programming was the primary goal of these grantees, lessons learned centered on the provision of services to families. Following are the overarching lessons learned by the grantees:

Choosing relevant curriculum positively impacts parent engagement. Cultural and target audience characteristics drive the curriculum selection and successful implementation of the parenting program. One Small Grant site summed it up this way: *“Using a curriculum specifically for the community we serve [helps] the families identify more with what they’re learning and knowing that other families with similar values and characteristics have [participated] motivates them.”*

Credibility and relationships of the staff and facilitators with parents are crucial for participation in programs. In order to plan parenting programs, recruit participants, and gather feedback to more effectively serve the parenting community, Small Grant sites relied on the personal connections that culturally competent staff have developed over long periods of time and investment. As one site shared, *“it takes a personal connection to get the tribe to engage.”* Another site found that the relationship between the facilitators and parents was key to participation: *“We decided to have facilitators (instead of office staff) make reminder calls to families – and it made a big difference in turnout and consistent attendance.”* One agency that experienced a high staff turnover this year said those transitions *“impacted program delivery and continuity of services, and reminded us of the value of relationships between staff and participants.”*

Parenting education programs build relationships among the participants. One site found that providing a combined dinner for the Spanish and English classes *“created a bridge between the communities and helped them feel more comfortable with each other.”* One site focused on providing fatherhood education, and noted that *“the relationships the fathers develop with each other during classes provide ongoing support for the fathers.”*

Participation in parenting education programs can result in greater parent involvement in schools. Several Small Grant sites noticed increased parent involvement in their children’s schools as volunteers. One project site stated that *“by having the families come to school for a positive reason helped them want to connect with the school more.”* Another site noted, *“This project allows us to strengthen and integrate the Latino community more fully into the school system.”* The Small Grant sites said that parents reported an increased desire to help their child learn as well as more confidence in their interactions with schools.

Child care is a critical component of the parenting education program. Several Small Grant sites mentioned the realization that their child care needed to go beyond just having a sufficient number of adults to watch the children whose parents were participating in the classes. Over time their child care efforts were enhanced with age appropriate activities, snacks, and better trained child care providers. One site emphasized the importance of quality providers: *“It is essential that we maintain a pool of qualified providers, who are experienced in working with children from diverse backgrounds, and who understand key components of our curricula.”*

New partnerships develop through new initiatives. One Small Grant site gave examples of new partnerships in the community that allow them to save money through bulk-buying bus tickets, and to leverage free resources to benefit parent participants. Another site reached out to a

community organization for technical assistance with program development. One site summarized its experience: “Partnerships make the work more efficient and more effective.”

COMPREHENSIVE 2013-2014 OUTCOMES

The primary focus of the Small Grant program is to provide parenting education programming to targeted clientele. However, this evaluation also examines information that was collected on the projects’ organizational infrastructure and collaboration with partners because those aspects shed light on the sites’ capacity to deliver successful programming. The following sections describe detailed outcomes in these three areas:

- Parenting Education Programming
- Organizational Infrastructure
- Community Collaboration

POSITIVE PARENTING CAPACITY

Increasing positive parenting capacity among parents is the key objective of the OPEC initiative as well as the major target of the Small Grant projects. The following lists each Small Grant organization and describes their funded programs:

Catholic Charities (Portland)

To offer Abriendo Puertas, an evidence-based parenting, leadership, and advocacy training for low-income, Spanish-speaking parents of children from birth to six years of age at the El Programa Hispano elementary SUN community schools in east Multnomah County.

Immigrant and Refugee Community Organization – IRCO (Portland)

To expand access to culturally-specific parent education programs for underserved Burmese families residing in Multnomah County, using the *Nurturing Parenting* curriculum.

Native American Youth and Family Center (Portland)

To expand Positive Indian Parenting and the Chxi San Structured Playgroup to help the Native community become more actively engaged in school readiness, boost young people's educational attainment, and offer much needed support for new parents and other family members raising young children.

Northwest Family Services (Portland)

To partner with the Gladstone School District to offer Escuela para Padres (School for Parents). The program will reach un-served Latino parents with children ages 0 to 6 in the Gladstone School District, and Jennings Lodge and Candy Lane Schools in Oregon City. Class series offered will include *Haga de la Paternidad un Placer* and *Active Parenting Now*.

Oregon Child Development Coalition (Hood River)

To create outreach strategies and extend parenting education classes(both *Haga de la Paternidad un Placer* and *Abriendo Puertas*) to non-Head Start Latino families, while collaborating with local agencies to maximize class offerings and cost effectiveness in Hood River County.

Pathfinders of Oregon (Portland)

To provide parenting education for high-risk fathers at the Center for Family Success in Rockwood using the *Parenting Inside/Out* curriculum.

Rosemary Anderson High School - Portland OIC (Portland)

To support the RAHS Young Parenting Education Program, providing parenting education classes using the *Nurturing Parenting* curriculum, mentoring services, academic support, workforce development and post-program transitional services in the new East Multnomah County location.

Self-Enhancement, Inc. (Portland)

To support the Community and Family Program, which provides culturally-sensitive parent support classes in N/NE Portland, and to expand the program's reach to multi-ethnic families using the promising practice curriculum *Strengthening Multi-Ethnic Families*.

Todos Juntos (Canby)

To provide comprehensive parenting education to both English and Spanish speaking parents of children from birth to six years in the rural communities of Estacada and Sandy using the *Make Parenting A Pleasure* and *Haga de la Paternidad un Placer* curricula.

Youth Contact (Hillsboro)

To provide additional *Incredible Years* classes for parents, foster parents, and child care providers of young children, with emphasis on reaching low-English language proficiency Latino and Somali families and delivering curricula in families' native language.

Parenting Education Activities

OPEC Small Grant sites served families through a variety of programming opportunities. Information about the types of programs in which parents participated, their experiences with the programs, and the changes they made as a result of their participation are included in this report. Parenting education programs described in this section include parenting education class series, family programs (workshops, support activities, and family activities), and home visitation.

Parenting Education Series

Parenting education series are multi-week programs using a specific curriculum. Most series include 7 to 10 weekly classes. Series conducted using OPEC funds are evidence-based and targeted to parents of children ages 0-6. As part of their parenting education menu, Small Grant sites may also offer non-OPEC series that are funded through other resources or conducted by partner organizations. These series may focus on older age ranges or use non-evidence-based curricula. Both OPEC funded and non-OPEC funded series are reported in Table 1.

Table 1

Parent Education Series

Activity	Description	2013-2014 Total
OPEC Parenting Education Series	Parenting Series Completed	38
	Parenting Classes	551
	Parents Attended	433
	Parents Attended 70% or More	389
	Children/Youth Attended	348
	Contact Opportunities (parents and youth)	11,280
Non-OPEC Parenting Education Series*	Parenting Series Completed	9
	Parenting Classes	80
	Parents Attended	109
	Parents Attended 70% or More	103
	Children/Youth Attended	45
	Contact Opportunities (parents and youth)	1,496
Combined Total (OPEC and Non-OPEC)	Parenting Series Completed	47
	Parenting Classes	631
	Parents Attended	542
	Parents Attended 70% or More	492
	Children/Youth Attended	393
	Contact Opportunities (parents and youth)	12,776

*Sites were not required to report non-OPEC series.

Total Series

During their first year of OPEC funding, Small Grant sites completed a total of 38 OPEC parenting education series, totaling 551 individual classes. Of the 551 classes, 58% were offered in English (318), 36% were offered in Spanish (199), and 6% were taught in another language (34). The Small Grant sites also completed a total of nine non-OPEC parenting education series, totaling 80 parenting individual classes. Of the 80 classes, 64% were in offered in English (51) and 36% were offered in Spanish (29).

Table 2 includes the number of OPEC and non-OPEC series conducted at each site in 2013-2014. Sites offered between one and eleven series during the program year. It is important to note that the Small Grant sites were not required to report non-OPEC funded series. Of the total number of series reported, 81% were funded by OPEC.

Table 2

OPEC and Non-OPEC Parenting Education Series by Site, 2013-2014

	OPEC Series	Non-OPEC Series	Total
Catholic Charities	1	0	1
Immigrant and Refugee Community Organization	2	0	2
Native American Youth & Family Center	4	1	5
Northwest Family Services	5	0	5
Oregon Child Development Coalition	4	0	4
Pathfinders of Oregon	8	3	11
Rosemary Anderson High School	2	0	2
Self Enhancement, Inc.	4	0	4
Todos Juntos	4	0	4
Youth Contact	4	5	9
Total	38	9	47

Curricula Used

A variety of parenting education curricula was used by Small Grant sites this year. Table 3 includes the number of series offered in each curriculum for OPEC and non-OPEC series.

Table 3

Curriculum Used for OPEC and Non-OPEC Parenting Education Series, 2013-2014

	OPEC Series	Non-OPEC Series	Total
<i>Make Parenting A Pleasure</i>	7	0	7
<i>The Incredible Years</i>	6	2	8
<i>Nurturing Parenting</i>	4	0	4

Continued on next page

Table 3 (continued)

Curriculum Used for OPEC and Non-OPEC Parenting Education Series, 2013-2014

	OPEC Series	Non-OPEC Series	Total
<i>Abriendo Puertas</i>	3	0	3
<i>Active Parenting Now</i>	2	0	2
<i>Parenting Inside Out</i>	6	0	6
<i>Parenting Plus: Strengthening Multi-Ethnic Families</i>	4	0	4
<i>Positive Indian Parenting</i>	4	1	5
Other	2	6	8

OPEC-funded series using other curricula included *Healthy Relationships: Successful Families*. Other curricula used for non-OPEC series included *Effective Parenting of Teens*, *Effective Parenting of Elementary Youth*, and *Parenting Successful Youth*.

Series Participation

Rather than tracking individual parents and children across time, the online reporting system recorded class attendance in aggregate, reflecting an *average* number of participants. An average of 433 parents attended OPEC parenting education classes, with 389 completing 70% or more of the classes. An average of 109 parents attended non-OPEC parenting education series, with 103 attending 70% or more of the classes. There were 348 youth who came with their parents for OPEC series and 45 for non-OPEC series. Table 4 displays the number of parents and youth attending 2013-2014 OPEC-funded series by site.

Table 4

Parents and Children/Youth Attending OPEC Funded Series by Site, 2013-2014

	Parents	Children/Youth	Total
Catholic Charities	28	42	70
Immigrant and Refugee Community Organization	26	7	33
Native American Youth & Family Center	23	10	33
Northwest Family Services	41	69	110
Oregon Child Development Coalition	49	35	84
Pathfinders of Oregon	119	53	172
Rosemary Anderson High School	17	12	29
Self Enhancement, Inc.	60	34	94
Todos Juntos	24	30	54
Youth Contact	46	56	102
Total	433	348	781

Small Grant sites had a total of 11,280 contact opportunities through OPEC funded series and 1,496 contact opportunities through non-OPEC parenting education series during this year. Contact opportunities are the total number of contacts (with both parents and youth) from all classes for all parenting education series. For example, the average number of parents and children/youth who attended was multiplied by the number of classes in each series, and all of the series were added together. A combined total of 12,776 contacts were made through OPEC and non-OPEC series in 2013-2014.

Family Programs

OPEC Small Grant sites offer a variety of family programs as part of their parenting education menu. These include parent workshops, parent support activities, and family activities/events. Informal events help parents and children become more comfortable with the organization and program staff and encourage family members to meet other parents and children in their community. The connections made at these one-time or short-duration events can also be important in recruiting new families for other parenting program activities.

Table 5

Family Programs in 2013-2014

Activity	Description	2013-2014 Total
Parent Workshops	Number of Workshops	17
	Parents Attended	298
	Children/Youth Attended	240
Parent Support Activities	Number of Sessions	204
	Parents Attended	353
	Children/Youth Attended	187
Family Activities	Number of Activities	37
	People Attended	2,672

Parent Workshops

Parent workshops include one-time events covering special topics or guest speaker presentations. During the past year, a total of 17 workshops were hosted by five Small Grant sites. The number of workshops ranged from 2 to 6 across the sites. A total of 298 parents and 240 youth attended the workshops. Workshops were on a variety of topics such as: *Child Abuse*

Prevention, Healthy Food, Kindergarten Readiness, Peer Pressure and Discipline, The Importance of Dental Health, and Healthy Relationships.

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 2013-2014 grant year, five of the Small Grant sites hosted 204 family support sessions. Examples included *playgroups, support groups, mom-to-mom groups, young men's group, young parent networking group, networking lunches, and a parent leadership team*. Approximately 353 parents and 187 youth participated in these family support activities, for a total of 540 participants.

Family Activities

Family activities are events that sites plan, sponsor, and/or facilitate as part of their overall parenting education and outreach goals. During the 2013-2014 year, seven of the Small Grant sites sponsored a total of 37 family activities, with the number of activities ranging from 1 to 15 per site. Approximately 2,672 adults and youth participated in these family activities. Examples of family activities included: *Family Fun Nights, University Tours, Multicultural Family Nights, Holiday Parties, Field Trips, Community Health Fairs, Literacy Nights, Ice Cream Socials, and Movie Nights*.

Home Visitation

Home visitation provides parenting education information and coaching to parents in their own home. Home visits use a one-on-one parenting education approach and typically target higher-risk parents. Home visitors often follow a set curriculum that can be adapted to the particular needs of the parents. Some home visitors may also support parents in other aspects, such as with accessing community resources. Home visits were conducted by seven of the Small Grant sites during 2013-2014.

Table 6

Home Visitation

Activity	Description	2013-2014 Total
Home Visits	Number of Home Visits	547
	Total New Families	91
	Total New Children/Youth	163
	Percentage Families Healthy Start	13%

Overall, Small Grant organizations conducted 547 home visits, with 91 new families and 163 new youth. Of these home visits, 58% were funded completely or partially by OPEC. Four percent of the families received home visits through Healthy Start. It is important to note that there is considerable variability in the format of home visits reported. For example, some home visits focus on the provision of basic needs such as food, diapers, transportation vouchers, and resource referral whereas others are educational in nature. Curricula used during home visits included: *Make Parenting A Pleasure*, *Nurturing Parenting*, and *Abriendo Puertas/Opening Doors*. Table 7 displays the number of home visits and total families and youth reached by Small Grant sites.

Table 7

Home Visits by Site, 2013-2014

Site	Total Home Visits	Total Families	Total Youth
Catholic Charities	8	10	12
Immigrant and Refugee Community Organization	231	18	43
Native American Youth & Family Center	56	6	7
Oregon Child Development Coalition	78	35	72
Rosemary Anderson High School	107	5	7
Self Enhancement, Inc.	65	16	19
Todos Juntos	2	1	3

Demographics of Parents

Demographic data from the Parenting Skills Ladder (PSL) and Parenting Workshop Evaluation (PWE) describe the families reached by the OPEC Small Grant projects. Of the 489 parents who completed one of the surveys between July 2013 and June 2014:

- 66% were women, 33% were men, 1% did not specify gender
- 38% were Hispanic/Latino, 30% were Asian, 15% were White, 10% were Black/African American, 3% were Native American, 2% other/mixed ethnicity, and 1% did not specify ethnicity/race
- 74% were parenting with a partner, 21% were parenting by themselves, 5% did not specify parenting style
- The age range for parents was between 16 and 67. The average parent age was 35 years (31 years of age for women and 37 years of age for men)
- Parents reported a total of 1,120 children 0-18 years of age, with an average of two children per household
- 71% of participating parents reported having a child 0–6 years of age¹

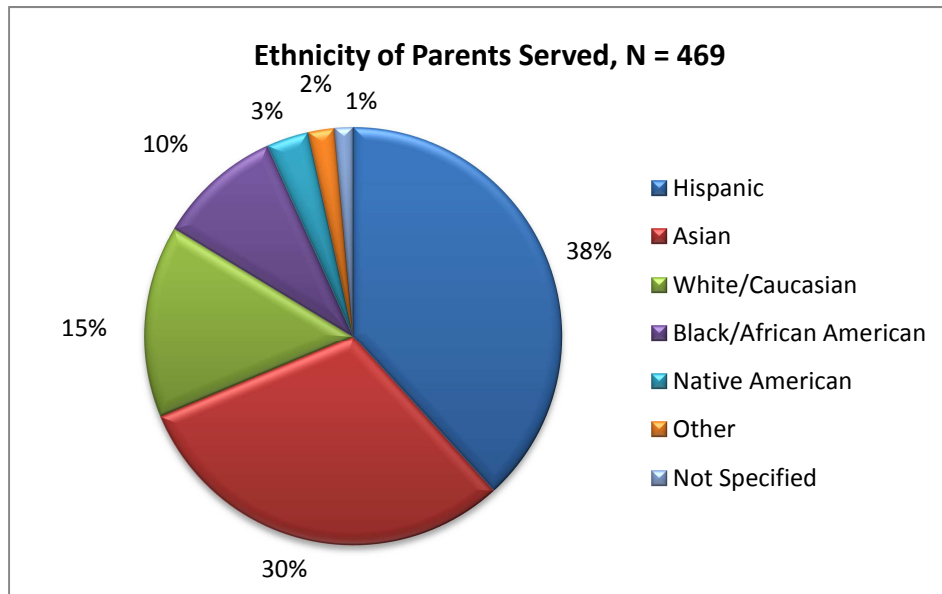


Figure 1

Community resources that are available to low income families can be used as a proxy for determining whether families served by OPEC Hubs are at or near the poverty level. This includes Women, Infants, and Children (WIC), the Oregon Health Plan, and free or reduced-price school meals². Families who reported receiving at least one of these services were assumed to be a low-income household.

¹ See Appendix 7 for list of percentage of parents reporting children age 0-6 by site.

² Women, Infants, and Children (WIC) is available to low income pregnant, breastfeeding, and postpartum women and children under age five who are at nutritional risk and who are at or below 185 percent of the federal poverty level. The Oregon Health Plan is available to families earning less than 138 percent of the federal poverty level. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals at school. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals.

In 2013-2014, 488 participants completed the community resource portion of a Parenting Skills Ladder or Workshop Evaluation. Of those participants, 402 (82%) indicated that they use at least one community service available to low income families (WIC, Oregon Health Plan, Free/Reduced Lunch). Looking separately at each of these resources, 44% of families reported receiving Women, Infants, and Children (WIC) benefits, 69% of families utilized the Oregon Health Plan, and 43% of parents reported their school-age child received free or reduced lunches. Approximately 19% (91) of the total participants reported receiving all three of these services.

Table 8

Percentage (Number) of Families Served who Receive at Least One Low-Income Service by Site, N = 488

	Percentage (N)
Catholic Charities	85% (17)
Immigrant and Refugee Community Organization	94% (136)
Native American Youth & Family Center	89% (16)
Northwest Family Services	91% (40)
Oregon Child Development Coalition	87% (45)
Pathfinders of Oregon	56% (23)
Rosemary Anderson High School	94% (29)
Self Enhancement, Inc.	78% (18)
Todos Juntos	59% (13)
Youth Contact	64% (65)
Total All Small Grant sites	82% (402)

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

- 55% had children enrolled in public schools
- 46% utilized public libraries
- 15% used community recreational facilities
- 13% utilized child care

OPEC sites are asked to report the estimated number of participants who were mandated, referred, or involved with Department of Human Services (DHS) child welfare, if known. In 2013-2014, approximately 31% of parents participating in OPEC-funded parenting education series were involved with DHS child welfare.

Parent Satisfaction

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

Parenting Education Series

Of the 361 Parenting Skills Ladders (PSL) completed, 98% of participants self-reported that the information and resources in the class were somewhat or very helpful. In addition, 97% of the parents responded that they were likely to recommend the classes to others, see Figure 2.

With a series of classes usually lasting from 7 to 12 weeks, participation is a long-term commitment on the part of parents. The overall attendance rate of those completing the survey was impressive, with 90% ($n = 309$) self-reporting that they attended all or almost all of the sessions.

Most participants confirmed their satisfaction with the parenting classes through their comments on the open-ended survey questions. When asked what they liked most about the programs, their comments generally focused on the content of the classes, the new parenting techniques they were learning, the increased social support they were receiving from other parent participants and family members, the relationship with the facilitator, and the interactive delivery nature of the sessions.

Although parents who attended parenting series were overwhelmingly pleased with their experiences and the information they received, some parents did make specific suggestions for improvement of future programs. Some of the suggestions focused on ways to increase the number of parents enrolling, such as more marketing or altering the time the class was offered. Other suggestions involved the class content such as needing updated videos, inviting community members to share their resources and parenting experiences, and providing manuals or other printed material. Additional comments suggested more interaction among the participants and between the parents and their children. Parents also indicated they would like more classes, extended sessions, or additional contact with the program when the classes were completed.

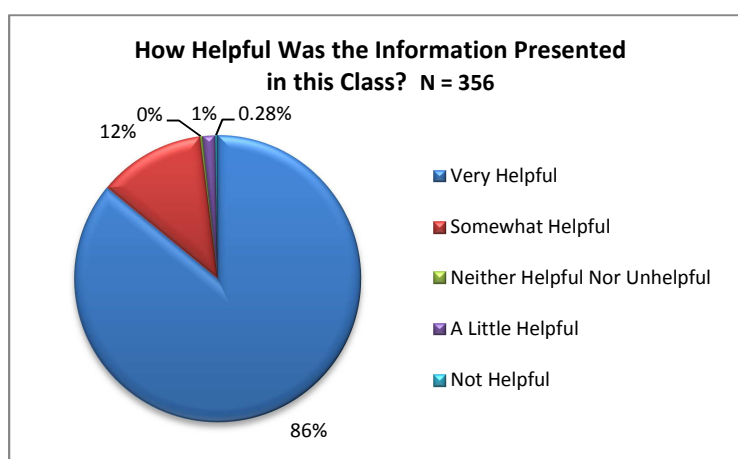


Figure 2

Parent Workshops

Parent workshop evaluations were completed by parents at only one Small Grant site (Immigrant and Refugee Community Organization). Of the 126 surveys collected, 100% of the respondents described the workshop materials as somewhat or very helpful. Additionally, 100% reported that they would use the information or resources presented at the workshop a lot or some of the time.

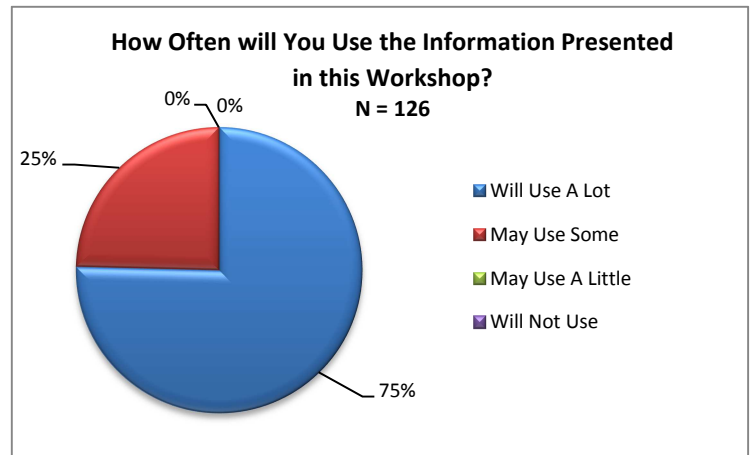


Figure 3

Parent and Child Outcomes

The Parenting Skills Ladder asked parents to report on changes in both parenting and child behaviors that they perceived to result from their participation in a class series. A total of 361 Parenting Skills Ladders were completed by parents participating in Small Grant programming. Less than 2% (6) of the surveys were completed during a home visitation.

Parent and Child Outcomes

The retrospective *t*-test design revealed significant improvement in parenting skills across all items. The skills that indicated the most improvement for parents after participation in a parenting class were *knowing normal behavior for child(ren)'s age level* and *finding positive ways to guide and discipline my child(ren)*. Other parenting skills that showed major improvements for parents after participating in a class were: *talking with other parents to share experiences, dealing with the day-to-day stresses of parenting, setting and sticking to reasonable limits and rules, and listening to my child(ren) to understand their feelings*. Although the improvements for the items *showing my child(ren) love and affection frequently* and *protecting my child(ren) from unsafe conditions* were significant, they showed less improvement. This is not surprising since parents rated these items highly "Before Participation" leaving less margin for improvement "After Participation."

Table 9

Parenting Skills Before and After Participation

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.0	4.7***
Show my child(ren) love and affection frequently	4.0	5.2***
Listen to my child(ren) to understand their feelings	3.4	5.0***
Help my child(ren) feel good about themselves	3.7	5.0***
Set and stick to reasonable limits and rules	3.2	4.8***
Know fun activities to help my child(ren) learn	3.5	5.0***
Find positive ways to guide and discipline my child(ren)	3.3	5.0***
Play with my child(ren) frequently	3.5	4.8***
Protect my child(ren) from unsafe conditions	4.5	5.4***
Talk with other parents to share experiences	3.0	4.6***
Deal with the day-to-day stresses of parenting	3.1	4.7***
Understand my goals and values as a parent	3.6	5.1***

Note. Rated on scale from 1 to 6. Dependent t-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 361$.

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

Table 10

Child Skills Before and After Participation

Child Skills	Before Participation	After Participation
Shows concern for others	3.6	4.5***
Willing to follow limits and rules	3.0	4.4***
Gets along with others	3.8	4.7***

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, $p < 0.05$. $N = 361$.

Outcome Differences by Demographics and Curricula

In addition to examining how each item on the PSL changed, additional analysis was conducted to determine whether the impact of parenting education varied as a function of parents' demographic characteristics or the type of parenting education curricula. For this analysis, parents' responses to the PSL questions were aggregated into two global measures: parenting skills and child skills.

Demographic Differences

Overall, participating parents showed gains in their parenting skills as a result of attending an OPEC parenting education series. However, *t*-test analysis determined that there are differences in *how much* parents are gaining in these skills when comparing demographic subgroups.

First, the analyses examined whether there were differential effects of parenting education by racial/ethnic identity. Given the small number of minority parents, these analyses were restricted to comparing three groups: Caucasian parents, Hispanic parents, and other Non-Hispanic minority parents (which included Black/African American, Asian, Native American, and other).

Non-Hispanic minority parents reported significantly greater gains in parenting and child skills as a result of completing a parenting education series. These parents reported 59% greater gains in their parenting skills and 47% greater gains in child skills as compared to Caucasian parents. In addition, Non-Hispanic minority parents reported 38% greater gains in parenting skills than Hispanic parents. There was not a significant difference between Hispanic parents and parents from other minority communities in the amount of change for child skills. However, there was a significant difference between the amount of change in child skills reported by Hispanic parents and that reported by Caucasian parents, with Hispanic parents reporting 32% greater gains.

Table 11

Parenting and Child Skills by Race/Ethnicity

	Parenting Skills			Child Skills		
	Before	After	Change	Before	After	Change
Caucasian	3.76	5.01	1.25	3.74	4.64	0.89
Hispanic	3.73	5.19	1.46	3.88	5.08	1.21
<i>Statistically significant difference</i>	No			Yes		

Continued on next page

Table 11 (continued)

Parenting and Child Skills by Race/Ethnicity

	Parenting Skills			Child Skills		
Caucasian	3.76	5.01	1.25	3.74	4.64	0.89
Other Minority	3.12	4.96	1.84	3.50	4.86	1.36
<i>Statistically significant difference</i>	Yes			Yes		
Hispanic	3.73	5.19	1.46	3.88	5.08	1.21
Other Minority	3.12	4.96	1.84	3.50	4.86	1.36
<i>Statistically significant difference</i>	Yes			No		

Note: The “Statistically significant difference” row indicates whether the group difference was statistically significant at $p < .05$

Next, the analysis looked at differences in outcomes based on income status. Parents classified as “low income” were those who participated in WIC, or the Oregon Health Plan, or whose children received free/reduced lunches at school. A statistical comparison of parenting and child skills between low-income and higher-income parents (i.e., those not classified as “low income”) revealed that there was not a statistically significant difference in the amount of change between the two groups.

Table 12

Parenting and Child Skills by Income Status

	Parenting Skills			Child Skills		
	Before	After	Change	Before	After	Change
Low Income	3.56	5.10	1.54	3.73	4.94	1.22
Higher Income	3.73	5.12	1.39	3.94	4.98	1.05
<i>Statistically significant difference</i>	No			No		

Note: The “Statistically significant difference” row indicates whether the group difference was statistically significant at $p < .05$

Likewise, when comparing parenting and child skills between single parents and parents raising a child with a partner, analyses revealed that there was not a statistically significant difference in the amount of change between the two groups (see Table 13).

Table 13

Parenting and Child Skills by Partnership Status

	Parenting Skills			Child Skills		
	Before	After	Change	Before	After	Change
Single Parent	3.57	5.00	1.43	3.83	4.96	1.13
Parenting with Partner	3.61	5.15	1.54	3.74	4.97	1.22
<i>Statistically significant difference</i>	No			No		

Note: The “Statistically significant difference” row indicates whether the group difference was statistically significant at $p < .05$

Curriculum Differences

Multivariate Analyses of Variance (MANOVAs) with pairwise contrasts were used to assess the relative impact of different parenting education curricula. Therefore, the results below compare the average parenting and child skills for each curriculum with the average score from all other curricula.

Overall, participants reported increased parenting and child skills after completing a parenting education series, regardless of the curricula used. However, parents who attended evidence-based curricula³ series reported a 28% greater increase in their own parenting skills and a 26% greater increase in their children’s skills compared to parents who attended non-evidence-based curricula series.

Table 14

Parenting and Child Skills by Evidence-Based Curricula

	Parenting Skills			Child Skills		
	Before	After	Change	Before	After	Change
	3.51	5.08	1.57	3.70	4.90	1.20
	3.69	4.98	1.29	3.86	4.80	0.94
<i>Statistically significant difference</i>	Yes			Yes		

Note: The “Statistically significant difference” row indicates whether the group difference was statistically significant at $p < .05$

³ Evidence-based curricula included *Make Parenting A Pleasure*, *Nurturing Parenting*, *The Incredible Years*, *Abriendo Puertas*, *Active Parenting*, and *Parenting Inside Out*. The “Other” curricula category is mostly non-evidence-based programs that were offered using alternative funding sources or implemented by community partners.

Comparing outcomes across individual curricula, there were not significant differences in the amount of change for parent skills between curricula. Only one evidence-based curriculum showed statistically significant differences in the impact on child skills when compared with other curricula. Parents participating in *The Incredible Years* reported a 37% greater increase in child skills than those who participated in the other curricula.

In sum, parents reported that their children's skills, as well as their own parenting skills, improved as a result of the series. However, there were greater gains for some audiences. Low-income parents reported somewhat greater gains in both parenting and child skills than non-low-income parents. Non-Hispanic minority parents reported greater gains in parenting and child skills than Caucasian parents. Hispanic parents reported greater gains in child skills than Caucasian parents. In addition, the analysis showed that parents who attend evidence-based parenting education series reported greater gains than parents who attended non-evidence-based series.

ORGANIZATIONAL INFRASTRUCTURE

Although the main goal of the Small Grant program is to enhance the organizations' ability to provide direct services to targeted parenting audiences, a strong infrastructure can help programs implement effective parenting education programming. Small Grant sites were not required to report on all indicators of organizational infrastructure; however, most sites chose to provide some information about this area including training offered to facilitators and staff, advisory group participation, and resources leveraged.

Organizational Capacity Activities

Small Grant organizations reported several ways they worked to strengthen their organizational capacity to implement and sustain parenting education efforts. These methods included:

- Training facilitators for parenting education implementation
- Providing professional development opportunities for facilitators and staff
- Engaging advisory groups
- Leveraging additional resources

Training in Parenting Education Curricula

During 2013-2014, Small Grant sites trained additional facilitators for their organization and coordinated with partner organizations to have others in their community trained in parenting education curricula. Table 15 displays the number of facilitators trained using OPEC funds and the number of facilitators trained from partner organizations not paid by OPEC funds.

Table 15

Facilitators Trained

Activity	Description	2013-2014 Total
Facilitators Trained In Parenting Education Curricula	OPEC Facilitators Trained	58
	Non-OPEC Facilitators Trained	27
	Total Facilitators Trained	85

The curriculum in which facilitators were most frequently trained was *The Incredible Years*. Facilitators were also trained in *Make Parenting A Pleasure* and *Nurturing Parenting*. Curricula reported as “Other” included *Abriendo Puertas/Opening Doors*, *Nicasa*, *Parenting Inside Out*, and *Healthy Relationships: Successful Families*. Table 16 lists the curricula in which facilitators were trained during the first year and the number of facilitators who were trained in Spanish and English.

Table 16

Curricula Training in 2013-2014

	OPEC-Funded	Non-OPEC	Total
The Incredible Years	18	4	22
Make Parenting a Pleasure	11	1	12
Nurturing Parenting	10	0	10
Parents as Teachers	4	4	8
Parenting Now!	0	0	0
Other	15	18	33
Trained in English	44	19	63
Trained in Spanish	14	8	22
Total Facilitators Trained	58	27	85

Professional Development Opportunities

During 2013-2014, Small Grant sites made 30 sessions of professional development training opportunities accessible to facilitators and 69 sessions available to OPEC staff members. Table 17 displays the number of sessions and the number of facilitators and staff members that attended those training sessions.

Table 17

Professional Development for Facilitators and Staff

Activity	Description	2013-2014 Total
Training for Facilitators	Number of Sessions	30
	Number of Facilitators Attended	37
Training for Staff	Number of Sessions	69
	Number of Staff Attended	167

Professional development training and support for facilitators included training specifically designed to support them in program implementation as well as special topics. Examples of professional development for facilitators reported by sites included the following: *Self-care, Adverse Childhood Trauma, Diversity Training, Engaging Fathers, Motivational Interviewing, the OPEC Parenting Educators Conference, and Early Kindergarten Transition.*

Professional development for OPEC staff (non-facilitators) reflects training opportunities that organizational staff may attend. These trainings do not have to be paid for by OPEC funds. Examples of trainings that OPEC staff attended this year included: *CPR/First Aid training, social work licensure, motivational interviewing, community health worker training, child abuse, boundaries and ethics, dealing with violence, and the OPEC Parenting Educators Conference.*

Advisory Groups

Advisory groups may be used by Small Grant sites to assist in determining priorities, meeting their goals and objectives, and providing a degree of oversight for fiscal and other management operations. Small Grant staff members may also represent their organization on other advisory boards or councils in their communities.

Table 18

Advisory Board Meeting and Attendance in 2013-2014

Activity	Description	2013-2014 Total
Advisory Meetings	Number of Advisory Board Meetings	27
	Attendance at Advisory Board Meetings	112
	Number of Other Advisory Board Meetings Attended by OPEC Staff	118

Six Small Grant sites reported convening an advisory board during their first year of the grant, with 27 meetings being held. Advisory boards provided guidance on a variety of topics related to the program initiatives, overall organization, and sustainability planning.

During 2013-2014, OPEC staff at nine of the Small Grant sites participated in other advisory groups or councils within their community. Examples of other advisory boards included: Healthy Families meetings, Early Childhood Council, Behavioral Health Providers Board meeting, Head Start Meetings, Youth Development Council, County Alcohol and Drug Providers Meeting, Family Resource Center Advisory meetings, High School Action Team, Early Childhood Parent Hub, and Health Share Oregon Leadership Council Meetings.

Resources Leveraged

Resources leveraged are an indicator of increased capacity. Small Grant sites reported two types of leveraged resources: funds and in-kind support. Funds may be in the form of new grants, contracts, or cash donations to the organizations. In-kind donations received may include use of facilities, utilities, advertising, printing, food, child care, door prizes, participation incentives, and volunteer time⁴.

⁴ To estimate the value of volunteer time, sites used the dollar value for volunteer time from The Independent Sector – a national organization that collects data about volunteers (http://independentsector.org/volunteer_time). The volunteer time value is derived from an average production wage plus benefits for the most recent year available at the time. In Oregon, volunteer time was valued at \$21.35 for 2013.

Table 19

Funds Leveraged in 2013-2014

Activity	Description	2013-2014 Total
Funds Leveraged	Funds Leveraged	\$136,400
	In-Kind Leveraged	\$20,280
	Total Leveraged	\$156,680

Eight of the ten Small Grant organizations reported leveraging additional funds during their first year. These Small Grant sites leveraged a total of \$156,680 in new funding and in-kind donations, with 87% funds and 13% in-kind. Examples of organizations that provided funds in the form of grants, contracts, or cash donations to Small Grant sites included the following: Jubitz Foundation, Bill and Melinda Gates Foundation, The Collins Foundation, Renaissance Foundation, Joe Weston Foundation, Spirit Mountain Community Fund, Bauman Foundation, and Oregon Department of Education.

Examples of in-kind donations reported by sites included: facility usage and utilities, equipment and supplies, food, clothing, toys and baby items, and participation incentives such as coupons or gift cards.

COMMUNITY COLLABORATION

Supporting their goal of providing direct services to targeted parenting audiences, many Small Grant organizations reported engaging community partners in their efforts to implement parenting education programs. Small Grant sites were not required to report on their community collaboration endeavors. The vast majority, however, chose to provide some information about their efforts including their strategies to market and promote parenting education and to offer programs in collaboration with schools and community partners.

Community Capacity Activities

In their first year of the OPEC grant, Small Grant sites marketed their programs, promoted positive parenting within their community, and offered parenting education programs in collaboration with schools and community partners.

Program Recruitment and Promotion

All of the ten Small Grant sites elected to report on their program recruitment and promotion efforts. The grantees used multiple strategies to publicize their parenting education opportunities. Examples of their approaches included newsletters, newspaper articles and ads, flyers, and social media. Grantees reported a total of 400,775 potential contacts with these strategies. Table 20 provides the number for each type of media and the potential number of contacts reached through efforts to recruit participants within communities.

Table 20

Program Recruitment and Promotion in 2013-2014

Type of Media	Total	People Reached
Organization newsletter	31	20,725
Newspaper announcements/ads	7	19,000
Radio Spots	26	130,000
Website	62	88,630
Church Bulletins	11	3,150
Other organizations' newsletters (non-school)	6	2,000
Calendars distributed	1	300
Flyers distributed (non-school)	59	7,818
Community bulletin board postings	50	10,050
Presentations to civic organizations/agencies	24	1,905
Social Media (Facebook, blogs, etc.)	122	109,297
Other*	40	7,900
Total	439	400,775

*Other included phone calls, text blasts, and a community message board.

Collaboration with Local Schools

Collaborating with local schools is an important strategy in successfully reaching and engaging families. For OPEC reporting purposes, the definition of school included preschools, Head Starts, and elementary schools. OPEC Small Grant sites collaborated with schools in many ways, including promoting their program through school newsletters and announcements, offering their programs at school facilities, and partnering with schools to offer community programming. Sites also provided programs specifically related to increasing children’s school readiness and promoting parental involvement in schools.

Promotion of Program Activities in Schools

Eight of the Small Grant sites reported promoting their programs and activities through their local schools. During the 2013-2014 year, schools distributed 7,002 flyers and reached 5,325 parents and children through their newsletters. Four Small Grant organizations (Catholic Charities, NW Family Services, Oregon Child Development Coalition, and Todos Juntos) also made presentations at parent organization meetings, reaching a combined total of 149 people.

Table 21

Promotion of Program Activities in Schools for 2013-2014

Promotion Type	Total Reached
Flyers distributed to students/parents	7,002
Announcements in school newsletter	5,325
Presentations at PTA/Parent organizations	149
Other*	3,851

*Other included sending out an email to the school district, posting on the school website, and hosting a Kindergarten Fair.

Program Activities Connected with Schools

Five Small Grant sites (Oregon Child Development Coalition, Rosemary Anderson High School, Self Enhancement, Inc., Todos Juntos, and Youth Contact) reported conducting programs in connection with local schools in 2013-2014. In total, these Small Grant sites reported 290 programs or class sessions held in school facilities. An additional 52 programs or class sessions were co-sponsored with the schools but not held in school facilities.

Table 22

Program Activities Connected with Schools*

Programs/ class sessions that were...	2013- 2014 Total
Held in school facilities	290
Co-sponsored by schools, but not held in school facilities	52
Total programs/class sessions in collaboration with schools	342

Small Grant sites reported that many of the programs they offered collaboratively or connected with the schools focused on increasing children’s school readiness and parental involvement in schools.

Increasing Children’s School Readiness

The majority of Small Grant sites made efforts to intentionally address factors associated with school readiness through their parenting education programs. For instance, Youth Contact shared:

Throughout our programs, we have worked to support families in acquiring positive parenting skills that foster healthy relationships and subsequently improve children’s emotional regulation, self-control, and overall social-emotional competence. We recognize that these components of child development are central to school readiness.

Seven Small Grant sites offered targeted programming geared toward increasing children’s school readiness. These activities included family literacy opportunities, resource nights, kindergarten orientation programs, and integrating school readiness in parenting education curricula. For example, Northwest Family Services included school readiness activities for the children who were in child care while their parents participated in curricula series. At the end of the sessions, the children would share with their parents what they had learned and the facilitator would explain how the activity related to school readiness and child development. Most sites also reported providing parents with information, materials, and resources such as school supplies, books, and activity packets.

Increasing Parents’ School Involvement

Eight Small Grant sites reported efforts to engage parents in becoming more involved in their children’s education. Both the Oregon Child Development Coalition and Catholic Charities sites offered the *Abriendo Puertas* curriculum, which emphasizes parental school involvement. Catholic Charities said that Hispanic parents *“learn the importance of early education for their kids, their rights in public education, and different ways of being active parents in their schools.”*

Other sites used various methods to promote parental involvement in schools. For example, the Immigrant and Refugee Community Organization assisted Burmese refugee families in becoming more familiar with the schools in their neighborhood and the American school system in general. This site also emphasized the importance of communicating with school staff and attending school events such as open houses and parent-teacher conferences. Northwest Family Services, Todos Juntos, and Catholic Charities reported targeted efforts to increase Hispanic parents’ involvement with schools. Todos Juntos reported hosting Parent Coffee Talks as a way to get parents *“more comfortable in talking with school personnel.”*

Oregon Parenting Education Collaborative

SMALL GRANT SITE REPORTS

This section contains Individual Site Reports for each of the Small Grant sites during the first year of their OPEC funding (July 1, 2013 – June 30, 2014). The Oregon State University (OSU) evaluation team compiled the Individual Site Reports using data reported by each site on the OPEC online reporting system. The site reports are composed of the following main parts:

- Programming Overview and Capacity Overview tables contain data on program implementation efforts during the first year of OPEC funding. Charts illustrating programming outcomes by quarter are included.
- The narrative sections of the reports, including Lessons Learned and Plans for 2014-2015, were written by Small Grant site staff and remain in the voice of the site staff.
- Information on parent satisfaction and demographics of families served through parenting series and workshops was obtained from the Parenting Skills Ladder or Parent Workshop Evaluation and is summarized for each site.
- Results from the Parenting Skills Ladder, a parenting assessment completed by class series participants, and quotes from participants are included for most sites.

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Pathfinders of Oregon	212
Rosemary Anderson High School	216
Self Enhancement, Inc.	220
Todos Juntos	225
Youth Contact	230

CATHOLIC CHARITIES



Catholic Charities

is funded to offer *Abriendo Puertas*, an evidence-based parenting, leadership, and advocacy training for low-income, Spanish-speaking parents of children from birth to six years of age at El Programa Hispano elementary SUN community schools in east Multnomah County.

Laura Hernandez
SUN Family Outreach &
Plaza Comunitaria Coordinator
hernandez139@Gresham.k12.or.us
503-964-4649

Catholic Charities,
El Programa Hispano
Hall Elementary School
2505 NE 23rd Street
Gresham, OR 97030

Website:
www.catholiccharitiesoregon.org



Programming Overview

Activity	Description	2013-2014 Total
OPEC Parenting Education Series	Parenting Series Completed	1
	Parenting Classes	10
	Parents Attended	28
	Parents Attended 70% or More	23
	Children/Youth Attended	42
	Contact Opportunities (parents & youth)	700
Non-OPEC Parenting Education Series	Parenting Series Completed	0
	Parenting Classes	0
	Parents Attended	0
	Parents Attended 70% or More	0
	Children/Youth Attended	0
	Contact Opportunities (parents & youth)	0
Parent Workshops	Number of Workshops	5
	Parents Attended	90
	Children/Youth Attended	34
Parent Support Activities	Number of Sessions	23
	Parents Attended	123
	Children/Youth Attended	40
Home Visits	Number of Home Visits	8
	Total New Families	10
	Total New Children/Youth	12
Family Activities	Number of Activities	1
	People Attended	100

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Small Grant staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the site staff.

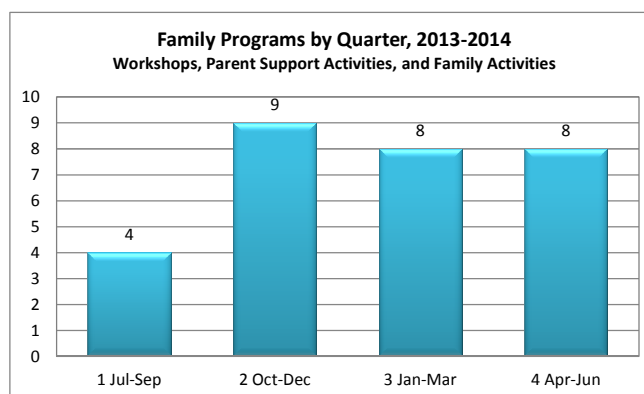
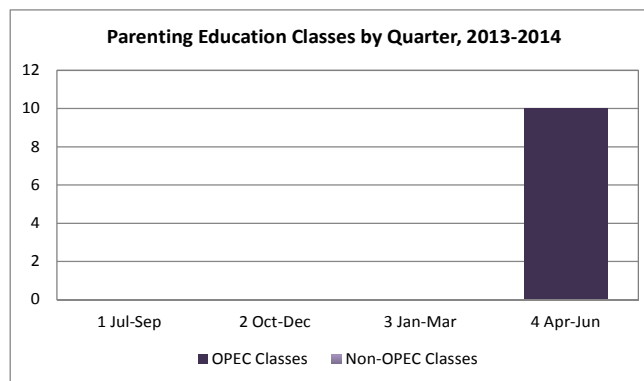
Lessons Learned

At the end of the school year, we noticed a significant increase in the number of parents who had become involved in the school as volunteers. We observed this primarily with the parents who participated in the Transition to Kindergarten classes. The families shared that they felt more confident and had a greater desire to learn more about how to help their kids. In addition, there was an increase in active participation in the workshops we offered.

Of particular importance is the sincerity in which the families completed the “staircase of parent abilities” worksheet. As a result, the parents were able to observe how their parenting skills were before and after the sessions of *Abriendo Puertas*. For instance, one parent commented that attending these classes really helped her understand that she had been unconsciously repeating some of the ways in which she was raised by her parents with her own kids. This parent went on to share that she was consciously practicing what she had learned from the class by taking a pause before using the same teaching methods her parents had used. Another mom stated that she did not know that her ten month old son could understand and feel the conflict of the adults living around him. Knowing the negative effect that this type of environment had on her child, even if the violence was indirect, increased her interest in this topic and prompted her to talk about family issues in a more calm, civilized way.

In addition, we learned that using a parenting education curriculum like *Abriendo Puertas*— which is a curriculum specifically for the community we serve — allowed the families to identify more with what they were learning and parents were encouraged to know that other families with similar values and characteristics have succeeded in supporting their own children. Taking on the role as their kids’ first teachers motivated them to learn and develop their abilities to be better parents.

Parenting Classes & Family Programs by Quarter



Capacity Overview

Activity	Description	2013-2014 Total
Facilitators Trained In Curricula	OPEC Facilitators Trained	4
	Non-OPEC Facilitators Trained	2
Funds Leveraged	Funds Leveraged	\$3,000
	In-Kind Leveraged	\$0
	Total Leveraged	\$3,000
Advisory Meetings	Advisory Board Meetings	0
Programs With Schools	Programs in Collaboration with Schools	43



Demographics of Families completing the Parenting Skills Ladder during 2013-2014

Number of Parents: 20
Number of Children: 27

Gender

100% Women
0% Men

Race/Ethnicity

0% White/Caucasian
0% Black/Afr. American
95% Hispanic
0% Asian
0% Native American
5% Other/Unspecified

Age

Age Range: 22-38
Average Age: 29

Parenting Style

70% With Partner
15% By Themselves
15% Did not specify

Children

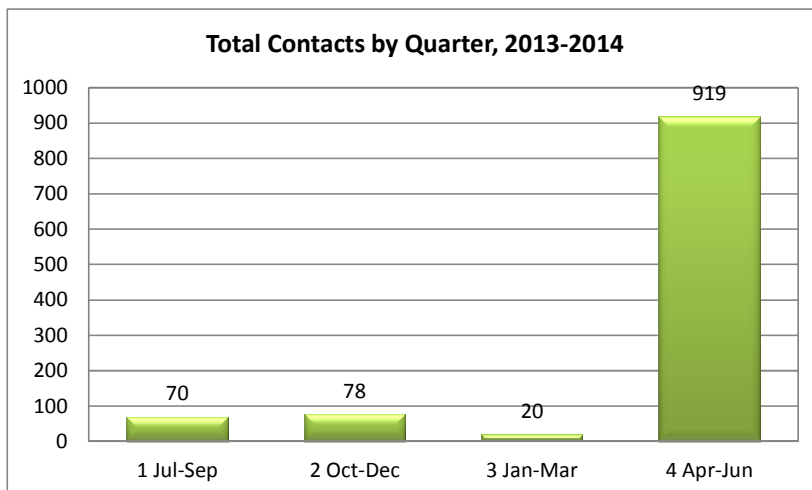
Average Age: 7
Age Range: 0-16
Age 0-6 Years: 41%
Children per Family: 1

County

100% Multnomah County



Total Contacts by Quarter



Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	2.8	4.8***
Show my child(ren) love and affection frequently	3.8	4.9***
Listen to my child(ren) to understand their feelings	3.7	5.1***
Help my child(ren) feel good about themselves	2.9	4.9***
Set and stick to reasonable limits and rules	3.4	4.9***
Know fun activities to help my child(ren) learn	4.0	5.3***
Find positive ways to guide and discipline my child(ren)	3.7	5.5***
Play with my child(ren) frequently	3.1	4.4***
Protect my child(ren) from unsafe conditions	5.9	5.9
Talk with other parents to share experiences	3.1	3.7***
Deal with the day-to-day stresses of parenting	3.2	4.7***
Understand my goals and values as a parent	3.6	5.0***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 10$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	3.5	3.6***
Willing to follow limits and rules	2.5	3.8***
Gets along with others	4.2	4.3***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 10$.



Parent Satisfaction

Parent Education Series

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

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

Plans for 2014-2015

Offer classes in Wilkes and Hall Elementary. We are also planning a weekly group for parents and their kids in which the parents learn new ideas to play and learn with their kids.

IMMIGRANT AND REFUGEE COMMUNITY ORGANIZATION (IRCO)



The Immigrant and Refugee Community Organization is funded to expand access to culturally-specific parent education programs for underserved Burmese families residing in Multnomah County, using the *Nurturing Parenting* curriculum.

Danita Huynh
Early Childhood Manager
danitah@irco.org
971-271-6500

Aung Moe
Family Life Educator
aungM@mail.irco.org
503-285-0781

Immigrant and Refugee
Community Organization
(IRCO)
10301 NE Glisan
Portland, OR 97220

Website: www.irco.org



Programming Overview

Activity	Description	2013-2014 Total
OPEC Parenting Education Series	Parenting Series Completed	2
	Parenting Classes	22
	Parents Attended	26
	Parents Attended 70% or More	18
	Children/Youth Attended	7
	Contact Opportunities (parents & youth)	364
Non-OPEC Parenting Education Series	Parenting Series Completed	0
	Parenting Classes	0
	Parents Attended	0
	Parents Attended 70% or More	0
	Children/Youth Attended	0
	Contact Opportunities (parents & youth)	0
Parent Workshops	Number of Workshops	2
	Parents Attended	13
	Children/Youth Attended	7
Parent Support Activities	Number of Sessions	0
	Parents Attended	0
	Children/Youth Attended	0
Home Visits	Number of Home Visits	231
	Total New Families	18
	Total New Children/Youth	43
Family Activities	Number of Activities	1
	People Attended	11

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Demographics of Families completing the Parenting Skills Ladder during 2013-2014

Number of Parents: 144
Number of Children: 386

Gender

27% Men
 71% Women
 2% Not Specified

Race/Ethnicity

0% White/Caucasian
 0% Black/Afr. American
 0% Hispanic
 99% Asian
 0% Native American
 1% Other/Unspecified

Age

Age Range: 22-64
 Average Age: 37

Parenting Style

81% With Partner
 8% By Themselves
 11% Did not specify

Children

Average Age: 10
 Age Range: 0-18
 Age 0-6 Years: 23%
 Children per Family: 3

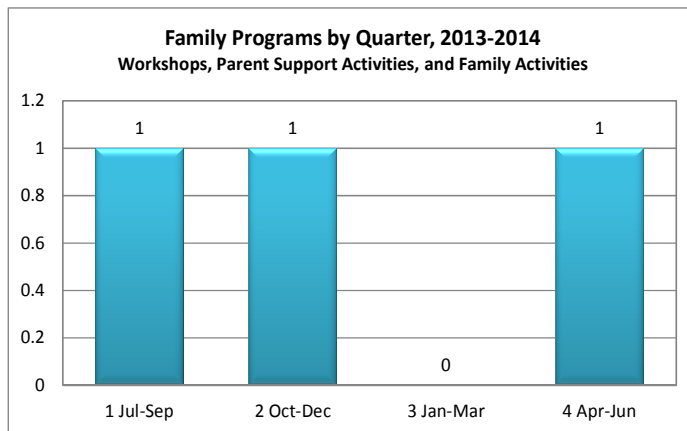
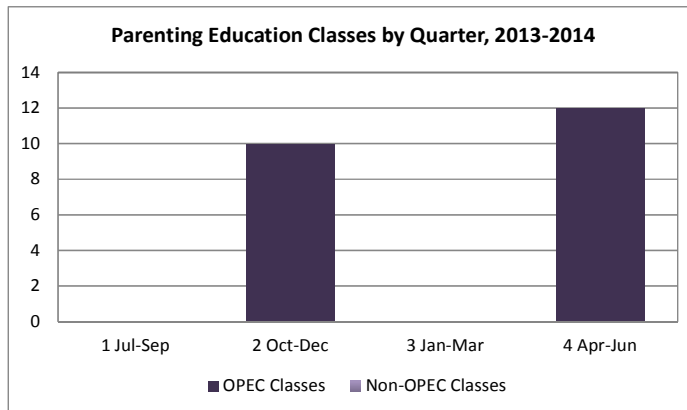
County

100% Multnomah County

Lessons Learned

One of the biggest financial and time-consuming lessons we learned is around the purchase of Tri-met bus tickets. In the beginning of Year 1 we purchased enough tickets from Fred Meyer each week to give out on a weekly basis. Then we were introduced to the Tri-met Low Income Mitigation program to save 20% on each ticket purchased through the Tri-met. In the second half of Year 1 we utilized this program and paid one lump sum to Tri-met and saved \$180 plus our work time to travel each week to Fred Meyer. Another lesson we learned is through partnership with Portland Police, Sunshine Division, Children's Museum, and other IRCO programs we were able to leverage free resources for enrolled clients in our OPEC-funded project.

Parenting Classes & Family Programs by Quarter



Plans for 2014-2015

In Year 2, we will continue to keep current partnerships but work on developing stronger partnerships with Albina Head Start, PPS, and Mt. Hood Head Start around referrals to our project **and for transition work** to enroll families and/or get them on waiting lists for Early Head Start and Head Start. We also plan to provide each family as we did this year with a Certificate of Completion and hold graduation ceremonies for each workshop series completion.

Capacity Overview

Activity	Description	2013-2014 Total
Facilitators Trained In Curricula	OPEC Facilitators Trained	10
	Non-OPEC Facilitators Trained	0
Funds Leveraged	Funds Leveraged	\$0
	In-Kind Leveraged	\$620
	Total Leveraged	\$620
Advisory Meetings	Advisory Board Meetings	1
Programs	Programs in Collaboration with Schools	1



Parent Satisfaction

Parent Education Series

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

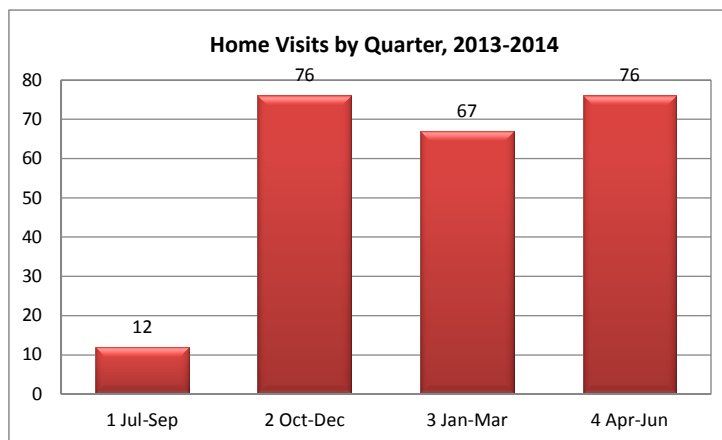
100% of parents reported that they would recommend the class to others

Parent Workshops

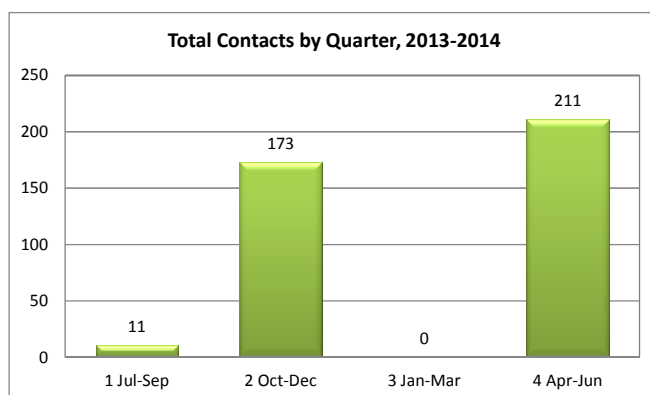
100% of parents reported that the workshop was somewhat or very helpful

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

Home Visits by Quarter



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.

NATIVE AMERICAN YOUTH AND FAMILY CENTER



The Native American Youth and Family Center is funded to expand *Positive Indian Parenting* and the Chxi San Structured Playgroup to help the Native Community become more actively engaged in school readiness, boost young people's educational attainment, and offer much needed support for new parents and other family members raising young children.

Alise Sanchez
Foster Care Services Manager
alises@nayapdx.org
503-320-0472

NAYA Family Center
3135 NE Columbia Blvd.
Portland, OR 97218

Website: www.nayapdx.org



Programming Overview

Activity	Description	2013-2014 Total
OPEC Parenting Education Series	Parenting Series Completed	4
	Parenting Classes	32
	Parents Attended	23
	Parents Attended 70% or More	21
	Children/Youth Attended	10
	Contact Opportunities (parents & youth)	264
Non-OPEC Parenting Education Series	Parenting Series Completed	1
	Parenting Classes	16
	Parents Attended	20
	Parents Attended 70% or More	20
	Children/Youth Attended	0
	Contact Opportunities (parents & youth)	320
Parent Workshops	Number of Workshops	0
	Parents Attended	0
	Children/Youth Attended	0
Parent Support Activities	Number of Sessions	75
	Parents Attended	24
	Children/Youth Attended	32
Home Visits	Number of Home Visits	56
	Total New Families	6
	Total New Children/Youth	7
Family Activities	Number of Activities	0
	People Attended	0

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Parent Satisfaction

Parent Education Series

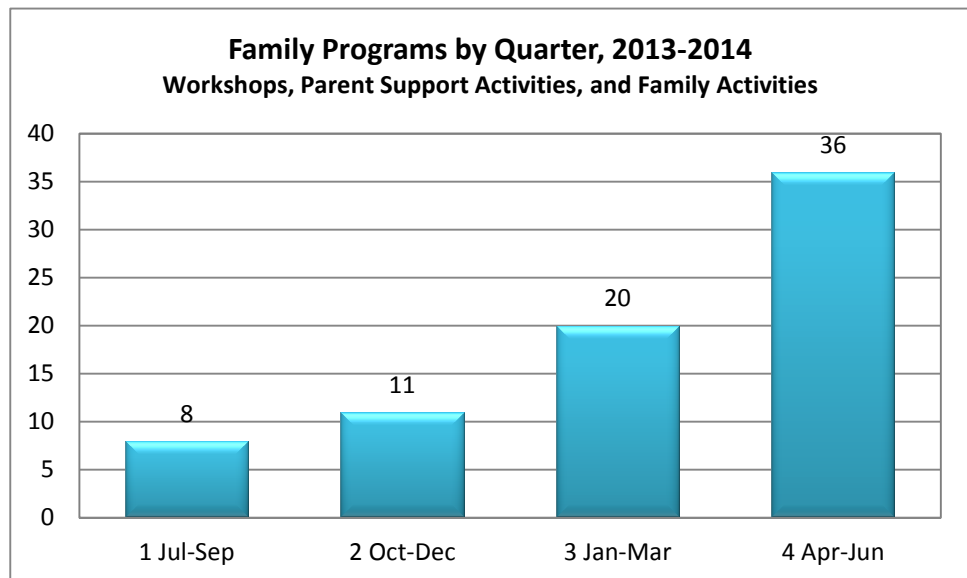
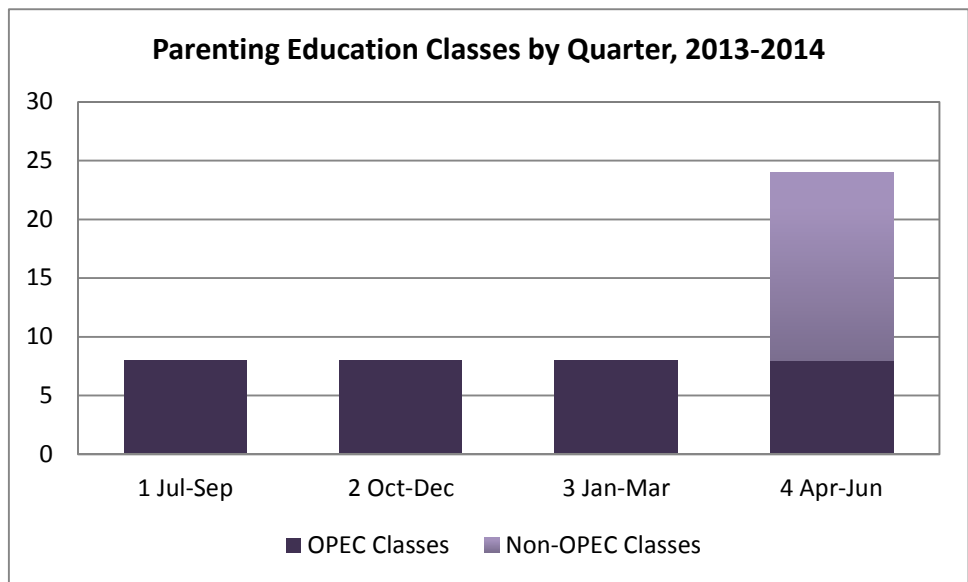
100% of parents reported that the class was somewhat or very helpful

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

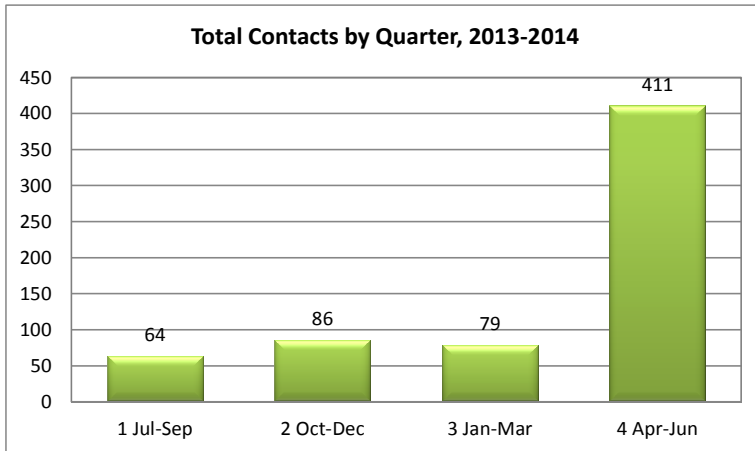
Lessons Learned

This year, we learned a great deal about the needs of our community through the expansion of our services. Families are accessing early childhood services at a high rate, and we understand the need for culturally specific services in our community. NAYA's successes this year in our programming have cemented for our agency the need to focus efforts on continuing to serve families with young children, and to foster the growth and empowerment of our families through education and positive community engagement.

Parenting Classes & Family Programs by Quarter



Total Contacts by Quarter



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



Demographics of Families completing the Parenting Skills Ladder during 2013-2014

Number of Parents: 18
Number of Children: 22

Gender

39% Men
 61% Women

Race/Ethnicity

28% White/Caucasian
 0% Black/Afr. American
 11% Hispanic
 0% Asian
 61% Native American
 0% Other/Unspecified

Age

Age Range: **21-53**
 Average Age: **32**

Parenting Style

61% With Partner
 39% By Themselves

Children

Average Age: **3**
 Age Range: **0-15**
 Age 0-6 Years: **82%**
 Children per Family: **1**

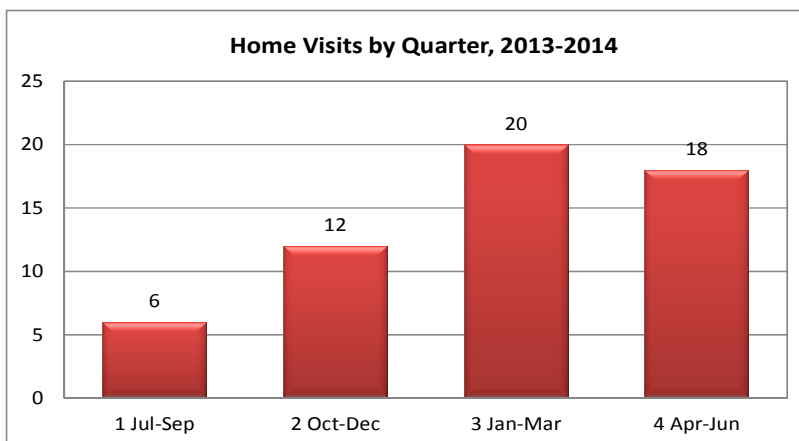
County

100% Multnomah County

Capacity Overview

Activity	Description	2013-2014 Total
Facilitators Trained In Curricula	OPEC Facilitators Trained	0
	Non-OPEC Facilitators Trained	0
Funds Leveraged	Funds Leveraged	\$52,500
	In-Kind Leveraged	\$0
	Total Leveraged	\$52,500
Advisory Meetings	Advisory Board Meetings	0
Programs With Schools	Programs in Collaboration with Schools	0

Home Visits



Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.4	4.9***
Show my child(ren) love and affection frequently	4.2	5.4***
Listen to my child(ren) to understand their feelings	4.2	5.4***
Help my child(ren) feel good about themselves	4.1	5.0***
Set and stick to reasonable limits and rules	3.6	5.1***
Know fun activities to help my child(ren) learn	4.0	5.3***
Find positive ways to guide and discipline my child(ren)	3.6	5.4***
Play with my child(ren) frequently	4.3	5.5***
Protect my child(ren) from unsafe conditions	4.9	5.7***
Talk with other parents to share experiences	3.1	4.9***
Deal with the day-to-day stresses of parenting	3.7	5.1***
Understand my goals and values as a parent	4.3	5.5***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 18$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	3.9	4.9***
Willing to follow limits and rules	3.4	4.6***
Gets along with others	4.2	5.3***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 18$.

Plans for 2014-2015

NAYA plans to fully integrate our new early childhood home visiting and child abuse prevention into our existing service array. This will give our community members a strong continuum of services that address several levels of need and offer varying levels of intensity of service. NAYA will also continue to seek funding and partnerships to maintain and expand our services in these areas.



Quotes from program participants

"It showed me the meaning of being a parent."

"I learned to love again after I lost my childhood. I now know how to love, enjoy, and have fun with my children."

"My kids have rules that they can follow and their behavior is better."

"They know more what to expect from the rules and I try to play with them more."

"Learning about Native culture and being a good parent."

NORTHWEST FAMILY SERVICES

Northwest Family Services is funded to partner with the Gladstone School District to offer Escuela para Padres (School for Parents). The program reaches un-served Latino parents with children ages 0 to 6 in the Gladstone School District, and Jennings Lodge and Candy Lane schools in Oregon City. Class series offered include *Haga de la Paternidad un Placer* and *Active Parenting Now*.

Charles Goessler
Lasting Relationships
Manager
cgoessler@nwfs.org
503-312-2485

Nydia E. Santos
Latino Relationship and
Marriage Educator
Nsantos@nwfs.org
503-960-1521

Northwest Family Services
6200 SE King Rd
Portland, Or 97222

Website: www.nwfs.org



Programming Overview

Activity	Description	2013-2014 Total
OPEC Parenting Education Series	Parenting Series Completed	5
	Parenting Classes	47
	Parents Attended	41
	Parents Attended 70% or More	33
	Children/Youth Attended	69
	Contact Opportunities (parents & youth)	1,034
Non-OPEC Parenting Education Series	Parenting Series Completed	0
	Parenting Classes	0
	Parents Attended	0
	Parents Attended 70% or More	0
	Children/Youth Attended	0
	Contact Opportunities (parents & youth)	0
Parent Workshops	Number of Workshops	0
	Parents Attended	0
	Children/Youth Attended	0
Parent Support Activities	Number of Sessions	0
	Parents Attended	0
	Children/Youth Attended	0
Family Activities	Number of Activities	1
	People Attended	100

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Parent Satisfaction

Parent Education Series

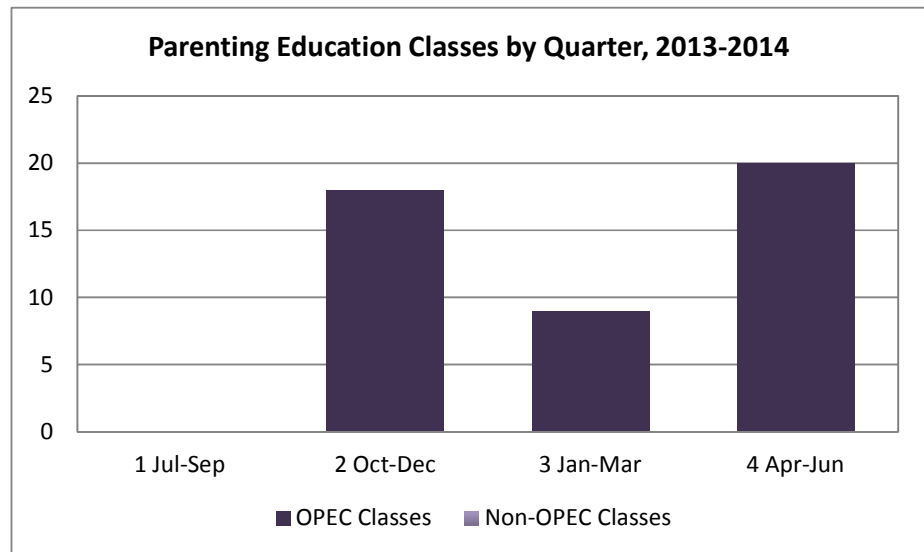
100% of parents reported that the class was somewhat or very helpful

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

Lessons Learned

- This project is allowing us to strengthen and integrate the Latino community more fully into the school system.
- Offering various curriculum will keep the program interesting and fresh for continuing parental involvement.
- Potential conflicts with faith community events need to be avoided.

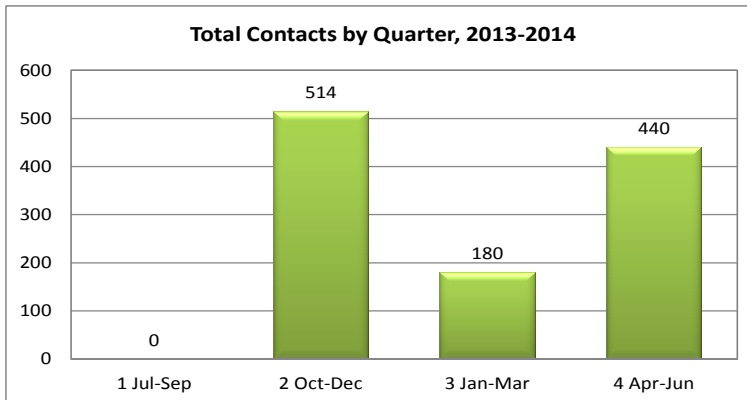
Parenting Classes by Quarter



Capacity Overview

Activity	Description	2013-2014 Total
Facilitators Trained In Curricula	OPEC Facilitators Trained	8
	Non-OPEC Facilitators Trained	0
Funds Leveraged	Funds Leveraged	\$20,900
	In-Kind Leveraged	\$6,200
	Total Leveraged	\$27,100
Advisory Meetings	Advisory Board Meetings	5
Programs	Programs in Collaboration with Schools	25

Total Contacts by Quarter



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



Demographics of Families completing the Parenting Skills Ladder during 2013-2014

Number of Parents: 43
Number of Children: 91

Gender

16% Men
 84% Women

Race/Ethnicity

0% White/Caucasian
 0% Black/Afr. American
 100% Hispanic
 0% Asian
 0% Native American
 0% Other/Unspecified

Age

Age Range: **25-48**
 Average Age: **35**

Parenting Style

93% With Partner
 7% By Themselves

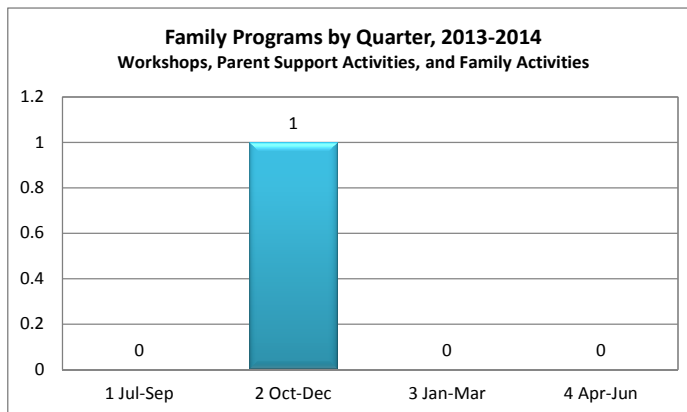
Children

Average Age: **8**
 Age Range: **0-18**
 Age 0-6 Years: **48%**
 Children per Family: **2**

County

100% Clackamas County

Family Programs by Quarter



Plans for 2014-2015

We will continue to have Family Fun Nights, spreading the word with different schools and organizations. We will also offer three different curricula as an option, including *Abriendo Puertas*.

We will have a family event called "One Summer Together" this August. This event will include a couple's workshop, Soccer Clinic, a class on bullying for ages 8-12, and a story-read-time for kids.

Northwest Family Services is a recipient of a state **Kindergarten Partnership and Innovation Grant** targeting the Latino communities in Gladstone and Oregon City. We expect the efforts of both projects will allow greater awareness of the need for modern kindergarten, practical ways to work with young children, increase participation in evidence-based parent education, and increase the connections with schools and the Latino community.

Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.6	5.0***
Show my child(ren) love and affection frequently	4.6	5.5***
Listen to my child(ren) to understand their feelings	4.1	5.2***
Help my child(ren) feel good about themselves	4.3	5.4***
Set and stick to reasonable limits and rules	3.9	5.2***
Know fun activities to help my child(ren) learn	4.2	5.5***
Find positive ways to guide and discipline my child(ren)	4.1	5.4***
Play with my child(ren) frequently	4.1	5.4***
Protect my child(ren) from unsafe conditions	4.9	5.7***
Talk with other parents to share experiences	3.7	5.2***
Deal with the day-to-day stresses of parenting	3.8	5.1***
Understand my goals and values as a parent	4.3	5.5***

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

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

Child Skills	Before Participation	After Participation
Shows concern for others	4.0	5.2***
Willing to follow limits and rules	3.7	5.0 ***
Gets along with others	4.4	5.4***

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



Quotes from program participants

"It helped me to have more patience and learn new ways to share time with my kids."

"The relationship with my kids is much better."

"[My son] confides in me more."

"[My children] noticed that their mom is more flexible."

"[I like] the practical points to put into practice at home."



OREGON CHILD DEVELOPMENT COALITION

The Oregon Child Development Coalition is funded to create outreach strategies and extend parenting education classes (both *Haga de la Paternidad un Placer* and *Abriendo Puertas*) to non-Head Start Latino families, while collaborating with local agencies to maximize class offerings and cost effectiveness in Hood River County.

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Program Director,
Hood River & Wasco
jennifer.heredia@ocdc.net
541-296-0100

Gabriel Muro
Parent Education Coordinator
gabrielm@nextdoorinc.org
541-490-6429

Oregon Child Development
Coalition (OCDC)
1300 West 9th Street
The Dalles, OR 97058

Website: www.ocdc.net



Programming Overview

Activity	Description	2013-2014 Total
OPEC Parenting Education Series	Parenting Series Completed	4
	Parenting Classes	38
	Parents Attended	49
	Parents Attended 70% or More	50
	Children/Youth Attended	35
	Contact Opportunities (parents & youth)	805
Non-OPEC Parenting Education Series	Parenting Series Completed	0
	Parenting Classes	0
	Parents Attended	0
	Parents Attended 70% or More	0
	Children/Youth Attended	0
	Contact Opportunities (parents & youth)	0
Parent Workshops	Number of Workshops	2
	Parents Attended	87
	Children/Youth Attended	99
Parent Support Activities	Number of Sessions	0
	Parents Attended	0
	Children/Youth Attended	0
Home Visits	Number of Home Visits	78
	Total New Families	35
	Total New Children/Youth	72
Family Activities	Number of Activities	0
	People Attended	0

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Parent Satisfaction

Parent Education Series

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

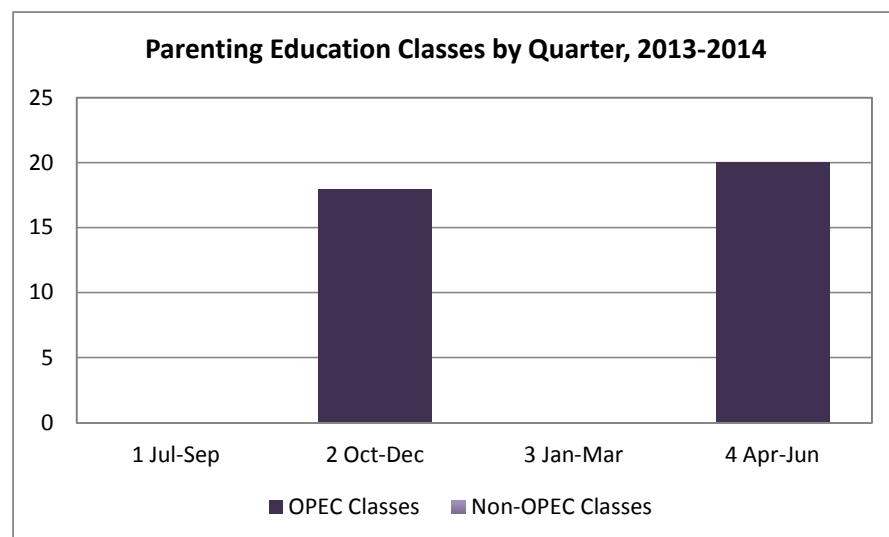
96% of parents reported that they would recommend the class to others

Lessons Learned

It is critical to have adequate supplies and activities planned for child care, as well as to have more than just a minimum of staff.

Partnerships make the work more efficient and more effective, we continue to develop and strengthen partnerships.

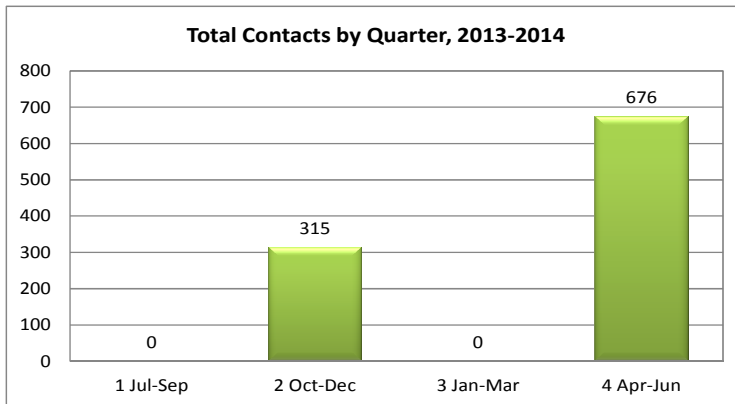
Parenting Classes by Quarter



Capacity Overview

Activity	Description	2013-2014 Total
Facilitators Trained In Curricula	OPEC Facilitators Trained	8
	Non-OPEC Facilitators Trained	8
Funds Leveraged	Funds Leveraged	\$0
	In-Kind Leveraged	\$0
	Total Leveraged	\$0
Advisory Meetings	Advisory Board Meetings	1
Programs With Schools	Programs in Collaboration with Schools	8

Total Contacts by Quarter



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



Demographics of Families completing the Parenting Skills Ladder during 2013-2014

Number of Parents: 51
Number of Children: 116

Gender

37% Men
 61% Women
 2% Did not specify

Race/Ethnicity

0% White/Caucasian
 0% Black/Afr. American
 100% Hispanic
 0% Asian
 0% Native American
 0% Other/Unspecified

Age

Age Range: 23-65
 Average Age: 35

Parenting Style

86% With Partner
 14% By Themselves

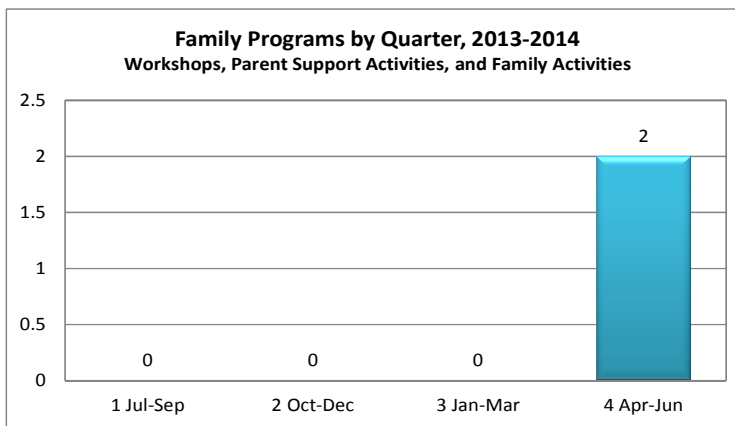
Children

Average Age: 7
 Age Range: 0-18
 Age 0-6 Years: 53%
 Children per Family: 2

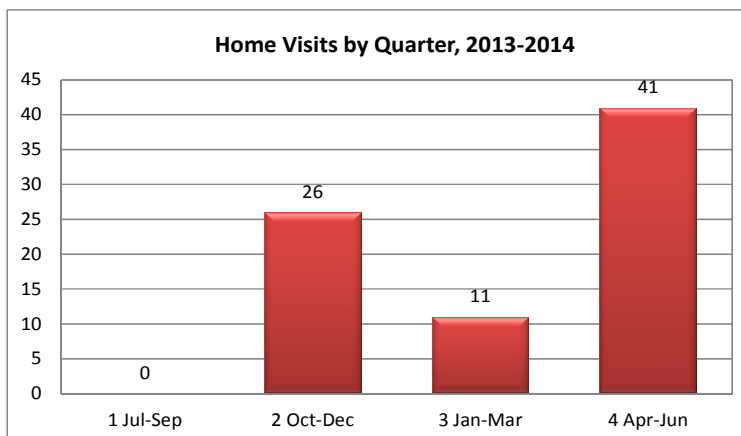
County

100% Hood River County

Parenting Classes by Quarter



Home Visits by Quarter



Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.1	5.0***
Show my child(ren) love and affection frequently	3.7	5.4***
Listen to my child(ren) to understand their feelings	3.3	5.3***
Help my child(ren) feel good about themselves	3.7	5.4***
Set and stick to reasonable limits and rules	3.2	4.9***
Know fun activities to help my child(ren) learn	3.4	5.3***
Find positive ways to guide and discipline my child(ren)	3.5	5.2***
Play with my child(ren) frequently	3.3	4.9***
Protect my child(ren) from unsafe conditions	4.4	5.7***
Talk with other parents to share experiences	2.9	4.6***
Deal with the day-to-day stresses of parenting	3.0	4.8***
Understand my goals and values as a parent	3.7	5.4***

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

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

Child Skills	Before Participation	After Participation
Shows concern for others	4.1	5.3***
Willing to follow limits and rules	3.4	5.0***
Gets along with others	4.3	5.5***

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

Plans for 2014-2015

We increased child care funding for Year 2 and used supply monies to assemble three large tubs by age level to make child care run more smoothly.

We look forward to continuing to use *The Incredible Years* and have the ability to rotate three separate curricula.

We are working on a celebratory t-shirt for this year's participants. We hope to use it as a form of recognition and celebration of their accomplishment, as well as a recruitment tool through word of mouth while they wear it!



Quotes from program participants

"I have better communication with my children. I spend more time playing with them."

"I learned more about my child depending on his age. I also like when they spoke about how to deal with stress."

"They showed us that it is always possible to try new ideas."

"I have more patience and I listen to them."

"I have been more calm."

PATHFINDERS OF OREGON



The Center for
Family Success
A program of
Pathfinders of Oregon

Pathfinders of Oregon
is funded to provide
parenting education for
high-risk fathers at the
Center for Family
Success in Rockwood
using the *Parenting
Inside Out* curriculum.

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Parent Advocate Employment
Specialist
PO Box 3257
Gresham, OR 97030-0352
Dworley@pathfindersoforegon.org
503-939-8078

Glenna Hayes
Director of the Center for Family
Success
7800 SW Barbur Blvd.
Portland, OR 97219
gahportland@yahoo.com
503-939-2839

Website:
www.pathfindersoforegon.com



Programming Overview

Activity	Description	2013-2014 Total
OPEC Parenting Education Series	Parenting Series Completed	8
	Parenting Classes	192
	Parents Attended	119
	Parents Attended 70% or More	112
	Children/Youth Attended	53
	Contact Opportunities (parents & youth)	4,128
Non-OPEC Parenting Education Series	Parenting Series Completed	3
	Parenting Classes	24
	Parents Attended	30
	Parents Attended 70% or More	29
	Children/Youth Attended	25
	Contact Opportunities (parents & youth)	474
Parent Workshops	Number of Workshops	6
	Parents Attended	93
	Children/Youth Attended	96
Parent Support Activities	Number of Sessions	22
	Parents Attended	28
	Children/Youth Attended	21
Family Activities	Number of Activities	12
	People Attended	1,444

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Small Grant staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the site staff.



Parent Satisfaction

Parent Education Series

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

90% of parents reported that they would recommend the class to others

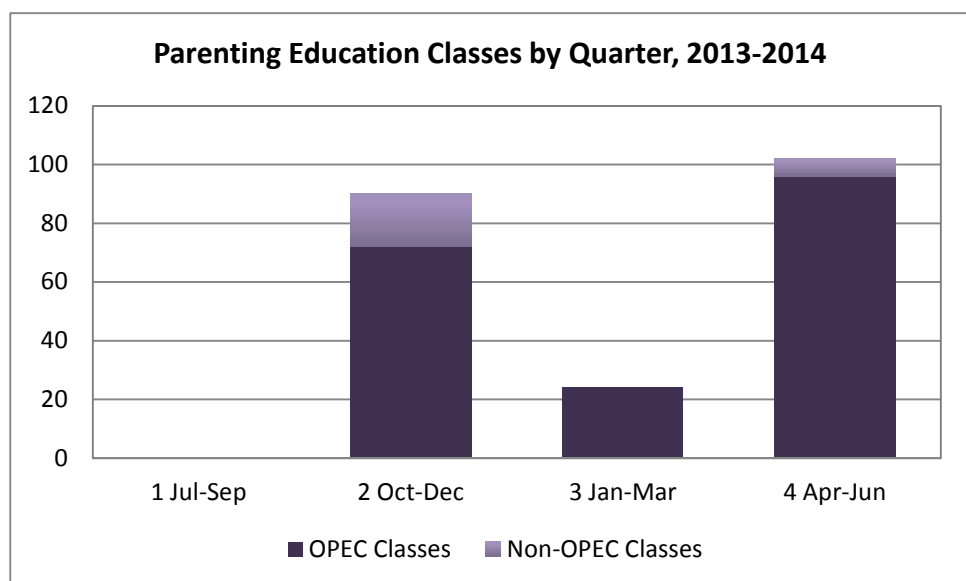
Lessons Learned

The opportunity to build capacity in an area of strength, providing parenting education for justice-involved fathers, allowed us to pilot new classes just for fathers. We hope to build on those successful classes, and the relationships that the fathers develop with each other during the classes to provide ongoing support for fathers through advocacy, support groups, and family engagement events.

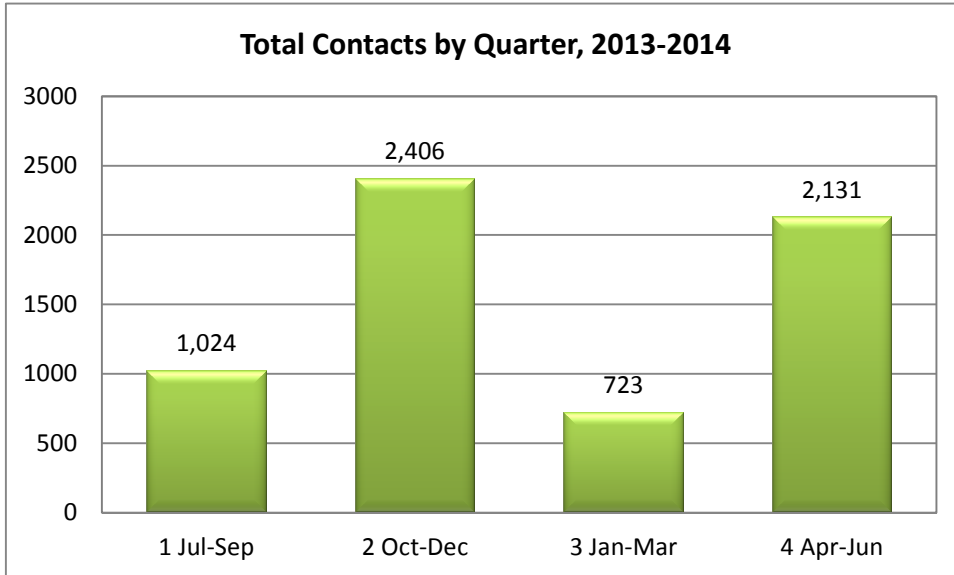
Capacity Overview

Activity	Description	2013-2014 Total
Facilitators Trained In Curricula	OPEC Facilitators Trained	1
	Non-OPEC Facilitators Trained	8
Funds Leveraged	Funds Leveraged	\$45,000
	In-Kind Leveraged	\$3,800
	Total Leveraged	\$48,800
Advisory Meetings	Advisory Board Meetings	0
Programs With Schools	Programs in Collaboration with Schools	0

Parenting Classes by Quarter



Total Contacts by Quarter



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



Demographics of Families completing the Parenting Skills Ladder during 2013-2014

Number of Parents: 39
Number of Children: 69

Gender
 100% Men
 0% Women

Race/Ethnicity
 57% White/Caucasian
 15% Black/Afr. American
 10% Hispanic
 0% Asian
 10% Native American
 8% Other/Unspecified

Age
 Age Range: 22-54
 Average Age: 33

Parenting Style
 49% With Partner
 46% By Themselves
 5% Did not specify

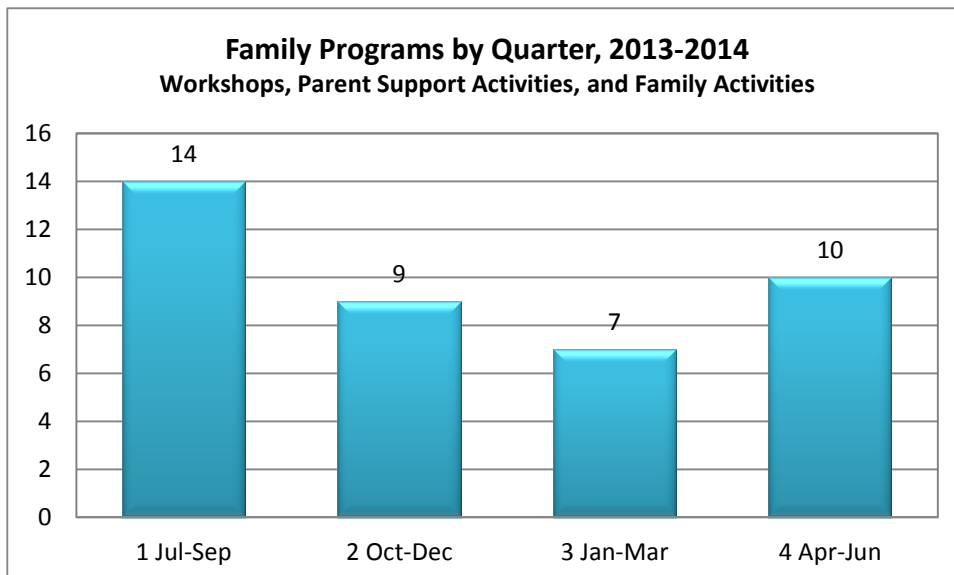
Children
 Average Age: 7
 Age Range: 0-16
 Age 0-6 Years: 45%
 Children per Family: 2

County
 100% Multnomah County

Plans for 2014-2015

With both Matt Cassidy and Don Butler on staff, we plan to engage more fathers who take *Parenting Inside Out* in ongoing events and develop a dad's support group at the Center.

Family Programs by Quarter



Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.1	5.0***
Show my child(ren) love and affection frequently	4.7	5.3***
Listen to my child(ren) to understand their feelings	3.8	5.2***
Help my child(ren) feel good about themselves	4.4	5.4***
Set and stick to reasonable limits and rules	3.5	5.1***
Know fun activities to help my child(ren) learn	3.9	5.2***
Find positive ways to guide and discipline my child(ren)	3.7	5.3***
Play with my child(ren) frequently	4.0	4.9***
Protect my child(ren) from unsafe conditions	5.1	5.6***
Talk with other parents to share experiences	3.0	4.5***
Deal with the day-to-day stresses of parenting	3.2	4.8***
Understand my goals and values as a parent	3.7	5.4***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 41$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	3.8	4.5***
Willing to follow limits and rules	3.3	4.4***
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, $p < 0.05$. $N = 41$.



Quotes from program participants

"I know a child's needs and how to respond to them more than I did before."

"I understand better why my kids [are] acting a certain way and know how to deal [with it] better now."

"I have found new ways of paying attention to my son. I will value parenting and raise him to be successful."

"This class has made me a better parent, [which is] creating a better and easier life for my child."

ROSEMARY ANDERSON HIGH SCHOOL - PORTLAND OIC

Young Parenting Program

Rosemary Anderson High School - Portland OIC is funded to support the school-based Young Parenting Education Program, providing parenting education classes with the *Nurturing Parenting* curriculum, mentoring services, academic support, workforce development, and post-program transitional services for young parents in Portland.

Portland OIC-
Rosemary Anderson High School
717 N Killingsworth Ct
Portland, OR 97217

Meghann Darme, MSW, CSWA
Director of Transitions Program
MDarme@portlandoic.org

971.282.2394

Website
www.portlandoic.org



Programming Overview

Activity	Description	2013-2014 Total
OPEC Parenting Education Series	Parenting Series Completed	2
	Parenting Classes	72
	Average Parents Attended	17
	Parents Attended 70% or More	14
	Average Children/Youth	12
	Contact Opportunities (parents & youth)	1,044
Non-OPEC Parenting Education Series	Parenting Series Completed	0
	Parenting Classes	0
	Parents Attended	0
	Parents Attended 70% or More	0
	Children/Youth Attended	0
	Contact Opportunities (parents & youth)	0
Parent Workshops	Number of Workshops	2
	Parents Attended	15
	Children/Youth Attended	4
Parent Support Activities	Number of Sessions	34
	Parents Attended	93
	Children/Youth Attended	54
Home Visits	Number of Home Visits	107
	Total New Families	5
	Total New Children/Youth	7
Family Activities	Number of Activities	15
	People Attended	672

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Small Grant staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the site staff.



Demographics
of Families completing the
Parenting Skills Ladder
during 2013-2014

Number of Parents: 29
Number of Children: 36

Gender
24% Men
76% Women

Race/Ethnicity
10% White/Caucasian
48% Black/Afr. American
21% Hispanic
0% Asian
0% Native American
21% Other

Age
Age Range: 16-25
Average Age: 20

Parenting Style
72% With Partner
28% By Themselves

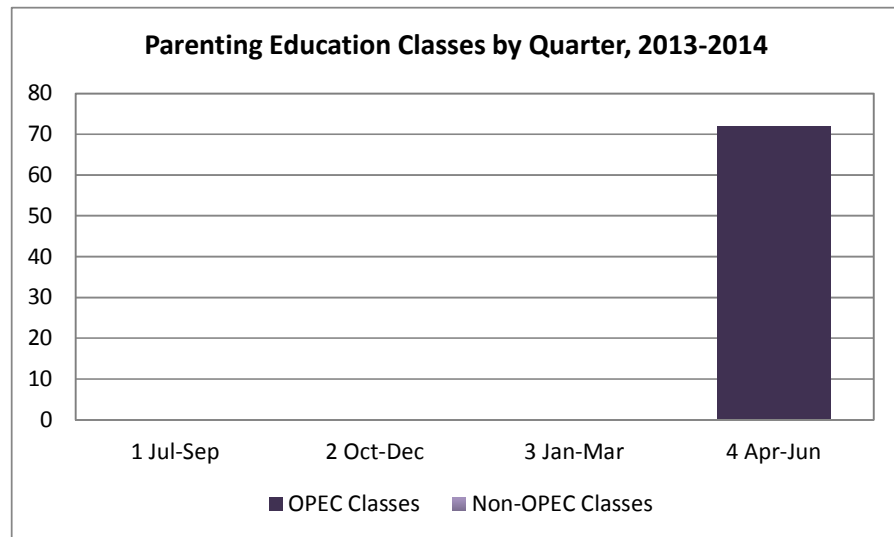
Children
Average Age: 2
Age Range: 0-7
Age 0-6 Years: 97%
Children per Family: 1

County
100% Multnomah County

Lessons Learned

A large lesson this year was the impact staff changes had on programming. We lost a key staff member in the Fall, then our program manager was out for the entire spring quarter. These two things impacted program delivery and continuity of services. The need to cross train staff becomes more apparent when you have these situations arise. This year we were reminded of the value of relationships between staff and participants.

Parenting Classes by Quarter

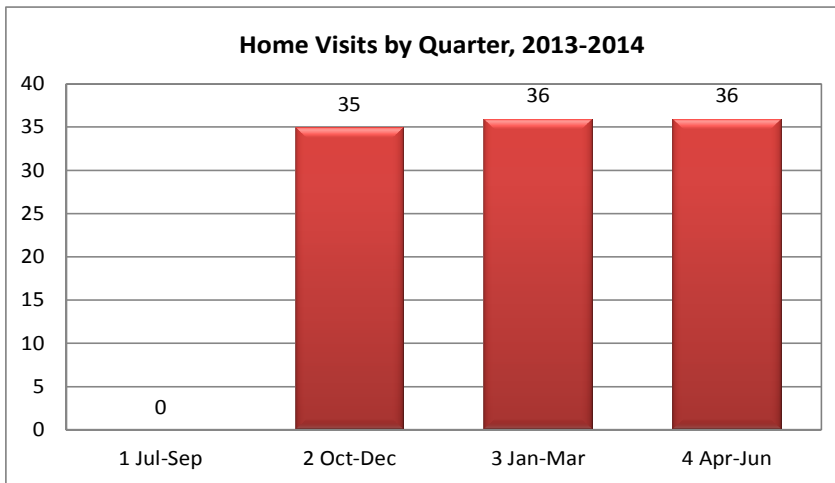


Although parenting classes are offered through the school year, the classes are only reported when the series ends in the fourth Quarter.

Capacity Overview

Activity	Description	2013-2014 Total
Facilitators Trained In Curricula	OPEC Facilitators Trained	0
	Non-OPEC Facilitators Trained	0
Funds Leveraged	Funds Leveraged	\$15,000
	In-Kind Leveraged	\$1,975
	Total Leveraged	\$16,975
Advisory Meetings	Advisory Board Meetings	10
Programs	Programs in Collaboration with Schools	70

Home Visits

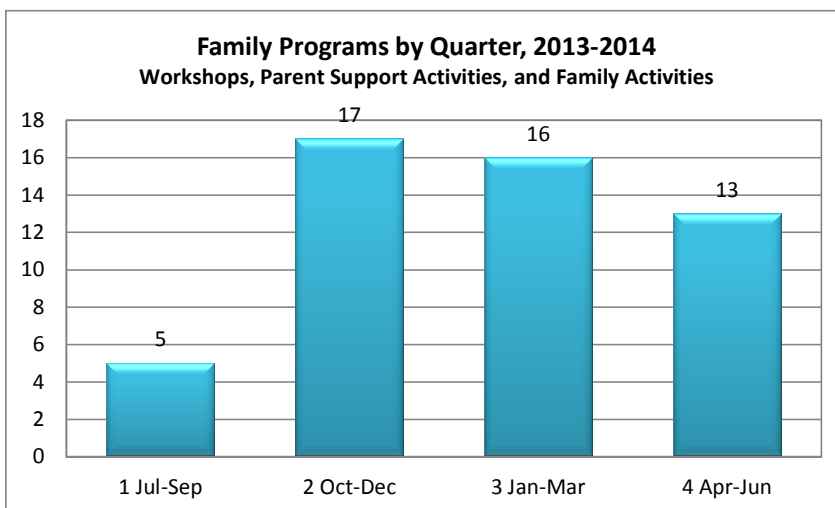


Parent Satisfaction

Parent Education Series

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

Family Programs



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

Plans for 2014-2015

We are currently seeking funding through the Portland Children's Levy to expand our Young Parent Education Program to serve more older parents, particularly African American young parents. We are excited about this opportunity and hope to receive this funding to help expand and strengthen our parent education program. If we are unsuccessful with this funding, we still plan to expand our young parent services to more transitions age youth. We see it as a gap in our services and a very important need to be addressed. We are also excited about our new partnership with Jesuit Volunteer Corps to have a full time volunteer developing a peer mentoring program for our older youth to mentor our younger youth. This is an exciting time of growth and opportunity for our program.

Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	2.5	4.3***
Show my child(ren) love and affection frequently	3.1	4.4***
Listen to my child(ren) to understand their feelings	2.9	4.3***
Help my child(ren) feel good about themselves	3.0	4.3***
Set and stick to reasonable limits and rules	2.7	4.1***
Know fun activities to help my child(ren) learn	2.8	4.2***
Find positive ways to guide and discipline my child(ren)	2.7	4.2***
Play with my child(ren) frequently	3.0	4.4***
Protect my child(ren) from unsafe conditions	3.4	4.5***
Talk with other parents to share experiences	2.5	4.0***
Deal with the day-to-day stresses of parenting	2.5	4.0***
Understand my goals and values as a parent	2.7	4.3***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 31$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	2.0	3.0***
Willing to follow limits and rules	2.0	2.8***
Gets along with others	2.1	2.9***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 31$.



Quotes from program participants

"I am more confident and calm."

"I know more about development and how to help my baby grow."

"I show my daughter more love."

"I am better aware of the importance of what I do."

"They came to my home and worked with me when I was on bed rest."

SELF ENHANCEMENT, INC

Self Enhancement, Inc.

is funded to support the Community and Family Program, which provides culturally-sensitive parent support classes in N/NE Portland, and to expand the programs reach to multi-ethnic families using the promising practice curriculum *Strengthening Multi-Ethnic Families*.

Sahaan McKelvey
Family Stabilization Services
Program Manager
sahaanm@selfenhancement.org
503-972-3695

Maryetta Wells
Parent Educator
503-249-1721

Self Enhancement, Inc.
4134 N Vancouver Ave.,
Suite 311
Portland, OR 97217

Website:
www.selfenhancement.org



Programming Overview

Activity	Description	2013-2014 Total
OPEC Parenting Education Series	Parenting Series Completed	4
	Parenting Classes	50
	Parents Attended	60
	Parents Attended 70% or More	57
	Children/Youth Attended	34
	Contact Opportunities (parents & youth)	1,177
Non-OPEC Parenting Education Series	Parenting Series Completed	0
	Parenting Classes	0
	Parents Attended	0
	Parents Attended 70% or More	0
	Children/Youth Attended	0
	Contact Opportunities (parents & youth)	0
Parent Workshops	Number of Workshops	0
	Parents Attended	0
	Children/Youth Attended	0
Parent Support Activities	Number of Sessions	50
	Parents Attended	85
	Children/Youth Attended	40
Home Visits	Number of Home Visits	65
	Total New Families	16
	Total New Children/Youth	19
Family Activities	Number of Activities	3
	People Attended	149

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Small Grant staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the site staff.



Parent Satisfaction

Parent Education Series

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

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

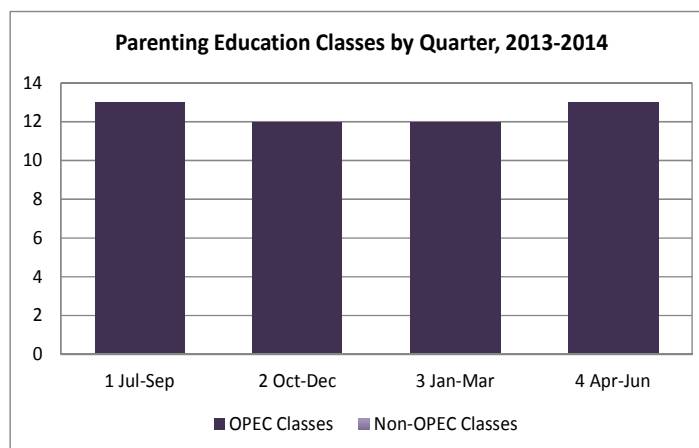
Lessons Learned

Self Enhancement, Inc. (SEI) was able to tap into some of the effective best practices of fellow OPEC grantees through training opportunities facilitated by OPEC. These include the utilization of some specific awareness and incentive opportunities that other agencies have used that SEI has now been able to effectively put into practice. It was also very informative and helpful to learn more about the various curriculum models being used in other agencies for their service delivery. Generally, it has been a very helpful and positive process to learn about some of the work that like minded agencies are doing statewide to enhance Parent and Early Childhood Education.

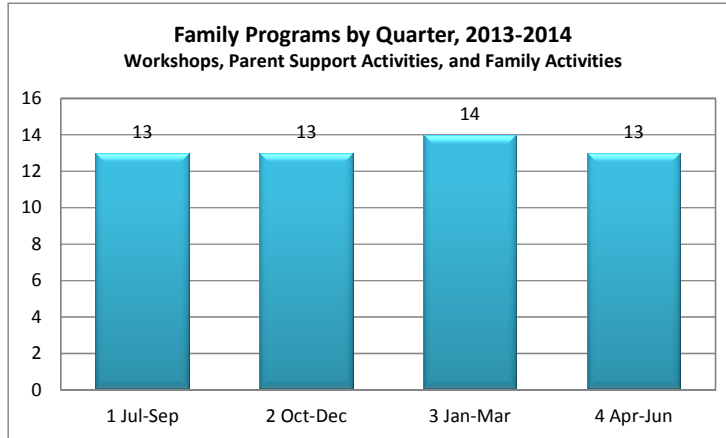
Additionally, SEI was able to partner with Volunteers of America to receive some technical assistance training around model development and implementation for the kind of high-level child watch program that we are seeking to develop.



Parenting Classes by Quarter



Family Programs by Quarter



Demographics of Families completing the Parenting Skills Ladder during 2013-2014

Number of Parents: 23
Number of Children: 37

Gender

13% Men
 83% Women
 4% Did not specify

Race/Ethnicity

26% White/Caucasian
 61% Black/Afr. American
 0% Hispanic
 0% Asian
 4% Native American
 9% Other/Unspecified

Age

Age Range: **22-48**
 Average Age: **33**

Parenting Style

13% With Partner
 83% By Themselves
 4% Did not specify

Children

Average Age: **6**
 Age Range: **0-17**
 Age 0-6 Years: **59%**
 Children per Family: **2**

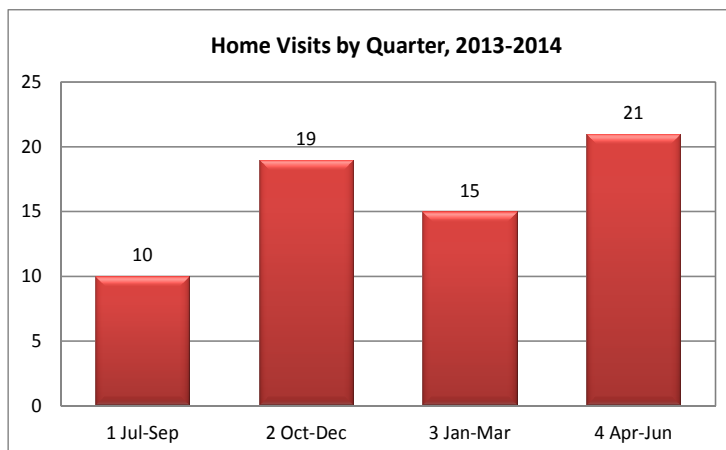
County

100% Multnomah County

Capacity Overview

Activity	Description	2013-2014 Total
Facilitators Trained In Curricula	OPEC Facilitators Trained	4
	Non-OPEC Facilitators Trained	4
Funds Leveraged	Funds Leveraged	\$0
	In-Kind Leveraged	\$1,125
	Total Leveraged	\$1,125
Advisory Meetings	Advisory Board Meetings	0
Programs With Schools	Programs in Collaboration with Schools	103

Home Visits by Quarter



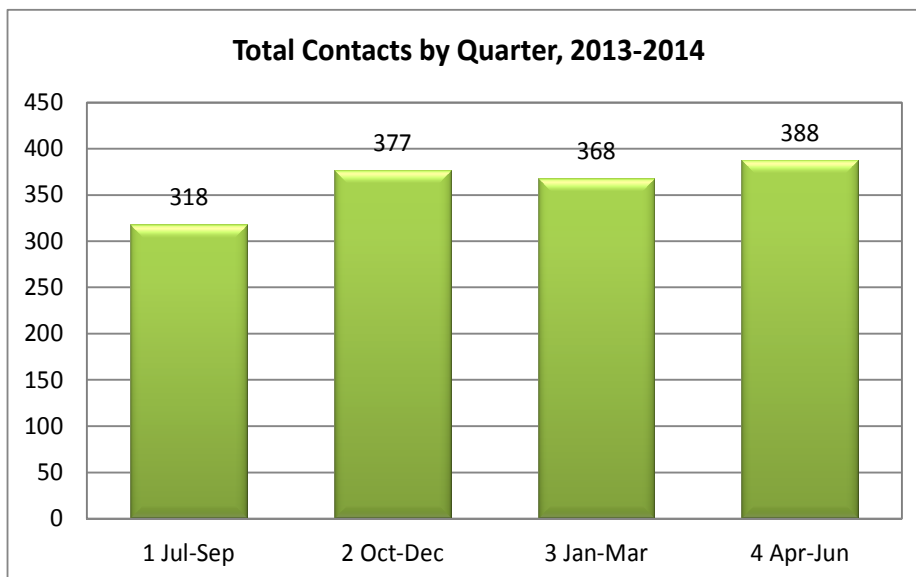
Plans for 2014-2015

The Community and Family Programs department at SEI will be moving locations in August/September of 2014. With this move SEI is able to tailor some of the physical characteristics of our building to better meet the needs of our Parent and Early Childhood Education Programs. SEI will be able to enhance our child watch offering because of increased, and better developed, physical space that will be more conducive to our long-term vision.

SEI has also begun the process of researching a new curriculum that will allow for a more sustainable service delivery of our groups going forward. SEI is specifically looking into the Nurturing Parenting Curriculum and are working towards utilizing this curriculum for several groups within multiple SEI programs. SEI believes that this will allow for the training and development of new group facilitators as our current curriculum is becoming outdated and difficult to train on.

Additionally, SEI will be enhancing the focus on Early Childhood Education through our various parenting programs. SEI is partnering with Early Learning Multnomah (ELM) to enhance the parent voice regarding Early Childhood Education within Multnomah County. SEI will utilize its Parenting Class as a Parent Learning Team for ELM, and SEI will also provide the opportunity for 2-4 parents to participate on the ELM Parent Advisory Council, which is one of the three governing bodies of ELM. This will allow for direct opportunities for parents to participate in the development of their young children's educational path at a system level that has previously not been as accessible for parents. SEI has also developed some internal processes that will allow for increased awareness of its Parent and Early Childhood Education programs for the parents and families of the 2,500 youth that currently participate in SEI Youth Services programs. It is the goal of SEI to ensure that all younger siblings of these current Youth Services participants will be able to access SEI Early Childhood programming so that they will be ensured of having every opportunity to develop a successful education foundation at a young age.

Total Contacts by Quarter



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

Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	2.7	4.3***
Show my child(ren) love and affection frequently	3.9	5.0***
Listen to my child(ren) to understand their feelings	3.3	4.5***
Help my child(ren) feel good about themselves	3.3	4.6***
Set and stick to reasonable limits and rules	2.7	3.7***
Know fun activities to help my child(ren) learn	3.4	4.4***
Find positive ways to guide and discipline my child(ren)	2.7	4.5***
Play with my child(ren) frequently	2.7	4.0***
Protect my child(ren) from unsafe conditions	3.8	5.4***
Talk with other parents to share experiences	2.8	4.8***
Deal with the day-to-day stresses of parenting	2.8	4.2***
Understand my goals and values as a parent	3.2	5.1***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 23$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	3.6	3.9***
Willing to follow limits and rules	2.6	3.4***
Gets along with others	3.8	4.4***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 23$.



Quotes from program participants

"It's down to earth on how to deal with yourself, as well as your children."

"I think before I act."

"The kids see my change is real, so they feel more safe I think."

"The class of parents and [the teacher] really care about me and my children."

"It has taught my son more about his culture."

TODOS JUNTOS



Todos Juntos is funded to provide comprehensive parenting education to both English- and Spanish-speaking parents of children from birth to six years in the rural communities of Estacada and Sandy using the *Make Parenting a Pleasure* and *Haga de la Paternidad un Placer* curricula.

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raynellecfc@yahoo.com
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Shawna Johnson
Site Coordinator
30130 S Dhooghe Rd.
Colton, OR 97017
shawnaj@todos-juntos.net
503-341-3381

Website:
www.todos-juntos.net



Programming Overview

Activity	Description	2013-2014 Total
OPEC Parenting Education Series	Parenting Series Completed	4
	Parenting Classes	40
	Parents Attended	24
	Parents Attended 70% or More	24
	Children/Youth Attended	30
	Contact Opportunities (parents & youth)	540
Non-OPEC Parenting Education Series	Parenting Series Completed	0
	Parenting Classes	0
	Parents Attended	0
	Parents Attended 70% or More	0
	Children/Youth Attended	0
	Contact Opportunities (parents & youth)	0
Parent Workshops	Number of Workshops	0
	Parents Attended	0
	Children/Youth Attended	0
Parent Support Activities	Number of Sessions	0
	Parents Attended	0
	Children/Youth Attended	0
Home Visits	Number of Home Visits	2
	Total New Families	1
	Total New Children/Youth	3
Family Activities	Number of Activities	4
	People Attended	196

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Small Grant staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the site staff.



Parent Satisfaction

Parent Education Series

86% of parents reported that the class was somewhat or very helpful

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

Lessons Learned

Todos Juntos has had many years of experience offering parent education, however we have not had any experience using the *Making Parenting A Pleasure* curriculum. We learned that this curriculum is a wonderful tool in teaching parents and caregivers how to manage stress, use empathy in their parenting style, provide a suitcase of parenting tools they can pull from when needed, and mostly provide a gathering place for parents. At this gathering place, it is a safe and comfortable environment for parents to share stories, successes, and failures. They learn from each other, as well as from the curriculum. As facilitators and coordinators, we learned that it is not necessarily the curriculum that you teach but often it is the gathering of families around a common issue and knowing how to handle it that makes the most difference. Parents and children need and desire to be heard. Providing a caring and nurturing atmosphere for parents and children has made a difference in each community.

Connecting families to the schools was also very beneficial. Many of the families only came to school when they were required to discuss a negative situation that their child was dealing with at school. By having them come to the school for a positive reason, it helped them want to connect with the school more. We had one parent who started to come and have lunch with her son once a month just so she could better connect with him after taking our classes. We also learned that the schools want families to feel comfortable in the school environment and that this parenting program is helping fill that gap.

After providing the classes in both English and Spanish on the same night, in addition to hosting a dinner together in a common area, we learned that this created a bridge between the English and Spanish-speaking communities. Eating together helped each community feel more comfortable with the other outside of class. Additionally, the families saw how they are not so different from one another—that we all have a common goal, which is to parent our children the best we can.

Another lesson learned this year was making sure we had adequate daycare and programming within the daycare to better serve the diverse age groups we had. Also, it is important to have snacks available throughout the session for the kids.

With the first year under our belt we are looking forward to another successful year full of lessons and successes.



Capacity Overview

Activity	Description	2013-2014 Total
Facilitators Trained In Curricula	OPEC Facilitators Trained	7
	Non-OPEC Facilitators Trained	1
Funds Leveraged	Funds Leveraged	\$0
	In-Kind Leveraged	\$6,560
	Total Leveraged	\$6,560
Advisory	Advisory Board Meetings	6
Programs	Programs in Collaboration with Schools	4



Demographics of Families completing the Parenting Skills Ladder during 2013-2014

Number of Parents: 22
Number of Children: 54

Gender

27% Men
73% Women

Race/Ethnicity

55% White/Caucasian
5% Black/Afr. American
40% Hispanic
0% Asian
0% Native American
0% Other/Unspecified

Age

Age Range: **28-63**
Average Age: **39**

Parenting Style

91% With Partner
9% By Themselves

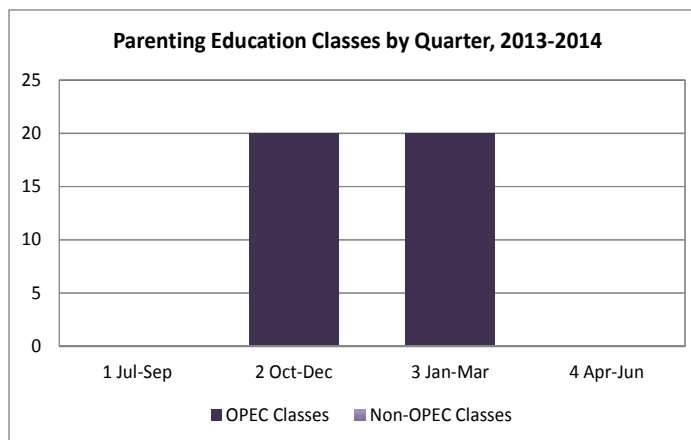
Children

Average Age: **7**
Age Range: **2-15**
Age 0-6 Years: **52%**
Children per Family: **2**

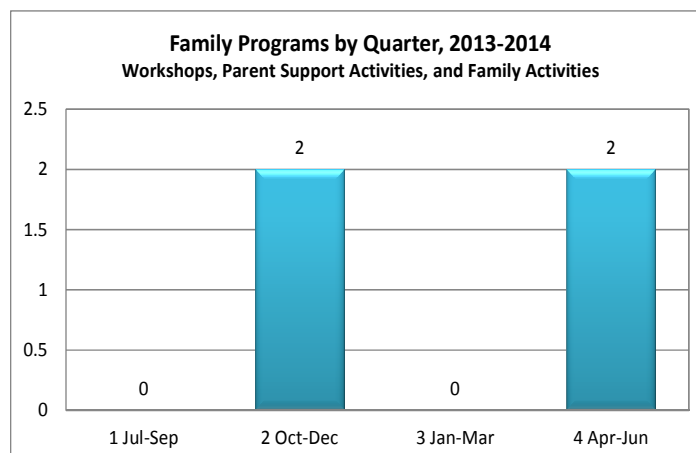
County

100% Clackamas County

Parenting Classes by Quarter



Family Programs by Quarter



Plans for 2014-2015

During Year 2 of the grant, Todos Juntos plans to provide an English and Spanish *Make Parenting A Pleasure* series in Estacada and Sandy. We plan to offer these series over the course of ten weeks, which would include a meet-and-greet night and one follow-up session, totaling 12 sessions. We are in the planning stages of when we will offer these series. This will depend on facility use and availability.

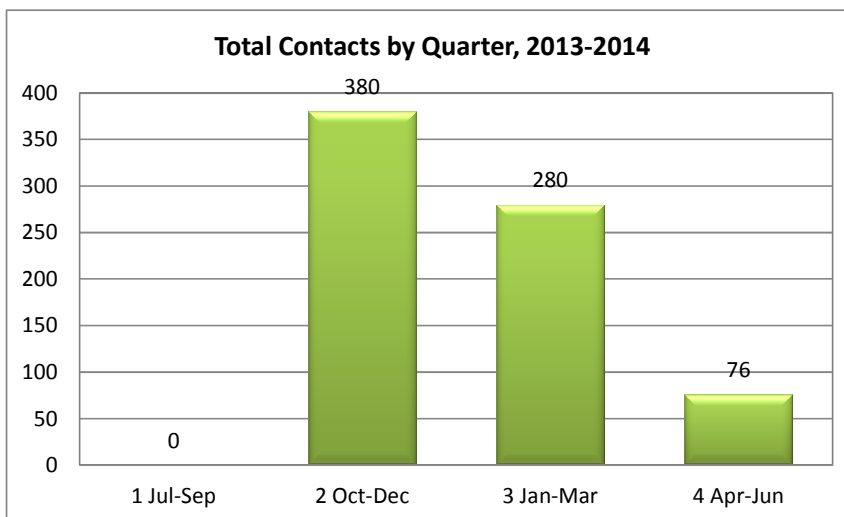
We are working on partnering with Family Stepping Stones to bring two-hour workshops to each community. We are hoping to offer one in August, October, and November, and then do our 10-week series January through March, with a follow-up session in April or May. By adding the workshops and follow-up sessions we will be able to provide better coverage for parents and a continuum of education.

We are also planning on creating child programs during the parenting sessions rather than just providing supervised daycare. To support this, we intend to hire more staff to better serve all age groups. For example, supervised play groups for ages 0-3 and school readiness classes for ages 3-6. We would also like to partner with the library for some fun reading, as well as implement some form of organized recreation for ages 7+ and partner with community members to help provide art classes, swimming, Taekwondo, cooking, soccer, basketball, and more. This will all depend on availability in each community.

In addition, we are working with the Oregon Trail School District to help bring in resources and connect the families. For example, during Family Literacy Night we have also added a parent education piece and are able to recruit parents for our programs. The school also helps provide supplies.

Year 2 we hope to build on what we learned works and expand our parenting education to better encompass all parents of children 0-6 years old in our communities.

Total Contacts



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

Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.2	4.9***
Show my child(ren) love and affection frequently	4.5	5.6***
Listen to my child(ren) to understand their feelings	3.4	5.1***
Help my child(ren) feel good about themselves	3.8	5.2***
Set and stick to reasonable limits and rules	3.4	5.0***
Know fun activities to help my child(ren) learn	3.5	5.0***
Find positive ways to guide and discipline my child(ren)	3.2	5.1***
Play with my child(ren) frequently	4.0	5.3***
Protect my child(ren) from unsafe conditions	5.1	5.7***
Talk with other parents to share experiences	2.6	4.6***
Deal with the day-to-day stresses of parenting	3.1	4.6***
Understand my goals and values as a parent	3.6	5.5***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 22$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	4.0	4.7***
Willing to follow limits and rules	3.4	4.5***
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, $p < 0.05$. $N = 22$.



Quotes from program participants

"The environment of respect and trust."

"I feel like I am a better listener with my children and also stay calmer when they have disputes."

"I am more patient."

"I am a better parent and more aware of [my children's] development."

"I think my oldest feels like his voice is heard more than it was before."

YOUTH CONTACT, INC.



Youth Contact, Inc. is funded to provide additional *Incredible Years* classes for parents, foster parents, and child care providers of young children, with emphasis on reaching low-English language proficiency Latino and Somali families and delivering curricula in families' native language.

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Director of Special Projects
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503-679-2553

Youth Contact Inc.
447 SE Baseline
Hillsboro, OR 97213

Website: www.youthcontact.org



Programming Overview

Activity	Description	2013-2014 Total
OPEC Parenting Education Series	Parenting Series Completed	4
	Parenting Classes	48
	Parents Attended	46
	Parents Attended 70% or More	37
	Children/Youth Attended	56
	Contact Opportunities (parents & youth)	1,224
Non-OPEC Parenting Education Series	Parenting Series Completed	5
	Parenting Classes	40
	Parents Attended	59
	Parents Attended 70% or More	54
	Children/Youth Attended	20
	Contact Opportunities (parents & youth)	702
Parent Workshops	Number of Workshops	0
	Parents Attended	0
	Children/Youth Attended	0
Parent Support Activities	Number of Sessions	0
	Parents Attended	0
	Children/Youth Attended	0
Family Activities	Number of Activities	0
	People Attended	0

The narrative sections of this report, including Progress Toward Goals, Lessons Learned, and Plans for 2014-2015, were written by Small Grant staff. Although these sections were edited for clarity by OSU staff, the narratives remain in the voice of the site staff.



Parent Satisfaction

Parent Education Series

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

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

Lessons Learned

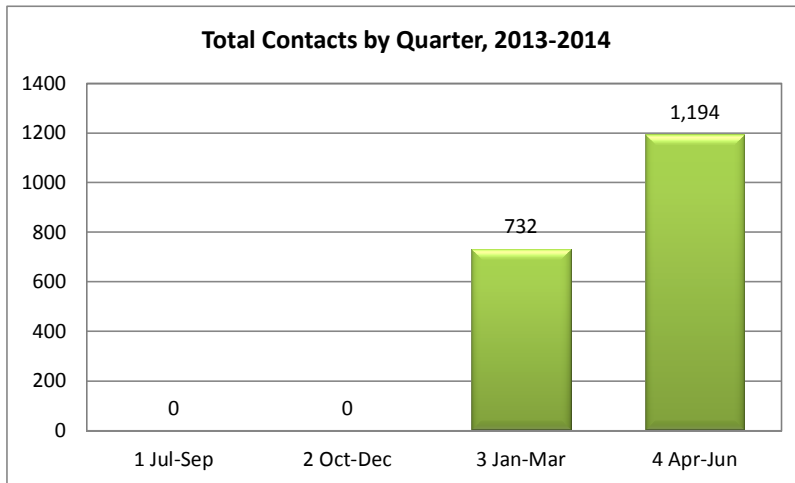
There were many lessons learned through our increased programming efforts this year:

- Child care is a critical part of our parenting education programs. It is essential that we maintain a pool of qualified providers, who are experienced in working with children from diverse backgrounds, and who understand key components of our curricula. It is also important that we adequately staff our child care sessions to maintain safe teacher-to-child ratios and to ensure that each child's individual needs can be met (especially youth with special needs).
- Good advertising cannot be understated. We continue to look for new ways to market our programs in the community, and have already increased our exposure through a greater presence online and in schools.
- Facilitators are critical to program retention. About halfway through the year, we decided to have facilitators (instead of office staff) make reminder and follow-up phone calls to families – and what a difference it made! Turnout was substantially higher, and we also noticed that more parents were attending consistently across all programs (both OPEC and non-OPEC classes).

Capacity Overview

Activity	Description	2013-2014 Total
Facilitators Trained In Curricula	OPEC Facilitators Trained	16
	Non-OPEC Facilitators Trained	4
Funds Leveraged	Funds Leveraged	\$0
	In-Kind Leveraged	\$0
	Total Leveraged	\$0
Advisory Meetings	Advisory Board Meetings	4
Programs With Schools	Programs in Collaboration with Schools	88

Total Contacts



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



Demographics of Families completing the Parenting Skills Ladder during 2012-2013

Number of Parents: 100
Number of Children: 282

Gender

33% Men
 66% Women
 1% Did not specify

Race/Ethnicity

25% White/Caucasian
 12% Black/Afr. American
 53% Hispanic
 7% Asian
 0% Native American
 3% Other/Unspecified

Age

Age Range: 21-67
 Average Age: 37

Parenting Style

73% With Partner
 23% By Themselves
 4% Did not specify

Children

Average Age: 8
 Age Range: 0-18
 Age 0-6 Years: 50%
 Children per Family: 2

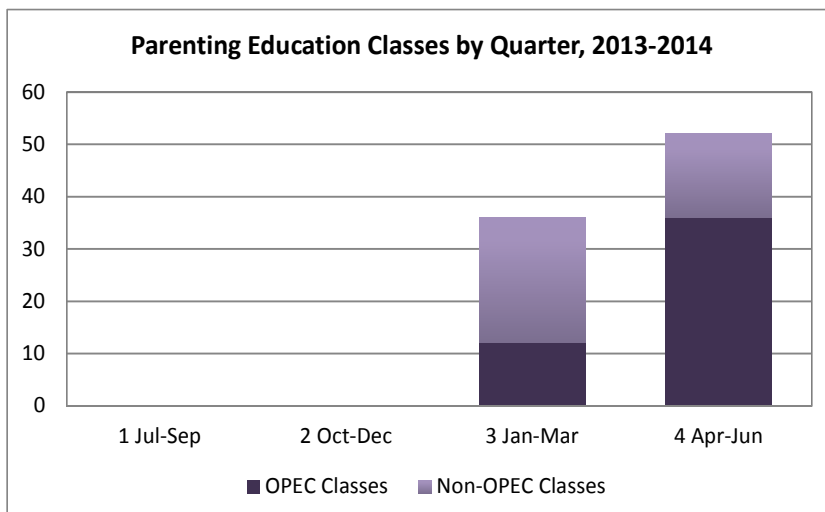
County

100% Washington County

Plans for 2014-2015

In the coming year, we will offer two *Incredible Years* programs, as well as two *Nurturing Parenting* programs. *Nurturing Parenting* is a new model for Youth Contact, so we are excited to see how families respond to the curriculum. To prepare for this program, we will host a *Nurturing Parenting* training in July 2014 that will engage seven Youth Contact staff, plus providers from other agencies. We are grateful for the opportunity to continue offering parenting education programs within our community, and are looking forward to the successes and challenges that next year will certainly bring!

Parenting Classes



Improved Parent and Child Skills

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

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	2.9	4.9***
Show my child(ren) love and affection frequently	4.2	5.5***
Listen to my child(ren) to understand their feelings	3.3	5.2***
Help my child(ren) feel good about themselves	3.6	5.3***
Set and stick to reasonable limits and rules	3.2	5.0***
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	5.2***
Play with my child(ren) frequently	3.4	5.1***
Protect my child(ren) from unsafe conditions	4.6	5.6***
Talk with other parents to share experiences	3.3	5.0***
Deal with the day-to-day stresses of parenting	3.3	5.0***
Understand my goals and values as a parent	3.7	5.4***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 101$.

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

Child Skills	Before Participation	After Participation
Shows concern for others	3.7	4.8***
Willing to follow limits and rules	2.9	4.6***
Gets along with others	3.7	5.0***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 101$.



Quotes from program participants

“My child can trust my parenting because I am able to be consistent.”

“We dedicate more time each to be with [our children] and play with them.”

“My daughter is more ready to follow the routine. Her separation anxiety has also reduced.”

“I learned many things about parenting that I didn't know before.”

“I am more engaged with the needs of my child.”

APPENDICES

Appendix 1: Evaluation and Technical Assistance Overview

Appendix 2: Parent Voices

Appendix 3: Community Partner Perspectives

Appendix 4: Cohort 2 Follow-Up Coordinator Survey

Appendix 5: Cohort 2 Hub Self-Assessment

Appendix 6: Cumulative Numbers for OPEC Hubs

Appendix 7: Parents with Children Age 0-6 Years Old

Appendix 1

EVALUATION AND TECHNICAL ASSISTANCE OVERVIEW

2013-2014

The funders for the Oregon Parenting Education Collaborative partnered with Oregon State University (OSU) to develop a systematic approach to supporting the funded projects through evaluation, professional development, and technical assistance. The following outlines the evaluation process and support provided to OPEC sites during 2013-2014.

EVALUATION PROCESS OVERVIEW

The OSU evaluation team used a *cluster evaluation* method for initiating, conducting, and analyzing information from the twelve Hub and nine Small Grant sites. The main goal of cluster evaluation is to synthesize overarching lessons and/or impacts from a number of projects within a common initiative or framework. According to the Kellogg 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.

Based on these perspectives, the cluster evaluation for OPEC sites involved multiple methods and used a combination of quantitative and qualitative data collection methods and research

¹ W. K. Kellogg Foundation (2007, September). *Designing initiative evaluation: A systems-oriented framework for evaluating social change efforts*. Battle Creek, MI: W. K. Kellogg Foundation. Retrieved from <http://www.wkcf.org/knowledge-center/resources/2008/04/Designing-Initiative-Evaluation-A-Systems-Orientated-Framework-For-Evaluating-Social-Change-Efforts.aspx>

analysis. Of particular interest was the number of participants reached by the programming efforts as well as the stories of how the programming has made a difference in individual lives. Information was also collected in order to present the strengths, challenges, and progress of the initiative within each site as well as collectively among all of the Hub grantees. In aggregate form, information on all sites is useful to monitor trends, relationships, and patterns across the initiative, which would not be evident from evaluation of a single ¹.

The following sections outline the various methods of qualitative and quantitative data collection employed over the fourth year of the multi-year OPEC evaluation. This includes data collected from site coordinators and staff through the online reporting system, site visits, telephone interviews, and surveys. In 2013-2014, additional information was collected from community partners and parents through focus groups.

Online Reporting System

Using the secure online system, coordinators and site staff can enter, edit, and view project data and narratives anytime, anywhere. In addition, the online system gives site staff access to sort features and report functions that summarize program activities for use in grant-writing and other methods of leveraging additional funds and resources. The online system has three main reporting features that are used in the evaluation: Quarterly Reports, Parenting Skills Ladders, and Parenting Workshop Evaluations.

Quarterly Reports

Quantitative and qualitative data were collected from OPEC sites on a quarterly basis. In the Quarterly Reports, sites entered information about their program activities, including parenting education classes, workshops, parent support activities, family events, and home visits. Site coordinators also reported on capacity building and community collaboration activities by quarter. Organizational capacity activities included advisory board meetings, facilitators trained in parenting education curricula, professional development for staff and facilitators, and funds leveraged. Community collaboration activities included program promotion and recruitment strategies, media awareness campaigns, and school collaboration. Within the quarterly reports, site coordinators also have the opportunity to write narratives on the successes and challenges of programming and capacity building.

Parenting Skills Ladder and Parenting Workshop Evaluation

The Parenting Skills Ladder (PSL) and Parenting Workshop Evaluation (PWE) tools were used by site staff to gather data from parents who participated in programming activities. Originally developed in 2001 by Pratt and Katzev² at Oregon State University, the PSL was revised in 2006 for use with 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. The PSL was available in both English and Spanish.

The Parenting Workshop Evaluation (PWE) was also developed by Pratt and Katzev to survey parents at the end of a one-time workshop or parent education event. Revised in 2006, the workshop evaluation asks participants to report on the helpfulness of the information and how often they will use the information and/or resources presented in the workshop. In addition, participants report on what they liked best about the session and what could have been improved. English and Spanish versions were provided to sites.

Both the PSL and PWE collect demographic information on participants. This includes the participant's age, race/ethnicity, gender, parenting status (single or with partner), number of children, and age of children. Information is synthesized across both the PSL and PWE to allow the evaluation team and site staff to report on the overall demographic background of clientele served.

Parent Focus Groups and Survey

Parents are viewed as key stakeholders in the OPEC programming and their opportunity to share thoughts on the parenting program with OSU staff helps inform both the program and the evaluation efforts. In order to understand the experiences of parents in parenting

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.

education programs, the OSU team sought the perspective of parents in four Cohort 2 Hub regions – Clatsop/Columbia, Polk County, Siskiyou County, and Umatilla/Morrow.

The target audience for the focus groups was parents who had participated in parenting education programs supported by the OPEC grant. Hub 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 other parents. The number of participants at each site ranged from 6 to 12, with a total of 35 parents participated in the focus groups.

Parents who agreed to participate completed a survey prior to the focus group. This survey included information on the program they had participated in and basic demographic information. After completing the survey, participants were asked a series of questions facilitated by a moderator. Parents' responses were recorded on audiotape and transcribed verbatim. During the focus group interviews, a co-facilitator made field notes on a laptop computer. Results of the Parent Focus Groups are summarized in Appendix 2.

Community Partner Focus Groups and Survey

In order to further understand Hubs' collaborative relationships and strategies within their communities, the OSU team sought the perspective of community partners in three Cohort 2 Hub regions – Lane County, Lincoln County, and Umatilla/Morrow. The number of participants at each site ranged from 8 to 10, with a total of 26 community partners participated in the focus groups.

Community partners who agreed to participate completed a short survey on collaboration in their community prior to the focus group. After completing the survey, participants were asked a series of questions facilitated by a moderator. Community partners' responses were recorded on audiotape and transcribed verbatim. During the focus group interviews, a co-facilitator made field notes on a laptop computer. Results of the Community Partner Focus Groups are summarized in Appendix 3.

Cohort 2 Follow-Up Coordinator Survey

In an effort to further understand the evolution of OPEC Hub sites over the course of their grants, coordinators of each of the six Cohort 2 Hubs were asked to complete a survey during the first year of their grant (June 2012). In June 2014, the Cohort 2 Hubs were asked to complete a similar version of the survey, the Follow-Up Coordinator Survey, through SurveyMonkey™. These surveys explored several aspects of organizational infrastructure, such

as funding sources, budgets for parenting education programming, and advisory groups. In addition, sites were asked to report on their staffing patterns, including details about the coordinator, facilitators, and other staff members. Additional questions were related to home visiting programs, collaboration with community partners, and use of social media.

Capturing Hubs' capacity at these two time points allows assessment of growth over the first three years of the grant in these areas. Results of the Cohort 2 Follow-Up Coordinator Survey are summarized in Appendix 4. This includes information on their current capacity, as well as comparison to the infrastructure reported during the first year of the grant.

Cohort 2 Project Self-Assessment

At the conclusion of the Follow-Up Coordinator Survey, Cohort 2 Hubs were asked to complete a Project Self-Assessment. The Project Self-Assessment includes items that are seen as common indicators of highly functioning programs. These common indicators were categorized under three domains, which have been documented as important to successful program implementation for community-based programs – Organizational Infrastructure, Community and Collaborative Relationships, and Parenting Education Programming. Completing the Project Self-Assessment gave Hub staff the opportunity to reflect on the strengths and challenges of their projects at the end of the third year of the grant. Results were also compared to their baseline Self-Assessment completed during the first year of the grant (June 2012). Results of the Self-Assessment are summarized in Appendix 5.

PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE HIGHLIGHTS

Networking Activities

Conferences and other grantee meetings offer OPEC site staff the opportunity to learn from each other and from other leading experts. These gatherings with peers and experts provide information on best practices as well as strategies for addressing common issues experienced by the programs. OPEC grantee staff share program implementation, collaboration, and sustainability strategies as well as discuss challenges faced by their programs. Networking activities coordinated by Oregon State University during the fourth year included:

- Hub Networking Conference
- Gatherings for the Small Grant projects
- Technical assistance session for potential OPEC Hub grantees
- Convening a conference advisory subcommittee
- Compilation of resource materials for conference participants

- Consultation with Foundation staff to plan and coordinate activities
- Coordinating periodic conference calls for Hub staff networking
- Connecting OPEC project staff based on common interests

Annual Networking Conference

The conference was attended by OPEC Hub grantees on September 25 and 26, 2013 in Bend, Oregon. Topics for the Networking Conference were selected based on evaluation results from the previous OPEC networking conference and gatherings, input of OPEC grantees, and information regarding training needs garnered through the project evaluation process.

The primary focus of the conference was on leadership within networks. Leadership sessions were led by Karma Ruper from the Center for Ethical Leadership. Other sessions during the conference included presentations from each of the Hubs, sharing of key sustainability elements, and information about professional development for parenting educators and implementation fidelity. Funders also led discussions with the grantees regarding alignment with Early Learning Hubs and opportunities for OPEC Hub expansion.

Small Grant Gatherings

Since 2013-2014 was the first year of funding for this round of Small Grant recipients, OSU facilitated two gatherings in an effort to build comradery among the grantees. Both gatherings were held in the Portland area because all the grantees are located within that region. The first meeting was an orientation held on September 12, 2013. During the orientation each of the sites presented a program summary. OSU led networking activities and explained evaluation requirements.

The second gathering was held on March 14, 2014 and focused more on programmatic elements. Topics for the event included curricula overviews, tips for offering child care, information on working with culturally diverse families, and strategies for recruitment and retention.

Technical Assistance for Potential OPEC Hub Applicants

In preparation for the release of a Request for Proposals (RFP) for new OPEC Hubs, a technical assistance event was held for potential applicants on September 27, 2013 in Bend, Oregon. Regions that did not currently have OPEC Hubs were invited to send teams to the meeting. Since this session followed the last day of the Networking Conference, current OPEC Hub staff also participated in order to share insight about their regional initiatives. Jada Rupley with the Early Learning Division and OPEC funders shared information how the two systems align and complement each other. Participants also had an opportunity to complete a Hub Readiness

Self-Assessment and work as teams to determine the next steps in preparing to apply for an OPEC grant.

Informal Networking

During 2013-2014, OPEC sites also shared resources and expertise informally. Examples of informal networking included:

- Sharing information, resources, and research articles via email and Facebook
- Sharing opportunities for OPEC colleagues to attend curricula and other professional development trainings
- Developing informal mentoring relationships with staff at different OPEC projects

Technical Assistance Activities

In addition to the networking opportunities, the OSU team also provided direct and specific technical assistance to OPEC grantees. This support was provided in a variety of ways including site visits, phone conferences, development and distribution of resources, sustainability planning information, and general project consultation.

OSU staff accompanied Foundation staff on visits or conference calls to all twelve of the Hubs and the majority of the ten Small Grant sites as part of the review of renewal applications for 2014-2015 OPEC funding. Site visits gave the OSU evaluation team and funders the opportunity to:

- meet program staff, board members, and/or community partners
- develop rapport between site staff, OSU team, and funders
- learn more about the communities served
- consult on programming, evaluation, collaboration, and systems framework planning specific to each site
- determine immediate and future training needs
- learn more about the progress made toward site goals
- discuss technical assistance and networking needs
- answer questions regarding the evaluation or reporting requirements

Information from site visits is integrated into the evaluation, especially in the areas of lessons learned, successes and challenges, and the strategic planning process.

The OSU team facilitated phone conferences with site coordinators and, in some instances, additional project staff in each of the twelve Hubs and ten Small Grants at the mid-point and at the end of the funding year. The phone conferences served two purposes. First, reporting

procedures were clarified and any inconsistencies in reporting were discussed. Second, grantee concerns were identified and support was provided. Information gained through telephone interviews with sites assisted the OSU team in the evaluation of overall outcomes and is integrated throughout the evaluation report.

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 sustainability planning.

OSU hosted several conference calls during the year for Hub grantees. The conference calls provided opportunities for grantees to share information on a variety of topics including curricula, facilitator support, recruitment strategies, Early Learning Hub implementation, etc. The calls also allowed OSU faculty to update grantees on new resources and upcoming opportunities such as Parenting Education Week.

In addition, working with the funders, OSU staff acted as a liaison to connect expert consultants with OPEC Hub personnel. In 2013-2014, OSU served as a consultant with RMC Research on a fidelity implementation tool. This work was funded by The Ford Family Foundation but overlapped with OPEC.

Other Technical Assistance

OSU staff also provided technical assistance to organizations and communities not currently served by an OPEC Hub. This technical assistance ranged from phone consultation on parenting education programming and evaluation to presentations on the OPEC mission and outcomes. Specific examples of other technical assistance include the Parenting Education Consortium and Parenting Education Week.

Parenting Education Consortium

The OSU team has worked collaboratively with the Oregon Health Authority's Maternal and Child Health Division to establish a parenting education consortium comprised of state level stakeholders. The consortium provides an opportunity for stakeholders to better understand the current systems that involve parenting education and to provide leadership in promoting effective parenting as core to optimal child health and development.

Oregon Parenting Education Week

In May 2014, the OSU team provided leadership for Oregon Parenting Education Week and the Oregon Parenting Educators Conference. Both were collaborations between OSU's Hallie E. Ford Center for Healthy Children and Families and OPEC. The purpose of Oregon Parenting Education Week was to draw attention to the importance of parenting for a child's growth and development. The event included a proclamation by Governor Kitzhaber, a media kit for use by community-based organizations offering parenting education, the Parenting Educators Conference, and a seminar.

The week began with a statewide conference hosted by OSU faculty on OSU's campus. The conference featured 27 workshops and was attended by 325 parenting educators and other early childhood professionals. Evaluations from the conference were extremely positive. The conference will become an annual event to help meet the professional development needs of parenting educators. Each of the OPEC grantees were invited to send two parenting educators or staff at no cost to their organization.

The week ended with a research seminar, *Development and Assessment of an Evidence-Based Training Program for At-Risk Preschoolers*, presented by Eric Pakulak, Ph.D. from the University of Oregon's Brain Development Lab. The seminar was held at the Hallie Ford Center in Corvallis and live-streamed and archived on the web. Approximately 70 faculty, students, and human service providers attended the seminar or connected through the web.

Appendix 2

PARENT VOICES

2013-2014

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 2013-2014 grant year, over 2,900 parents participated in parenting education series associated with Oregon Parenting Education Collaborative (OPEC) Hubs and Small Grant projects. 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 this quantitative data collected on the PSL, qualitative data was also captured through parent focus groups and anecdotal accounts shared by OPEC staff through their quarterly reports.

PARENT FOCUS GROUPS

Parents are viewed as stakeholders in OPEC programming and their opportunity to share thoughts on the parenting program helps inform both the program and the evaluation efforts. In order to further understand the experiences of parents in parenting education programs, the Oregon State University (OSU) team conducts parent focus groups annually through a rotation schedule with the OPEC Hubs. For the 2013-2014 program year, OSU sought the perspective of parents through focus groups in four Cohort 2 Hub regions.

The four focus groups were held with parents from the Clatsop/Columbia, Polk County, Siskiyou County (California), and Umatilla/Morrow Hubs regions. Two focus groups (Clatsop/Columbia and Siskiyou) were held for parents who spoke English and two were held for parents who spoke Spanish (Polk and Umatilla/Morrow). The Spanish focus groups were facilitated by a native Spanish speaker. Hub coordinators were asked to recruit parents who had participated in parenting education programs supported by the OPEC grant.

¹ DeBord, K. & Matta, M. (2002). Designing professional development systems for parenting educators *Journal of Extension* [On-line], 40(2). Retrieved November 1, 2011 from <http://www.joe.org/joe/2002april/a2.html>
Family Strengthening Policy Center (2007). *The parenting imperative: Investing in parents so children and youth succeed*. Washington, DC: National Human Services Assembly. Retrieved November 1, 2011 from <http://npen.org/pdfs/fsp-policy-brief22.pdf>

² Results from the Parenting Skills Ladder can be found in the Parenting Education Hubs section under Parent and Child Outcomes

Across the four sites, a total of 35 parents participated in the focus groups, with the number at each site ranging from 6 to 12. Demographic information was available for 34 parents. Of these, 91% (31) were female and 9% (3) male. Eighteen of the parents were White (53%) and sixteen of Hispanic/Latino ethnicity (47%). Three parents (9%) held a bachelor’s or graduate degree, with six having an associate’s degree (19%), ten having some college (31%), four having a high school diploma or GED (13%), and six having less than a high school education (28%). A third of the parents (36%) were employed, with seven working full-time and five working part-time. One participant was retired (3%) and 20 did not work (61%). Parents ranged from age 20 to 67 years of age, with 54% under 30, 15% between 31-40 years, 23% between 40-49 years, and 8% over 50. Parents participating in the focus group reported between one and six children, for a total of 98 children across the 34 parents. Of the children who are 0-18 years old, 55% were under 6 years old, 29% between 7-11 years, and 16% over 12 years old.

Parenting Survey

At the beginning of the focus group parents were asked to complete a survey rating their perspective of parenting and their experiences after the parenting programs. On the survey, parents rated their perspective on a range of items on a scale from 0 to 5 with 0 being “*Completely Disagree*” and 6 being “*Completely Agree*.” Table 1-3 display the mean, standard deviation, range, and percentage of parents that reported that they *slightly, mostly, or completely agreed* with an item.

Table 1

Parenting Behaviors: Means, Standard Deviations, Range, and Percentage of Parents Who Agreed with Each Item, N = 35

Item	Mean	Std Dev ^a	Range ^b	Percent Agreed
Parenting Behaviors				
I feel comfortable in my ability to protect my child from unsafe situations.	5.71	0.58	4 – 6	100%
I show my child love and affection frequently.	5.61	0.93	2 – 6	94%
I am confident in my ability to parent my child.	5.48	0.91	2 – 6	97%
I am confident I can find resources and services for my child.	5.44	0.88	3 – 6	97%
I have used activities that helped my child learn.	5.35	0.85	3 – 6	94%
I get the emotional support I need from my family and/or friends to help me parent effectively.	5.30	0.98	2 – 6	94%

Continued on next page

Table 1 (continued)

Item	Mean	Std Dev ^a	Range ^b	Percent Agreed
Parenting Behaviors				
I have the ability to bounce back from challenges.	5.27	0.80	2 – 6	97%
I feel satisfied with the amount of support I receive related to parenting from my family and/or friends.	5.27	0.94	3 – 6	97%
I am able to soothe my child when he/she is upset.	5.26	0.67	4 – 6	100%
I am able to identify what my child is feeling.	5.26	0.90	2 – 6	97%
I feel confident in my ability to discipline my child in a positive way.	5.24	0.82	3 – 6	97%
I have age-appropriate expectations for my child's behavior.	5.24	0.82	3 – 6	94%
I spend time with my child doing things he/she wants to do.	5.19	0.90	3 – 6	94%
I have healthy ways of coping with the everyday stresses of parenting.	5.16	0.77	3 – 6	97%
I am able to set appropriate limits for my child.	5.15	0.99	2 – 6	91%
I am able to meet my child's needs even when I am dealing with stress.	5.09	0.98	2 – 6	94%
I find positive ways to manage my child's behavior.	5.00	0.85	3 – 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.

The average ratings on the parenting behavior items ranged from 5.00 to 5.71. The items that parents agreed with the most was *I feel comfortable in my ability to protect my child from unsafe situations* and *I show my child love and affection frequently*. The lowest ranking item was *I find positive ways of dealing with my child's behavior*, although this item still had an average rating of mostly agree.

Table 2

Child Behaviors: Means, Standard Deviations, Range, and Percentage of Parents Who Agreed with Each Item, N = 35

Item	Mean	Std Dev ^a	Range ^b	Percent Agreed
Child Behaviors				
My child knows he/she is loved.	5.76	0.64	3 – 6	97%
My child shows concern for others.	5.33	0.88	2 – 6	97%
My child gets along with others.	5.20	0.85	3 – 6	93%
My child is willing to follow rules and limits.	4.87	1.28	1 – 6	93%

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.

The average ratings on the child behavior items ranged from 4.87 to 5.76. All items were highly rated by parents, with parents mostly to completely agreeing that their child *knows he/she is loved, shows concern for others, gets along with others, and is willing to follow rules and limits*. The lowest rated item that their child *follows rules and limits*, but this item still had an average rating of slightly agree to mostly agree.

Table 3

Parenting Education Experiences: Means, Standard Deviations, Range, and Percentage of Parents Who Agreed with Each Item, N = 35

Item	Mean	Std Dev ^a	Range ^b	Percent Agreed
Parenting Education Experiences				
Overall my participation in the parenting series was helpful for my family.	5.32	0.91	2 – 6	97%
I see positive changes in my child’s behavior As a result of the parenting series I attended.	5.35	0.92	2 – 6	94%
I experienced positive changes in my parenting behavior As a result of the parenting series I attended.	5.30	0.88	2 – 6	97%
I have continued to put into practice what I learned from the parenting series.	5.36	0.86	2 – 6	97%
I liked the interaction with other parents in the parenting education series	5.39	1.05	1 – 6	94%
I have continued to access parenting education opportunities since I participated in this parenting program	5.00	1.36	1 – 6	89%
I have stayed in contact with the other parents I met in this parenting class	4.03	1.66	1 – 6	72%

Note: Scale ranged from 0 to 6, with 0 indicating *completely disagree* and 6 indicating *completely agree*. ^a Standard deviation is a measure of the dispersion of a set of data from its mean. The more spread apart the data, the higher the deviation. ^b Range is the lowest and highest answer selected by participants.

The vast majority of parents highly rated their experiences and the changes that resulted from being involved in parenting education, with 97% of the parents agreeing that their participation in the parenting series was helpful for their family. Ninety-seven percent reported that they have seen positive changes in their parenting behavior and 95% reported positive changes in their children’s behavior as a result of the parenting series that they attended. Ninety-seven percent of the parents also agreed that they have put into practice what they have learned in the parenting series. In thinking about their experiences with the parenting education class, 94% liked the interaction with other parents and 72% have stayed in contact with parents they met in the class. Almost 90% of parents reported that they have continued to access parenting education opportunities since they participated in the parenting series.

Perspectives on Parenting Education

After completing the survey, parents were asked questions about their experiences in the parenting education program and their perspectives on several items including what they liked about the classes, what could be improved, how the classes have helped with parenting, differences they have seen in their child's behavior, changes in parenting practices, interest in other parenting programs, and ideas for reaching out to other parents.

Most Liked Features of Parenting Education Classes

During focus groups, parents were asked to identify what they liked regarding the parenting education program in which they had participated. Parents offered many positive comments, typically focusing on the class content and its applicability to their parenting situations at home. In particular, parents indicated that they appreciated learning new ways to address their children's behavior at home and receiving updated parenting information.

Another important skill that the parents identified from the parenting programs was how to be active participants in their child's development at home as well as at school. They noted the importance of having "book time" with their children every day, of exercising and playing together as a family, of expressing empathy to their children, and building trust with children of every age.

Parents from the focus groups that were conducted in Spanish stated that having parenting resources and classes offered in Spanish helped them feel comfortable about signing up for classes and actively participating in the classes. Parents from each of the focus groups said that the parenting programs are well organized, and that the parents feel listened to and respected.

Parents also liked the format of the classes and the interactive delivery mechanisms used by the facilitators. For instance, they shared that they enjoyed *"the open discussions,"* tailoring of *"advice for our experiences in real life because sometimes theory is different than practice,"* networking with parents by *"hearing from other parents that I'm not the only one dealing with these problems,"* and inclusivity of fathers and other caretakers in the classes.

Finally, some parents also liked that classes were flexible, meals were offered, and child care was provided. As one parent contributed, *"I like the dinner and the child care, especially when we arrive home late from work and we don't have time to make dinner for the family and still make it to class on time."*

Change in Parenting Practices

Parents generally reported that they had learned a lot and that a variety of changes had

occurred in their parenting practices as a result of taking the classes. Since their participation, parents said they had established clear expectations for their children's behavior. Linked to those expectations was a greater understanding of positive discipline strategies. One parent shared *"I learned how to set and maintain limits"*, and another parent stated, *"redirection and consequences are great. It is like a miracle for my five year old. Saying things like 'you'd really help mama if you did that' really helps."*

In addition to knowing how to support child development through developmentally appropriate limits and expectations, parents also talked about how the classes helped them add new dimensions to their emotional connections and communication with their children. One parent opened the discussion on changes in parenting by saying, *"I started to show more love to my children in a way that they could feel."* Two different parents characterized the changes in their relationships with their children in this way:

I learned how to have empathy for children. That's important because they need someone to understand them when they are not able to communicate clearly with us because they don't have those skills yet. Just being able to understand and validate feelings—it kind of just diffuses a lot of their frustrations and the feelings that they have. And that's really big for me.

I talk more with my children, and we have more confidence with each other now. We chat more – we don't ignore each other, and they confide in me more often. I ask them about how their day was, how school went, and all of that.

Parents indicated that participation in the classes had also affected the way they communicated with their parenting partner. One parent shared, *"My husband and I have really worked on communication in our house. Having a professional say something rather than us argue the point has really helped a lot. And we were arguing a lot."*

Finally, parents shared that they were now able to understand how to manage their own stress as well as their emotional responses to child behaviors that were challenging or frustrating. As illustrated by one parent's comment, *"that was a big thing I learned: how handle my own stress."* Explaining the moment that she realized how much she needed the classes, one mother said:

Just breaking the cycle of the parenting that I had, doing the negative stuff, the yelling, the spanking. Just stopping that and realizing that I don't want to pass that on to my children. And the never-ending cycle of verbal and mental abuse, and I don't want to put my children through it.

Another mother elaborated on her motivation to accept the information from the parenting classes in order to change her behaviors:

We're not perfect, right? We all have imperfections. It's difficult to change your habits, to change from one night to the next morning. It's hard to change. We work day to day to change what we eat and how we behave. We have to learn how to get rid of the bad habits because our children will learn those habits from us. Our children keep growing and we want their respect.

Receiving useful resources from the parenting classes has also helped some parents learn where they can go to ask for help, inside and outside of the classroom. One mother explained the importance of asking for help with her children: *"I'm more patient with my kids – we have four – and it is a challenge being patient with all of them. But I've learned that it's okay to ask for help when I need it."* Many parents commented that they have built relationships with the facilitators and other families in the class, and are planning to have informal play groups so that they can continue to benefit from each others' experiences and advice.

Child Behavior Differences

Some parents in focus groups were specific in how they observed changes in their child's behavior as a consequence of gaining knowledge and learning new parenting strategies. These changes contributed to less stress for parents and families in general. Parents reported that their children had positively responded to new discipline strategies, had fewer tantrums or outbursts, and were better at following parental guidance.

Parents attributed changes in their children's behavior to the changes in their parenting practices. A mother shared this example of how the combination of changes had worked in her family:

When I nagged my children before, I didn't realize that they saw it in a different way than I did. I get their attention in different ways now, but I don't nag them anymore. They don't talk back to me anymore or use bad words to talk to me.

Particularly, parents felt like their children handled their own anger in more effective ways, and also that the children showed more respect and responsiveness to the parents. One mother shared how her new empathy skills transformed her relationship with her son:

We've been going through a difficult time, and now I feel like my son respects me more. We have a really great bond now. With everything that we've gone through in my family, I feel like my son respects me more. I can see that he's not as upset as when I wasn't coming to the class. When I wasn't coming, he would say, "You don't

know how I feel!" He loves me, and now I understand what he's going through. We have a stronger relationship, and my fiancé has a stronger relationship with him and me, too. It's going to be okay.

Finally, parents shared that their children seek them out more often to have regular reading time and family activities, like walking to the park together after dinner. Parents also reported that their children seemed to have better relationships with their siblings with less conflict and name-calling.

Interest in Additional Parenting Programs

Parents indicated they were interested in additional parenting programs. In particular, they mentioned an interest in programs that were developmentally appropriate and focused on middle childhood, pre-teens, and teens. There was also an interest in classes that focused on children with special needs. Parents said they would be interested in attending more parenting education classes, especially if they were accessible and affordable.

Many parents found that the classes were so useful that they were recommending the classes to their friends and family. Reasons for the recommendations focused on how useful the information in the classes was, and also on the welcoming and open environments that the facilitators and other parents created:

I would recommend these classes because there is a place where we can talk about our problems with our children with confidence and trust. I've already started to talk to some other parents about what I've learned in the classes and all that.

There were unique suggestions brought up in the Spanish focus groups. For example, mothers shared that it is hard to access services for children with autism if the parents primarily speak Spanish, and that there are also cultural barriers for them to seek help for a child with autism. A few mothers in one Spanish focus group spoke about the need for education about intimate partner violence, so that their daughters and sons would not grow up thinking that it is normal and healthy to be in a violent situation.

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 and more information. Some parents thought that having classes more than once a week or adding more weeks onto each series would be helpful. Others thought that holding a one-day workshop to review the main topics would be

helpful a few weeks after the end of the series.

In some cases, parents wanted more information on specific topics. Parents suggested content about raising children with special needs and advice about parenting adolescents would be useful. They suggested that a useful curriculum would include parent-adolescent interactions in a class setting so that they could learn how to communicate and trust one another. Parents emphasized how current classes shaped their understanding of child development and that they wish that they knew more about adolescent development so that they could continue to understand and empathize with their children. More up-to-date materials also were recommended particularly regarding the videos and DVDs shown in class.

Some parents said that they wish that more parents would sign up and regularly attend the classes. Many parents agreed that anyone can learn something useful at the classes, and part of what makes the classes useful and interesting is when parents share stories from their lives about parenting and everyone gives advice and listens to the instructor. They also agreed that it is helpful to remind one another outside of class about the parenting strategies that they learned in class. Partners who attended class with one another said that working from the same source of information helped them co-parent more effectively and also helped them communicate with one another in positive ways. Mothers from the Spanish focus groups added that although there are some cultural barriers to convincing their husbands to attend parenting classes, husbands who did come to one class continued to attend because they saw the usefulness of the information.

Ideas for Outreach

Parents offered many ideas as to what types of outreach made a difference for their attendance in parenting education classes and what ways they best felt additional parents could be reached. These suggestions included:

- Door-to-door flyers
- Flyers at parks and grocery stores
- Booths at various events
- Information at educational centers and schools
- Direct mail
- Personal referral
- Word of mouth
- Multi-language outreach
- Online/Internet/Facebook/Twitter
- You-Tube videos with parenting tips

- Advice column in the local newspaper
- Local radio stations
- Working with the faith community

Overall, parents participating in the focus groups benefitted from their participation in a parenting education series. They learned and implemented parenting knowledge and skills they gained through the classes, as well as saw improvements in their children’s behavior as a result of the class. Although they offered some suggestions for improving the classes, they were overwhelmingly satisfied with their experiences and interested in engaging in additional parenting education opportunities.

PARENT SUCCESS STORIES

In addition to the experiences shared by parents during the focus groups, some staff from the OPEC Hubs and Small Grant projects also provided anecdotal reports of observed change in individual parents. Following are selected stories highlighting the transformation experienced by some parents.

Central Oregon Hub: A single mother of a five year-old, who is working and going to school at the same time, attended the "Focus on Parenting" Class, a 10-week *Make Parenting A Pleasure* class for families referred to parenting classes by outside agencies. At the end of the 7th week of class, with the focus on positive discipline and communication, the mother shared what she called an “*aha*” moment. She described using the techniques of *Stop, Listen, Make Eye Contact, Slow DOWN*, and stated that her son responded without yelling, crying, and was "*so much calmer himself!*" The mother acknowledged that the stress was HER stress and she had the skills now to change their interaction when things got tough.

Central Oregon Hub: On the last night during the closing activity, parents go around the room and share their experiences. One of the fathers said, *“I want you to know that before [this] class started I thought this would be a parenting class that I would zone out of once a week. But you made me think about things differently and I wanted to be engaged and involved in class and I want to be a better parent.”*

Central Oregon Hub: One young father commented on how his new communication skills have not only helped his relationship with his child, but have also helped him deal with a difficult supervisor at work. Another father noted that he now notices how disrespectful some of his friends are to their children and has encouraged them to try a different approach.

Clatsop/Columbia Hub: Teen parents showed significant success in their skill building. One male teen parent-to-be had perfect attendance and shared with his school counselor that he feels like he is ready to be a father and credited the class for helping him with skills to become a good father.

Columbia Gorge Hub: An open-enrollment mom got her child back into her home from foster care. The child's grandmother, who also attended the parenting series, is so pleased that her granddaughter will have a much better childhood than she had.

Immigrant and Refugee Community Organization Small Grant Project: Families who completed the first *Nurturing Parenting* series and home visits did not have any new or re-opened Department of Human Services (DHS) Child Welfare cases. This is a great achievement for this community with such high domestic violence incidence rates and a lack of parental understanding as newcomers to the United States.

Lincoln County Hub: A parent who was mandated to take the class by DHS Child Welfare made tremendous growth based on learning about the different developmental stages and age appropriate positive discipline techniques. This parent was able to learn how to meet her children where they were at and incorporate appropriate expectations.

Pathfinders of Oregon Small Grant Project: A father in his mid-30s called for an intake for parenting classes. He has a long history of criminal justice involvement and his child was taken away due to being unfit at the time. Since then, the father has been taking parenting classes, is engaging in 12-step recovery support, has been assisted with employment, and now has visits with his child. He is now in compliance with probation and parole. At the time of the intake, this father's rights to his child were moving toward being terminated, however DHS has changed the plan to dual track, which means if he follows through and can prove he can parent, they may return the child to his care as a single father.

Siskiyou County Hub: One of our Community Resource Centers (CRC) has been working with a young family currently under Child Protective Services (CPS) supervision. After having their children removed because of drug abuse and domestic violence issues, the children were returned to this couple approximately five months ago. Since that time, the parents have taken 16 weeks of parenting classes, attended the children's playgroup, and have signed up for our *"Tools for Dealing With Anger"* class. At the request of CPS, the mother is doing her drug testing at the CRC so she does not have to travel to a neighboring city. Recently the family expressed their gratitude to CRC's Program Manager, *"CPS is really impressed with our progress. Thank you for all the classes and what I have been learning. And for your confidence in me, that I could*

stay off drugs and keep doing better." The CPS worker who dropped off the drug testing supplies spoke positively about the family's progress and complimented CRC on their willingness to work with them.

Todos Juntos Small Grant Project: One family had four children all under the age of six, with twin girls (two years old). This mom had no boundaries set for her children; they ran wild. She felt as long as they were not killing each other life was good. While attending class we connected her with Head Start for her preschool-aged child, connected her with the kindergarten teacher to assist her in helping her kindergarten-aged boy that was struggling in class, and helped her set boundaries and structure in her life. By the end of the sessions her children were not climbing in the sinks, hiding under desks, hitting others, or spitting on peers! At the beginning of the sessions we had to assist her to the car because the one boy would take off running into traffic. During the last session, he held her hand and helped her get his sisters in the car.

Wallowa/Baker Hub: If we judge success through positive growth then no one individual stands out more to me than a particular dad that came to our program about three months ago. From the first interactions I had with him it was obvious that he was a caring father that loved his children, but many of the practices he used to foster growth or positive behavior in his children were based on fear, shame, or intimidation. This dad has worked through many of the *Nurturing Parenting* lessons with me over the course of many months. If one were to currently observe a visitation, one would notice the connections he is making with his children through his open-ended questioning of his children, allowing his children to lead activities, and his use of positive discipline techniques such as pointing out the positive, encouraging his children, and the ignoring behaviors he does not wish the children to repeat. I have seen this father grow from a reluctant participant of *Nurturing Parenting* to a confident student of the subject, who can discuss and practice the many skills of the program.

Youth Contact Small Grant Project: Comments from a father who participated in our *Incredible Years* program (Spanish Series): *"I learned to be a better father. I learned to appreciate my family more. My wife also learned to play with my son and listen better. He is the greatest love that we can have, so we are grateful to learn how to support him better. I can honestly say that the class was something that changed my life. Thank you very much for everything."*

Summary

Overall, parents participating in parenting education series affiliated with the OPEC Hubs and Small Grant projects benefit from their involvement in the classes. They consistently report significant improvement in their parenting skills, knowledge, and behaviors as well as their

children's behavior as measured on the Parenting Skills Ladder. These improvements on quantitative measurements are further supported by qualitative data shared by parents participating in focus groups and anecdotal evidence offered by OPEC staff.

Appendix 3

COMMUNITY PARTNER FOCUS GROUPS

2013-2014

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 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 town and/or region. Aggregate data gathered are useful in further defining the characteristics of successful partnerships and barriers to collaboration at the local level.

In 2014, community partners who have worked with three Cohort 2 Hubs (Lane, Lincoln, and Umatilla/Morrow) in offering parenting education in their communities were invited to participate in focus groups about collaboration. In June and July 2014, a total of 26 community partners participated in the focus group and survey in these three communities.

Characteristics of Respondents and Agencies

Participants represented a wide range of agencies and organizations. This included the Department of Human Services, Head Start/Early Intervention, health care and mental health agencies, community non-profits, Child Care Resource and Referral, and the public school system. Nine percent of organizations had been involved in parenting education for one year or less ($n = 2$), with 78% for two to five years ($n = 18$), 4% for more than five years ($n = 1$). Twenty-four community partners (92%) reported serving on an advisory board for the collaboration or OPEC-funded organization. Many of the participants (71%) also served on their region's Early Learning Hub advisory group.

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

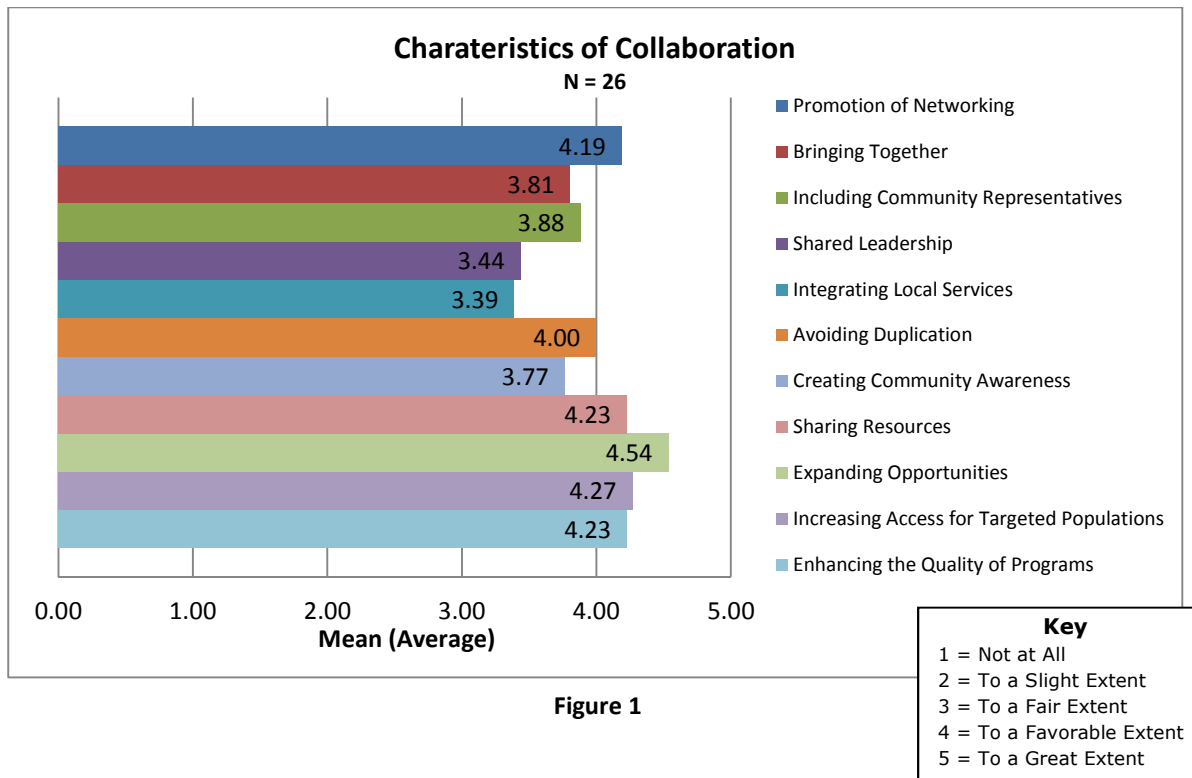
Nearly half of the participants (45%) reported making over 16 referrals per year to the OPEC Hub parenting education programs ($n = 9$). Six community partners (30%) reported that they did not make referrals to the OPEC program. The remaining five community partners (25%) made between 1 and 15 referrals a year.

Characteristics of Collaborations

Community partners were asked to what extent their OPEC site was supporting parenting education in the community. A ranking of 1-5 was used with 1 indicating *not at all* and 5 indicating *to a great extent*. The following characteristics were evaluated:

- Promoting networking and exchange of information among members of the collaboration
- Bringing together people and organizations who would not have worked together otherwise
- Taking active steps to include organizations and agencies that are representative of the community
- Sharing leadership among community members, parents, and agencies
- Integrating local services and supports through formal agreements (MOUs, referral process utilized)
- Coordinating efforts to avoid duplication of services
- Generating community awareness of the importance of parenting education
- Sharing resources to implement parenting programming (i.e., funding, facilities, other in-kind contributions)
- Expanding parenting education opportunities
- Increasing access to parenting education for targeted parent populations
- Enhancing the quality of parenting education programs

On average, most participants rated the OPEC Hub as engaging the community and partners to a favorable extent in the listed collaboration activities, see Figure 1.



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

In general, the majority of participants (91-96%) felt that their collaboration displayed these characteristics. The most highly rated item was *a common vision* for the collaboration with 96% agreeing with this statement. Although the majority of participants (91%) agreed that the collaboration had *collaborative decision making* and *effective communication*, these were the lowest rated items with 9% disagreeing with this statement. Table 1 displays the distribution of participant responses for these items.

Table 1**Perspectives on Collaboration (N = 26)**

Statement	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
Common vision	3.36	0%	4%	56%	40%
Diverse membership	3.04	0%	8%	79%	13%
Local knowledge	3.36	0%	8%	56%	40%
Effective communication	3.22	0%	9%	61%	30%
Collaborative decision making	3.22	4%	4%	57%	35%
Knack for pooling resources	3.35	0%	5%	55%	40%

50Note: Scale ranged from 1 to 4, with 1 indicating *strongly disagree* and 4 indicating *strongly agree*.

Views on Parenting Education in the Community

Community partners were also asked about their views on parenting education in their communities. The majority of participants (96%) thought that parents were valued and the parenting education program was benefiting families in their communities. Almost 82% of participants felt the stigma of parenting education was reduced in their community as a result of the programming efforts. Table 2 displays the distribution of participant responses on these items.

Table 2**Perspectives on Parenting Education in the Community (N = 26)**

Statement	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
Parenting education is valued in my community.	3.08	0%	4%	83%	13%
The stigma is reduced in my community because of the current program efforts.	2.95	0%	18%	68%	14%
The parenting education program is benefiting families in the community.	3.46	0%	4%	46%	50%

Note: Scale ranged from 1 to 4, with 1 indicating *strongly disagree* and 4 indicating *strongly agree*.

Perspectives on Collaboration

During focus groups, community partners identified many positive aspects of OPEC collaborations. Participants indicated that the collaborative initiative benefited the communities, families, and the partner organizations. Community partners felt that the collaboration among programs directly supported the core missions of their own agencies and organizations. In general, participants expressed satisfaction with the shared mission and common commitment they found across community partner agencies. One partner noted the collaborative initiative helped take their efforts to the next level:

I can't speak for other communities, but I think when the collaborative came here—when OPEC launched here—we were already fairly mature in valuing parenting education and making lots of efforts around normalizing parenting education, and we also knew there is much more to be done in reaching out to rural communities as an example. So we really got excited about taking it to the next level.

Benefits of Collaboration

Community partners felt that OPEC collaborations allowed for the **consolidation of resources in providing staff training** that leads to improved quality of programs for families in their communities. For instance, one community partner shared that collaboration allows for sharing of funds for training:

Speaking for public health, it usually does not have a lot of extra funds. It's very beneficial for us to use the training for staff, and our staff use what they learn to serve our clients. And they've been open to suggestions, like about what training we would have and what training we would have that would be useful.

Partners said the collaboration had **increased not only the number of parenting classes but also the use of evidence-based programming** to fill many of the parenting education gaps they knew existed in their communities. As noted by one community partner, “*We wouldn't have any evidence-based parenting education. There were little pockets going on of parenting education [but they weren't evidence-based].*” Another partner shared:

When this opportunity came about, I talked with our home visiting nurses about it, and they were like ‘Yes! Parent education is so needed in our community, and our parents really need it.’ We don't have this resource. From our agency's perspective, it's a resource that didn't exist before.

The collaboration has also helped to expand the number of classes offered in the communities by promoting the sharing and blending of resources:

It's provided more opportunities for collaboration and funding for [parenting] groups. We have group agencies now in Springfield that come together, and when we talk about a parenting class we all say what we can each bring in kind to the table as well as the funding that comes in. So that's been able expand it.

The parenting education collaboration has also helped to **reach a cross section of the community and increase access to underserved audiences**. In particular, many of the gaps filled have targeted populations of people not normally served by parenting education classes. One partner explained, *"I represent young parents, and for me it's created an access point."*

Another example is the increased capacity to offer **more bilingual programs**. One community partner emphasized how the group has worked hard to reach non-English speaking populations:

I don't think we have always been good at working with diverse families. We now have parent educators who are bilingual, bicultural. We've worked really hard to get them trained in different curriculums.

Community partners explained that the Hub's ability to **host classes in places where parents feel comfortable and welcome** has also led to an increase in parent participation. One partner shared the approach in her community:

(We are) meeting parents where they're at [and working with] representatives from child development or schools. Parents are already in a place they feel safe. That has been really positive.

One Hub has been able to host classes at parks and recreation buildings, adding a greater sense that the programs are for everyone, *"With the collaboration, we can offer parenting in a place everyone wants to go, [such as] parks and rec buildings. It really normalizes it."*

The expansion of access through both program offerings and locations has led to a **decrease in the stigma attached to attending parenting education classes**. The OPEC Hub has slowly been able to turn the tide towards participation in parenting education becoming a more normal thing to do.

There has been a negative connotation, but it [parenting education] had not been offered to the community as a whole – but now I'm starting to see that turn around and our community is much more open to that – even my mom has said, "Oh, wow, I should go to one of those."

Another community partner shared this example:

This past spring when we did a parenting workshop, we had a mixed demographic... some professionals, some court-ordered parents, our staff members – which I think it is key, showing how important these courses are that they were willing to go on their own time. So I think that is a shift in itself, just the attendance was a reflection of how community perceive parent workshops.

The OPEC Hub has made significant inroads to reducing the stigma of parenting education but there is still work to be done.

Social service agencies have always been supportive and agree that it should be the norm. I think that's even stronger now with the collaboration going on. That more people are aware, more people are supporting it, but I think that getting down to it being a norm for most families is still a goal.

It was noted that there has been **increased connections between community partners** because the collaboration has been just as valuable as the increase in programming. The collaboration has also **helped to inform service providers of classes and other resources available within their community**. Prior to the collaboration, partners were unaware of opportunities available to their clients.

Just knowing about all of the resources that are out there, having a sounding board about how we get these resources out to our client and communities. These things have been really great. There are a lot of things available that I didn't realize were there.

Another community partner mentioned how important the initiative has been in promoting the sharing of best practices, resources, and lessons learned:

The best part about this collaboration is that we have this group of people who are saying that they have already tested and tried it out. They're saying 'get on board, let's share what we learned, share our resources, to improve your community.'

The community partners commented how the sharing of ideas has led to greater understanding of the best types of trainings for certain needs.

For me, it's having a group of people that I can comfortably talk about our clients' specific needs, and problem solve in getting parent trainings to them. That's been really great instead of us existing in our own little world.

The collaboration also assisted community partners in **making and receiving referrals** that better served children and families in their community.

It's good to have information for families who contact us. We've been called to find out where the parenting classes are. And that's good because we can refer to the right agencies if not us. At this point we have something that is stable, that these will be the classes and we can tell them about the website.

This is particularly beneficial for partners that do not have funding to put on a parenting class themselves, As one partner noted, *"We don't have money to offer these trainings ourselves – but just knowing where these services are and who can offer that service that we can't offer ourselves."*

In addition to increasing access to parenting education opportunities, the collaboration has **also increased the amount of resources for parents** to use with their families in their homes. The partners noted how helpful bags of books and other materials have been:

This OPEC Hub spent a great deal of time on the bags, pamphlets, and that in itself gives something for the parents to take with them, and it's also advertising the Hub on the front of bag. They gained a lot of knowledge from the books that are in the bag. They can take them home and learn more, and they support what classes are about. That bag for new moms, even moms with two or three kids can really help. It makes a huge difference.

Community partners mentioned how the take-home resources have been able to engage parents in different ways than through a class. The resources have also been a means of marketing and recruitment. Some parents have become interested in programs once they see someone they know with the materials.

A lot of families that we are working with are not willing to take a 10 or 12 week class, but they will take the bag if we leave it with them. And then we go back two weeks or a month later to visit with them, and they will say "I was reading about something in this book", and they've marked it, and they say, "Can we talk about that?" It gives them something to digest on their own time. I found that it's most effective in families where mom is willing to get parenting education and support, but dad is not on board, and it gives her something to show him. And it can connect her to resources.

Creating Awareness

The community partners indicated that the OPEC initiative had **increased awareness of parenting education** within their communities. In particular, partners mentioned that the resources given to parents have provided a key marketing opportunity. Tangible resources have helped to increase promotion of parenting education.

Another area we've seen changes is with the programs, having more interaction with children and the parents being able to take stuff home. They went home with bubbles or they went home with a writing pad, crayons, books, and other parents want the same thing for their children. They talked about what it was like to be in the class and what they got to take home— and they really talked it up in the community. This stimulated [other] people to sign up.

Word of mouth has been essential in reaching additional families:

Typically we just see one parent, but now we often see two parents coming and they have stuck with the sessions, which is a huge achievement. And they have actually encouraged their friends to join, and that makes it nice for the group.

Websites developed through the OPEC Hubs have also been instrumental in bringing awareness to parenting education. The websites provide easy access to resources and opportunities for parents in their own communities. The websites are also a tool used by the community partners to connect their families with services.

The website has helped many divisions of our community services including public health, some of our maternal and child health, but also community health centers...We have even been able to connect parole and probation with some resources for their folks there.

Barriers to Community Collaboration

Although most focus group participants spoke positively about their community collaborations, they were able to identify some barriers to partnership. Barriers mentioned most often included:

- Limited time for community partners to accomplish all of their daily goals and be involved in the collaborative
- Funding of positions for coordination of parenting education
- Inadequate funding to meet all of the parenting education needs of the community
- Lack of awareness within the community about parenting education opportunities and the collaborative
- Great geographic distances for meetings
- Reaching remote and historically non-participating groups

- Lack of consistency in being able to offer classes
- Fitting the needs of the community within the requirement of using evidence-based curriculum
- Balancing different viewpoints amongst community partners about the direction of the Hub
- Coordinating between organizations
- Finding locations where parents feel comfortable attending classes

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. Suggestions included:

- More resources to train people
- Increased resources to bolster media presence and marketing efforts
- Having a well-defined plan of action
- Better defining roles and responsibilities
- Planning into the future
- Clear communication between partners
- Offering consistently timed classes and workshops
- Providing classes for parents of older children
- Being flexible about the use of evidence-based curricula
- Greater use of university and research institute connections for further evaluation

Involvement with the Early Learning Hubs

During the focus groups, participants were also asked about how they perceive the newly formed Early Learning (EL) Hubs and their relationship with the OPEC Hub. In general, the reactions to the formation of the EL Hubs were positive. However, the community partners were quick to point out that the EL Hubs are a work in progress. As such, the alignments between the EL Hubs and the OPEC Hubs are still evolving. One community partner commented, *“A lot of goals are the same. [It’s] just about bringing people together and aligning those goals.”*

One HUB in particular pointed out the importance of having a central leadership has had in bridging the two initiatives.

I think that this community benefits from the strength of the United Way; which has afforded us a neutral convener. That some of the jockeying becomes less of an issue.

It provided a home first for parenting hub and now the Early Learning Hub and that opportunity is influencing the way we are coming together.

The community partners also mentioned that the formation of the Early Learning Hubs has **increased additional collaboration around parenting education**. One community partner shared, *“I mean look at the incredible numbers from the health department and not just the social service world. I think it has created some newer collaborations.”*

In addition to building new partnerships for parenting education, the initiation of the EL Hubs has increased the collaborations for all social and health services within the region, **creating a greater sense of community** amongst partners.

It’s really increasing our collaboration and helping us achieve our collective outcomes. Our wraparound program, [those] relationships were started as part of this process. Now I regularly sit at the table with [those partners] increasing coordination and collaboration to achieve outcomes, giving us a more unified front.

The formation of the EL Hubs has **streamlined the amount of groups within the communities**. One community partner noted that there has been an effort to strategically narrow down the amount of committees and groups many serve on together.

We’re in the process of combining some of these groups. So we’re calling it the Early Learning Alliance stakeholders group. I mean we’re sort of folding into that group. It’s a process in how we’re going to work together in that change.

It is important to note that at the time of the focus groups not all of the decisions had been made about the geographic regions for the EL Hubs. For one county this was particularly an issue. They were concerned that **the formation of the EL Hubs would not allow them to partner with a county where they already had strong relationships**. As one participant explained:

The direct connection with parenting and OPEC, we had stronger relationship with [another] county. This is going to shift us to building a stronger parenting relationship with [another, different county]. We have not been connected with their parenting [OPEC Hub].

Some were particularly critical of how the alignments have worked out as summarized in this comment from one community partner:

My verdict (is) still out about the EL hub, and what the ramifications will be. We may be having to hub-up with anybody. What happens now will be forced. The decisions

made were not strategic – it's messed up. The ultimate ramifications for the families in the county just still make me scared.

Overall, community partners from the three OPEC Hubs were optimistic that the formation of the EL Hubs would **provide an opportunity for advocacy on the behalf of parenting education**. They were hopeful that advocacy would lead to greater investments being made at the state level to support parenting education. As one community partner summarized:

We've talked on a local level, the influence this [OPEC] group has had on the Early Learning Hub already. I feel like we are a positive influence and it would be really super if our collection of parent hubs across the state have the same level influence on the Early Learning Council because it's [parenting education] very limitedly mentioned in the statewide goals. To really start to develop the funding stream on the legislative level for parenting education and actually finally recognize it's a very important piece for children to be able to succeed in school and life. And I think this momentum has an opportunity to influence that.

Appendix 4

COHORT 2 FOLLOW-UP COORDINATOR SURVEY

2013-2014

In an effort to further understand the evolution of OPEC Hub sites over the course of their grants, coordinators of each of the six Cohort 2 Hubs were asked to complete a survey during the first year of their grant (2011-2012). In June 2014, they were asked to complete a similar version of the survey, the Follow-Up Coordinator Survey, through SurveyMonkey™. Capturing Hubs’ capacity at two time points allows assessment of growth in these areas over the first three years of the grant.

About Hub Organizations

Based on responses from the six sites, Hub organizations have been in existence from 3 to 27 years, with an average of 10 years. All of the Hubs offer parenting education programming 8 to 12 months of the year.

Regarding target audiences for programs, coordinators reported a wide diversity of audiences reached by parenting education programs. All six sites targeted parents of ages zero to six, general population parents, and Spanish-speaking parents. All programs are also specifically reaching high-need families (high-risk, low-income, referred by child welfare). Most sites indicated targeting other high-need families in their organization as well (teen parents, grandparents, parents of special needs). There were not overarching changes in the audiences targeted by Cohort 2 Hubs from Year 1 to Year 3. Figure 1 shows the number of sites that targeted each audience with their parenting education programming during their third year.

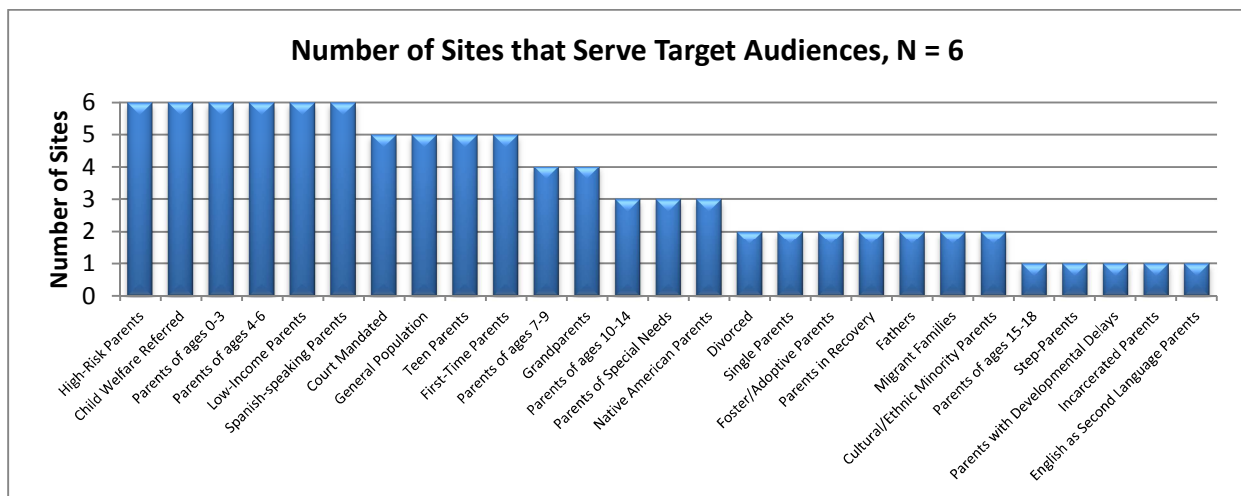


Figure 1

Advisory Boards

All Hub sites have an advisory board or council for parenting education. Five sites indicated meeting monthly while one site indicated meeting on a quarterly basis. The number of board members varied from 8 to 30 among the sites, with an average of 17 members. One site has a rotation system in place for board membership, while the other five sites do not. Three of the sites saw an increase in their advisory board membership since 2011, with one site increasing by twelve members, another site by seven members, and the last site by two members. Two sites maintained the same number of board members, and one site (Lincoln County) decreased membership by six.

As outlined in Figure 2, community representation on the advisory boards included child care and parents for all sites. Five sites reported representation from government officials, Head Start/Early Intervention, non-profit agencies, school systems, and social workers. Four sites listed council representation from health/behavioral care, community college/university, and mental health. Three sites reported advisory council representation from community volunteers. Two sites reported representation from court/law enforcement, business, and community recreation. One site noted representation from the faith-based sector, which declined from 2011 when three sites reported representatives from the faith community. Several sites noted the desire to expand the representation and diversity of their advisory councils.

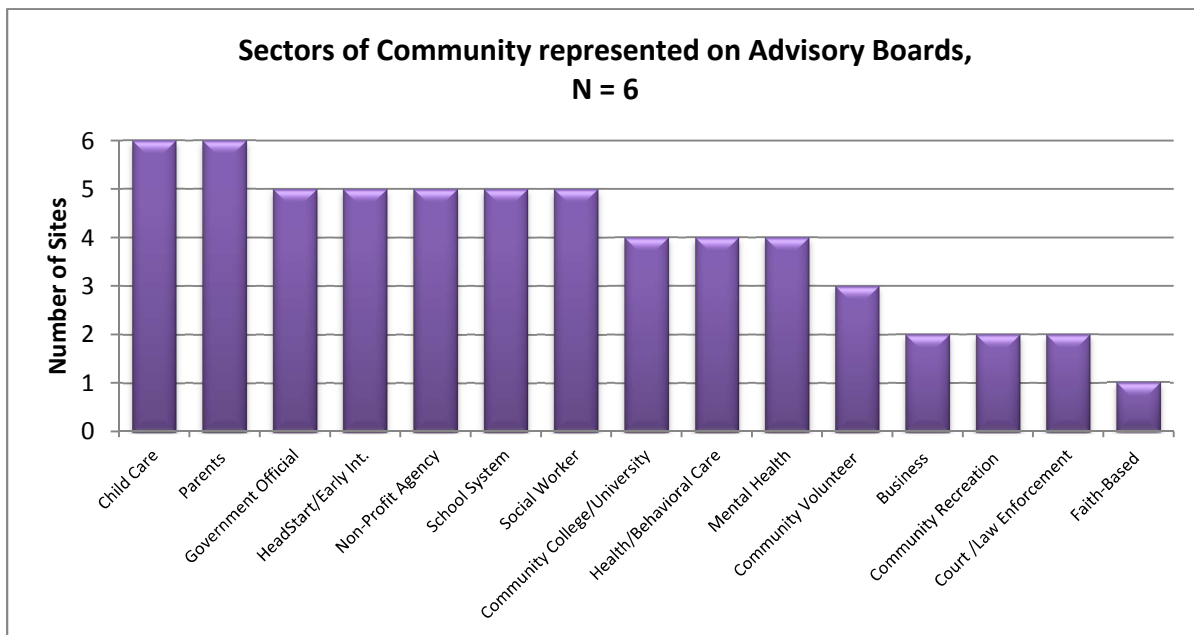


Figure 2

Staffing

OPEC Hub sites were asked to report on employees within their organization. Out of six sites, the number of employees associated with parenting education programming in their entire organization (including coordinators, site coordinators, facilitators, and home visitors) ranged from 16 to 25, with an average of 21 employees per site.

Project Leadership

OPEC Hubs sites have multiple people in project leadership positions. This can include the executive director of the organization as well as one or more primary directors/coordinators of the parenting education program for the organization. Staff in program leadership positions guide implementation, plan parenting education opportunities, make arrangements for classes, and/or supervise those teaching the classes. In 2014, 15 project leadership staff were reported across the six sites. Three sites reported three people in these positions, with three sites reporting two project leadership positions.

Out of fifteen leadership staff, four had been there for one year, one had been with their organization for two years, three had been with their organization for three years, four had been with their organization between four and seven years, and three had worked for their employer for ten or more years (20%). The majority (60%) of leaders have been in their current positions with their organizations for the duration of their employment. Six leaders started with the organization in a different position prior to assuming the leadership role on the project.

Nine of the leadership staff who reported their full time equivalency (FTE) were employed by the organization full-time. Three were employed between 0.5 FTE and 0.75 FTE, and three were employed at 0.25 FTE or less. The proportion of the leadership position that was funded by the OPEC project ranged from 0.1 to 1.0 FTE per person.

Acknowledging that staff members typically have multiple roles in an organization, respondents were asked to report the FTE for the various parenting education roles they filled (i.e., coordinator, facilitator, home visitor, child care provider, and office support). Individuals reported holding the coordinator position for 0.1 to 0.9 FTE. Three program coordinators also held the role of office support at 0.20 to 0.25 FTE and two also held the role of facilitator at 0.05 and 0.13 FTE. None of the program coordinators held roles as home visitors or facilitators, but one had 0.05 FTE as a child care provider. Total FTE in all parenting education roles ranged from 0.1 to 1.0 across sites, with an average of 0.4 FTE in these roles.

Combining all FTE for leadership staff, sites ranged from having 0.9 to 1.25 FTE of paid staff positions on the OPEC project in 2014. Comparing to FTE reported in 2011, four sites remained

stable or increased in the total FTE paid by the OPEC grant, while two sites decreased the total FTE on the grant. It is important to note that despite being involved in initiative efforts, some administrators may not charge FTE to the OPEC grant or charge only a minimal amount due to their time being in-kind from the organization as part of their overall duties.

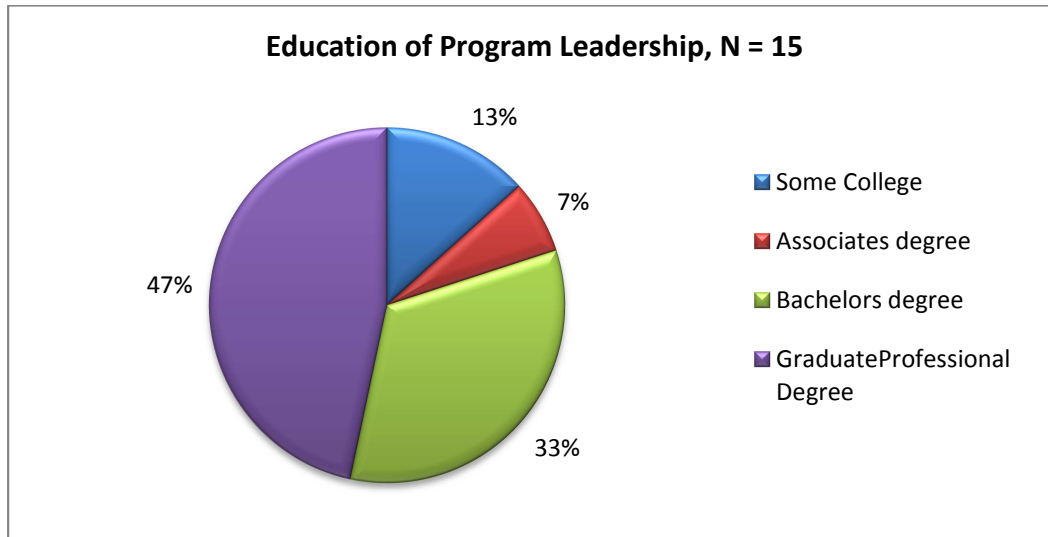


Figure 3

As shown in Figure 3, most directors reported that they had received at least a college degree, with one completing an associate's degree, five completing bachelor's degrees, and seven completing graduate degrees. Two leaders had some college credit.

Site Coordinators

Each respondent was asked to report information about their site coordinators. Site coordinators recruit families in a specifically targeted geographic area (i.e. ABC Elementary) and may serve as a logistical coordinator in that area. Four sites reported employing site coordinators within their organizations, altogether reporting 22 coordinators. Individual sites reported employing two to ten site coordinators. Site coordinators reported having five to seven tasks, such as printing recruitment material, contacting parents, coordinating food and/or child care, cleaning up after events, setting up meetings, and other duties.

The site coordinators salary ranged from \$9.50 to \$24.00 an hour, with an average low salary of \$15 and an average high salary of \$18. Site coordinators varied in the amount of hours they worked, reporting one to five hours on average. One of the site coordinators had completed high school as their highest level of education, four had some college credit, two had completed an associate's degree, ten had completed a bachelor's degree, and five had completed a professional or graduate degree.

Facilitators

Hub sites have a range of trained facilitators available to teach parenting education series. Not all facilitators receiving training are readily available for program implementation. Therefore sites may not include all individuals they have trained in their “pool” of facilitators. The facilitator pool ranged from 10 to 25, with an average of 16 facilitators across all sites. Between 2011 and 2014, the number of facilitators available in the site pools fluctuated, with three sites experiencing an increase, two sites experiencing a decrease, and one site experiencing no change in their facilitator pool.

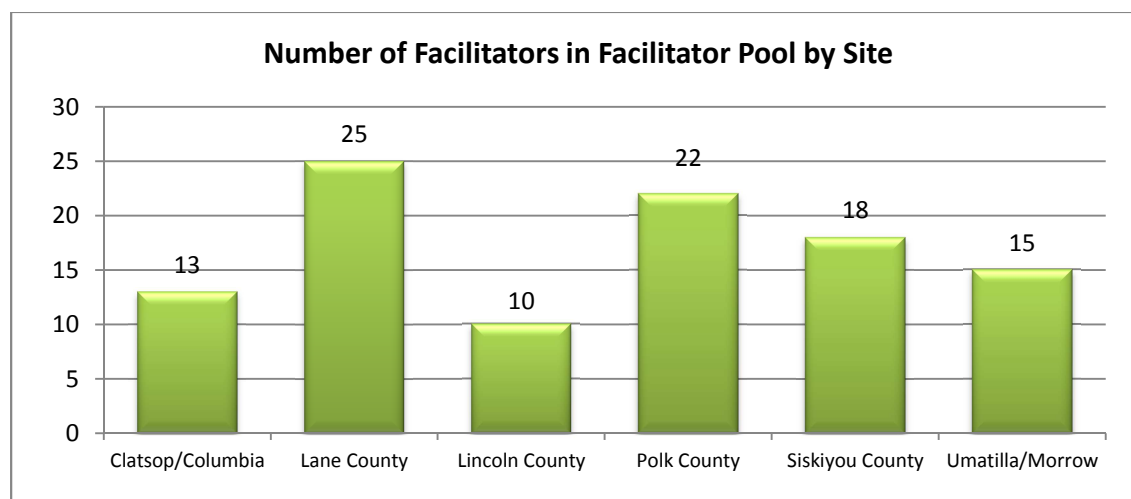


Figure 4

These facilitators are trained in a variety of evidence-based parenting education curricula. Since one person can be trained in multiple parenting education curricula, the total number of facilitators for all types of curricula was 232. The number of different curricula that sites had facilitators trained in ranged from four to eight. Organizations had the most facilitators trained in *Nurturing Parenting* ($n = 63$), followed by *Make Parenting A Pleasure* ($n = 32$), *Parenting Now!* ($n = 31$), *The Incredible Years* ($n = 27$), and *Parents As Teachers* ($n = 9$). Two facilitators had been trained in *Parenting: The First Three Years*, and five had been trained in *Second Step*. Sixty-three facilitators had been trained in other curriculum such as *Abriendo Puertas*, *Strengthening Families*, *Active Parenting Now*, and *Circle of Security*. Between 2011 and 2014, increases were seen in the number of facilitators trained in *Make Parenting A Pleasure* and *The Incredible Years*. Figure 5 displays the percentage of facilitators trained in each curriculum in 2014.

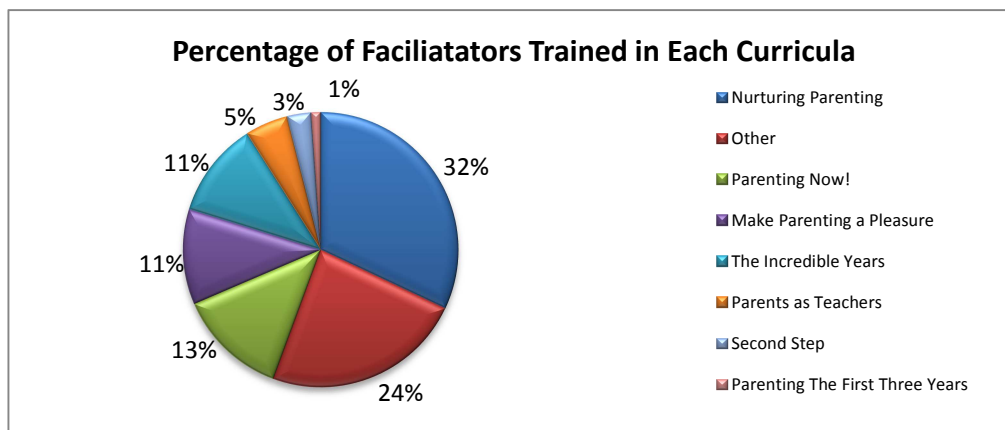


Figure 5

Although some Hubs have many facilitators in their facilitator pool, not all facilitators teach classes in a given year. In the past year, 50% of facilitators ($n = 51$) across all sites taught a class or series.

Sites varied in the way they employed facilitators. Facilitators could be employees of the organization, contracted, or employed by a partner organization. One site had facilitators who were both employees of the organization and partner organizations. Two sites had facilitators who were both contract employees and employed by partners. One site only had facilitators who were contracted, and one site only had facilitators who were employees of the organization.

The hourly salary for facilitators ranged from \$15.00 to \$25.00 per hour. The average lowest wage was \$17.60 and the average highest wage was \$21.90. All but one site paid their facilitators for preparation time. The time for which a facilitator could be paid for preparation generally ranged from a minimum of one hour to a maximum of two hours. Only three sites paid their facilitators mileage for travel to teach a class.

Education was reported for a total of 70 facilitators, see Figure 6. Overall, the majority of facilitators (94%) had attained a college degree. One percent had an associate's degree, 64% had a bachelor's degree, and 29% held advanced graduate degrees. Three facilitators had some college and one had completed high school as their highest level of education.

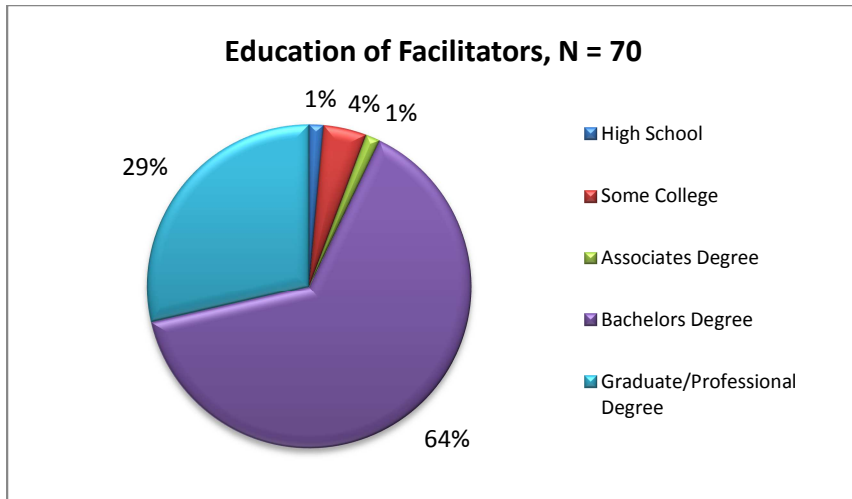


Figure 6

Child Care Providers

Five of the Hubs indicated that their organization utilized child care providers during their parenting education programs. Lane County was the only Hub that did not report contracting with child care providers. This is likely due to the fact that their mini-grant recipients are responsible for providing this service. The other Hubs utilized between 2 and 20 child care providers including both volunteer and paid providers. The average number of child care providers utilized across the sites was 12 providers. Three organizations used both paid and volunteer child care providers, with two organizations only using paid providers. The hourly salary for child care providers ranged from \$9.10 to \$15.00 per hour, with an average of \$10 for the lowest salary per hour and \$13 for the highest salary per hour across sites. Three sites indicated that they provided training for their child care providers. Sites primarily used high schools and community organizations to recruit volunteers.

Home Visitation

The Umatilla/Morrow Hub was the only Cohort 2 Hub site that reported having a home visiting program. This Hub offers home visits as part of the *Healthy Start* program. Curricula used during home visits included *Parents As Teachers*, *Nurturing Parenting*, and *Partners for a Healthy Baby*. During home visits, other services and information were also provided, including health resources and referral services. This Hub typically provided weekly home visits, with families received services for an average of 13 to 18 months.

The Umatilla/Morrow Hub reported four home visitors currently employed by their organization. The hourly salary for home visitors ranged from \$14 to \$19 per hour, with an average of \$16 per hour. Education was reported for all four home visitors. Two facilitators had attained a bachelor’s degree, while the other two facilitators indicated completing their education through high school.

Funding

All six Hub sites reported on their organizational and parenting education budgets. Budgets for parenting education programming ranged from \$110,427 to \$201,498, with an average parenting education budget of \$171,933 across the six sites. The percentage of overall budgets that was designated to parenting education was only available for four sites and ranged from 3-15% of their total budget. Of the six Hubs for which budget information was available in both 2011 and 2014, five saw an increase in their parenting education budget, while one (Umatilla/Morrow) indicated a decrease in their parenting education budget.

Survey respondents were also asked what percentage of their organization’s overall funding came from public (i.e. government agencies or grants, public schools, etc.) or private sources (e.g. foundations, businesses, etc.). The percentage of public funding sources ranged from 20% to 60%. Of the public sources, an average of 26% came from local sources, 39% from state sources, and 35% from national/federal sources. The percentage of private funding sources reported within budgets ranged from 40% to 79%. Of these private sources, an average of 32% was from local sources, 67% from state sources, and 2% from national sources. Between 2011 and 2014, all of the sites experienced a fluctuation in their public funding sources, with an average increase in public local funds and in their public national funds, and a decrease in their public state funds. Some sites also saw a shift in their private funding from local to state funds. Figure 7 displays the proportion of Hub organization’s parenting education budget that came from public and private sources in 2014.

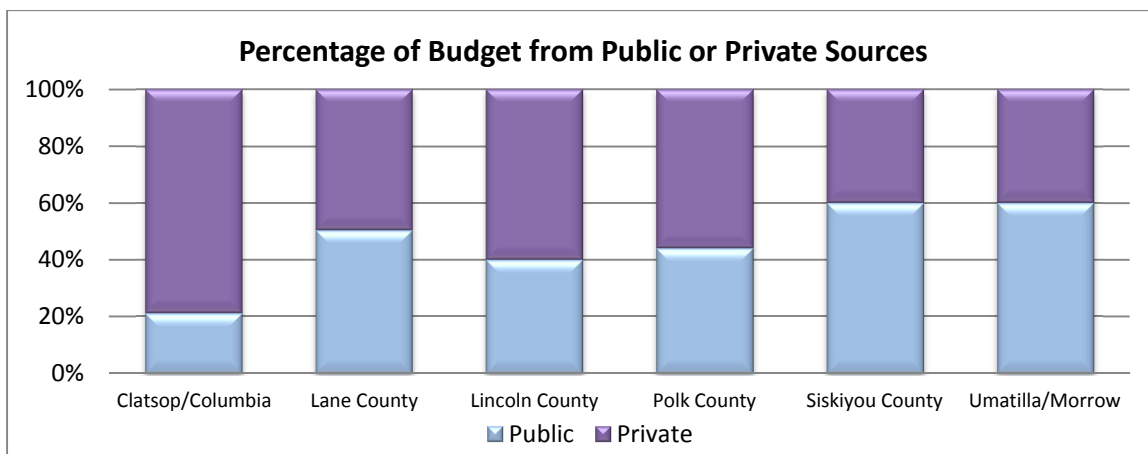


Figure 7

Fees and Expenses Associated with Parenting Classes

Sites were asked about charging for participation in parenting education opportunities and incentives provided to parents for their attendance. Four sites reported that they did not charge a fee for participation in the classes. The remaining two sites charged a registration fee ranging from \$10 to \$50 with a sliding scale. Both sites charging for participation indicated that scholarships were available for their classes. Five sites indicated that they provided incentives for participation in their classes. Incentives included gift cards, movie tickets, children’s books, self-care items, free dinner, parenting resources, gas vouchers, child care, and family games.

About Hub Collaborations

Sites were also asked to report on other organizations that were partners in parenting education programming in their region. For a list of common partners in parenting education, sites rated the level of intensity of their relationship in offering parenting education. Response options included *no involvement*, *coordination*, *cooperation*, and *collaboration*. Table 1 provides definitions and examples of the types of associations that fall under each of the collaboration elements.

Table 1

Definition and Examples of Cooperation, Coordination, and Collaboration¹

COOPERATION	COORDINATION	COLLABORATION
<i>Helping each other but not changing the basic way of doing business</i>	<i>Common effort and association for the purpose of common benefit (i.e. helping each other in specific ways)</i>	<i>Working jointly with others on a common goal that is beyond what any one person or group can accomplish alone</i>
Examples include: sharing information, making referrals, coordinating schedules, listing each other’s events in newsletters	Examples include: planning a specific event or project together, developing a community-based coalition to address an identified need, several agencies providing services to the same family	Examples include: developing common mission and goals, planning jointly, pooling resources, evaluating outcomes together

¹ Adapted from: Coordination-Collaboration handout from North Carolina Department of Health and Human Services (www.ncdhhs.gov); Forest, C. (2003). Empowerment skills for family workers: A worker handbook. Cornell University; and Mattessich, P.W., Murray-Close, M., & Monsey, B. R. (2001). Collaboration: What makes it work (2nd ed.). St. Paul, MN: Amherst H. Wilder Foundation.

In 2014, Healthy Start, Head Start, and the school system were major partners with almost all sites reporting partnering at the collaboration or coordination level. The Commission on Children and Families was a significant collaboration level partner for all except one site. All sites were involved with the Department of Human Services Child Welfare or Self-Sufficiency, but the level of involvement varied across sites. All sites also partnered with the faith-based community, but mostly at the cooperation level. Community colleges were primary collaboration partners at four sites, but were not involved or only cooperated with the two other sites. Four sites reported partnering with the business community, but mostly at the cooperation level. The collaboration level with the circuit court varied across sites, with one site not involved, two cooperating, two coordinating, and two collaborating. Two sites reported partnering with the juvenile department at the collaboration level, whereas three reported no involvement.

In general, Hubs reported involvement at the collaboration level with an average of 5.3 of the 11 listed organizations, and a range of 3 to 8 organizations per site. Coordination averaged 1.3 organizations per site (range 0-5), and cooperation averaged 2.3 organizations per site (range 0-4). Only four sites reported no involvement with one or more of the partners listed. Table 2 displays the percentage of Hubs that report partnering with each of the listed organizations at each collaboration level.

Table 2

Percentage of Hubs Collaborating with each Community Partner in 2014

Community Partners	Percentage of Hubs			
	No Involvement	Cooperation	Coordination	Collaboration
Healthy Start*	0%	0%	0%	83%
Head Start	0%	0%	33%	67%
Juvenile Department*	50%	0%	0%	33%
Circuit Court	17%	17%	33%	33%
Child Welfare	0%	33%	33%	33%
Self-Sufficiency*	0%	50%	0%	33%
School System	0%	17%	0%	83%
Commission on Children and Families	17%	0%	0%	83%
Faith-Based Community	0%	50%	17%	33%
Community College	17%	17%	0%	67%
Business Community	33%	50%	17%	0%

*Percentage does not add up to 100% due to one Hub not answering this item.

Partner organizations supported the OPEC initiative in a variety of ways, but primarily with referrals, facilities, and financial support. Less often, but still important, were the provision of in-kind resources such as child care, food, and/or transportation by partners. Table 3 shows the average number of organizations that provide each type of assistance across all hub sites.

Table 3

Average Number of Partner Organizations Providing Assistance

	Number of Partner Organizations	
	Average	Range
Referrals	8.7	3-12
Financial Support	4.7	1-8
Facility	3.7	1-5
Food	1.5	0-3
Childcare	1.5	0-4
Transportation	0.5	0-2

The way in which individual partner organizations contributed to parenting education programming differed by Hub site. For example, Healthy Start contributes by providing referrals to five sites (83%) but only provides financial support at two sites (33%). Partner contributions by percentage of sites and type are outlined in Table 4. Overall, trends in both the number of partnerships and the contributions made by partners remained stable from Year 1 to Year 3.

Table 4

Partner Organization Contributions by Percentage of Hubs

Partner Organization	Percentage of Hubs Receiving Types of Assistance					
	Referrals	Financial Support	Facility	Food	Child Care	Transportation
Healthy Start	83%	33%	---	---	17%	---
Head Start	83%	50%	83%	50%	50%	---
Juvenile Department	50%	17%	17%	---	---	17%
Circuit Court	67%	33%	---	---	---	---
Child Welfare	83%	17%	17%	---	---	---
Self-Sufficiency	83%	17%	---	---	---	---
School System	100%	33%	83%	---	17%	---
Commission on Children and Families	17%	50%	17%	17%	17%	---
Faith-Based Community	67%	67%	67%	50%	---	---
Community College	67%	33%	33%	---	---	---
Business Community	50%	50%	---	---	---	---

Social Media Usage

Social media is an important vehicle for disseminating information and creating awareness about community organizations. All Hub sites indicated that they use some type of social media to reach parents and other community members. Figure 8 shows the number of sites that use each type of social media (as of June 2014).

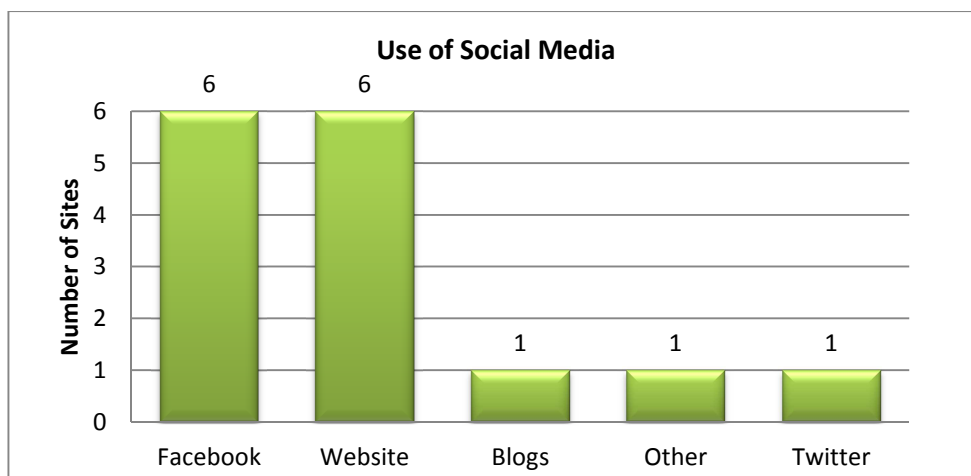


Figure 8

All sites reported using Facebook for their organization, compared to only five sites who reported using Facebook in 2011. Lane County was the only Hub to indicate using all forms of social media listed on the survey including “Other.” Lane County’s other social media included Pinterest and Twitter. All sites also reported having a website for their organization or the Hub initiative. Websites often include information about their organization and programs, links to parenting resources, and calendars of parenting classes and community events. Websites are also often used to promote community awareness of parenting education for all parents. Table 5 lists the current website for each Hub.

Table 5

Hub Websites

Hub Site	Website
Clatsop/Columbia	www.nworparenting.org
Lane County	www.lanekids.org
Lincoln County	www.coastalfamiliestogether.com
Polk County	www.midvalleyparenting.org
Siskiyou County	www.siskiyoucsc.org
Umatilla/Morrow	www.umchs.org

Appendix 5

COHORT 2 HUB SELF-ASSESSMENT

2013-2014

During the first year for Cohort 2 Hubs (2011), project staff were asked to complete a Project Self-Assessment which included 47 indicators important for successful initiative implementation. These indicators were identified by the OSU team based on past evaluations of parenting education programs (i.e. Enhancing the Skills of Parents Program (ESPP) I & II) and are categorized under three domains – Parenting Education Programming, Organizational Infrastructure, and Community Collaboration¹. The self-assessment gave Hubs the opportunity to gauge where they were in these three areas during the first year of the initiative.

At the end of the third year of full OPEC funding (2014), the six Cohort 2 Hubs were again asked to complete the self-assessment. For both assessments, coordinators ranked the extent to which their program was currently addressing each indicator on a 0 to 5 scale with 0 = *Not at all* and 5 = *To a great extent*. Following is a comparative summary of the 2011 and 2014 results for each of the three domains.

Indicators of Parenting Education Programming

The Parenting Education Programming domain included 19 common indicators, see Table 1. In 2011, the average ratings on these indicators ranged from 2.50 to 4.50. In 2014, the average ratings ranged from 3.00 to 4.83. The overall mean for the Parenting Education Programming items in 2011 was 3.23. In 2014, the overall mean for these items had increased to 4.10. Overall, Hubs rated themselves second highest in this domain in comparison to the other two domains.

Hubs rated eighteen of the nineteen indicators in the Parenting Education Programming domain higher in 2014 than in 2011. Among the more noteworthy increases were items related to coordination of the programs and identification of those providing services in the region. The item for *an accessible calendar listing all parenting education opportunities within the community* increase from a mean of 2.67 in 2011 to 4.83 in 2014 and *a comprehensive list of parenting education providers in the community has been created* increased from 3.17 to 4.33 between 2011 and 2014. In addition, *community network is established for coordinating parenting education program opportunities* increased from 2.67 to 4.50 and *initiative has*

¹ Rennekamp, D., Sektnan, M., & Bowman, S. (2010, February). *Enhancing the skills of parents program II: Overall report 2006 – 2009*. Corvallis, Oregon: Oregon State University, Extension Family & Community Development.

contributed to a decrease in the fragmentation of programs available to families increased from 3.60 to 4.33 between 2011 and 2014. The Cohort 2 Hubs also indicated that they increased their visibility and overall offerings of opportunities to families. Between 2011 and 2014, these Hubs also saw significant increases in *community has a varied menu of activities for engaging families in programs, parenting education program offerings are highly visible in the community, and community utilizes effective marketing efforts to recruit families to programs*. The Hubs also indicated that they improved at meeting their target participation rates of families, retaining parents in the program, and providing families with culturally appropriate programs.

In addition, the Hubs indicated they have increased their offerings of evidence-based curriculum, increasing from 3.33 in 2011 to 4.33 in 2014. Items related to improved program quality and ability to identify gaps in service showed improvement during this time as well.

The only item showing a decrease in the mean was *programs evaluate the effectiveness of their facilitators*, which had a mean of 3.83 in 2011 and a mean of 3.00 in 2014. This may be attributed to a greater awareness of the importance of evaluating their facilitators since joining the collaboration. In 2013-2014, the Hubs participated in a fidelity study funded by The Ford Family Foundation that highlighted this component for effective program implementation. It should be noted that the Hubs indicated they have done a better job at offering programs by formally trained facilitators, evaluating the programs, and offering support for facilitators.

Table 1

Indicators of Parenting Education Programming

Parenting Education Programming	2011 Average	2014 Average	Number of Sites		
			Increase ^a	Stable ^a	Decrease ^a
A comprehensive list of parenting education providers in the community has been created	3.17	4.33	4	1	1
Organizations involved in the initiative have a strong, positive history of providing parenting education	3.50	4.33	5	1	---
Providers of parenting education utilize evidence-based curricula	3.33	4.33	4	2	---
Community organizations evaluate their parenting education programs	3.67	4.00	3	2	1
Community has a varied menu of activities for engaging families in programs	2.83	4.33	4	2	---
Parenting education program offerings are highly visible in the community	2.50	3.50	4	1	1

Continued on next page

Table 1 (continued)

Indicators of Parenting Education Programming

Parenting Education Programming	2011 Average	2014 Average	Number of Sites		
			Increase ^a	Stable ^a	Decrease ^a
Parenting education programs offered in the community are culturally appropriate	3.00	3.83	4	2	---
Participation rate of target audience meets or exceeds the goals of service providers	2.50	3.17	2	3	1
Organizations have a sufficient retention rate of parents participating in their program	3.00	4.00	4	2	---
Organizations offer ancillary services in order for parents to attend parenting education programs (i.e. facilities, child care, food, transportation)	3.67	4.33	2	3	1
Parenting education programs are delivered by formally trained facilitators	4.50	4.83	2	4	---
Programs evaluate the effectiveness of their facilitators	3.83	3.00	1	3	2
There is a system in place for providing on-going support for parenting education facilitators	3.17	3.50	2	1	3
Initiative leaders can identify the gaps in parenting education within their community	4.00	4.33	2	4	---
Community utilizes effective marketing efforts to recruit families to programs	3.00	4.00	4	1	1
There is an accessible calendar listing all parenting education opportunities within the community	2.67	4.83	5	1	---
Community network is established for coordinating parenting education program opportunities	2.67	4.50	5	1	---
There is a plan for decreasing the degree of stigma associated with parenting education in the community as part of the initiative	3.33	3.67	2	3	1
Initiative has contributed to a decrease in the fragmentation of programs available to families	3.60	4.33	4	2	---
Parenting Education Programming Mean	3.23	4.10	---	---	---

Note: Scale ranged from 0 to 5, with 0 indicating not at all and 5 indicating to a great extent. ^aNumber of increase, stable, and decrease are the respective numbers of sites for which ratings changed or remained stable between the two assessments in 2011 and 2014.

Indicators of Organizational Infrastructure

A strong organizational infrastructure is a core element for building capacity to offer parenting education programming. There were 13 common indicators under the Organizational Infrastructure domain, see Table 2. Combined items in this domain showed growth over the three years with an average mean of 3.39 in 2011 and 4.13 in 2014. In 2011, the average ratings ranged from 2.00 to 4.83. In 2014, the range was from 3.17 to 4.67.

Twelve of the 13 items showed an increase from 2011 to 2014. The Cohort 2 Hubs indicated considerable progress in the items related to funding and sustainability. Between 2011 and 2014, *Hub organizations have identified diversified funding streams for supporting the initiative* increased from 2.00 to 3.50 and *a plan has been developed for Hub sustainability* increased from 2.00 to 4.33. The Hubs also indicated they had made strides in putting in place an overall mission, vision, and desired outcomes for the future. The staff reported *clear vision and mission have been developed* increased from 3.50 to 3.67, and *project has clearly defined outcomes and a logic model has been developed for the initiative* both increased from 3.33 to 4.33 between 2011 and 2014. The Hubs also showed an increase in understanding how they fit within the larger community and the perception of being a leader in parenting education in their regions.

Only one item in this domain showed a decrease in average mean from 2011 to 2014. The item *leadership time has been committed to Hub development*, which was the highest rated in 2011, decreased from 4.83 to 4.67. This may be due to other demands placed on leaders during this time, such as the Early Learning redesign. Both the Clatsop/Columbia and Lincoln Hubs rated this item a 5 in 2011 and a 4 in 2014. It is important to note that both these Hubs experienced a change in leadership during this time period. While the overall OPEC FTE of these two Hubs did not appear to decrease, the perceptions of the individuals completing the survey in 2011 may have been different than those completing the survey in 2014. It should be noted that even though there was a slight decrease in this item, the 2014 score of 4.67 tied it for the for the highest rated item in the domain.

Table 2

Indicators of Organizational Infrastructure

Organizational Infrastructure	2011 Average	2014 Average	Number of Sites		
			Increase ^a	Stable ^a	Decrease ^a
Lead organization has stable funding and staff regardless of Hub funding	2.67	3.17	3	1	2
Hub grant recipient organization is recognized by other organizations in the region as a leader in parenting education	4.17	4.67	3	2	1
Leadership time has been committed to Hub development	4.83	4.67	1	3	2
Challenges or obstacles to implementing a Hub initiative have been identified	3.50	4.00	4	1	1
Clear vision and mission have been developed	3.50	4.67	4	2	---
Long term goals have been identified	3.67	4.33	2	3	1
Project has clearly defined outcomes	3.33	4.33	4	2	---
A logic model has been developed for the initiative	3.33	4.33	3	3	---
Initiative leaders have analyzed and can explain how they would like the Hub to fit within the larger community	3.67	4.17	2	4	---
Effective decision-making procedures are in place	3.83	4.33	3	3	---
Involved staff from all participating organizations has clearly defined roles & responsibilities	3.00	3.50	4	1	1
Hub organizations have identified diversified funding streams for supporting the initiative	2.00	3.50	4	2	---
A plan has been developed for Hub sustainability	2.00	4.33	5	1	---
Organizational Infrastructure Mean	3.39	4.13	---	---	---

Note: Scale ranged from 0 to 5, with 0 indicating not at all and 5 indicating to a great extent. ^aNumber of increase, stable, and decrease are the respective numbers of sites for which ratings changed or remained stable between the two assessments in 2011 and 2014.

Indicators of Community Collaboration

Community and collaborative relationships are essential for the success and sustainability of the OPEC initiative. Hubs assessed this domain on 15 common indicators, see Table 3. This domain showed the least overall increase with an average mean of 3.60 in 2011 and 4.03 in 2014. In 2011, the average ratings on these indicators ranged from 2.33 to 4.50. In 2014, the range was 3.50 to 4.50.

In this domain, eleven items showed increases, three stayed the same, and one decreased. The item that showed the biggest increase was *procedures developed for engaging new and emerging providers of family services in Hub initiative*, which increased from 2.33 to 3.83 between 2011 and 2014. Other noteworthy increases were *advisory council members are effective liaisons between their home organization and the group; there is an effective, formal communication system in place to keep all partners apprised of initiative developments*; and *there is a system in place for all community agencies to make referrals for parenting education to service providers*. The Hubs also indicated a higher level of trust and respect amongst their partners and more clarity of the roles and responsibilities within the collaborative. These Hubs also said that there were increased efforts to raise awareness of the importance of parenting education.

Items that maintained their averages were *advisory council/group has been established for the initiative* (4.50), *responsibility for developing and contributing resources is shared* (3.50), and *geographic barriers to collaboration are being addressed* (4.17). Although staying the same, *advisory council/group has been established for the initiative* tied for the highest ranked item. Clatsop/Columbia was the lone site to see decreased rates for *responsibility for developing and contributing resources is shared* and *geographic barriers to collaboration are being addressed*. The only item to decrease was *advisory council is representative of the community and clientele served*, which lowered from 4.00 to 3.83.

Table 3

Indicators of Community and Collaborative Relationships

Community and Collaborative Relationships	2011 Average	2014 Average	Number of Sites		
			Increase ^a	Stable ^a	Decrease ^a
All known providers of parenting education within the community have been invited to be a part of the Hub initiative	4.17	4.50	3	2	1
Members of the collaborative trust and respect each other	3.67	4.17	3	2	1

Continued on next page

Table 3 (continued)

Indicators of Community and Collaborative Relationships

Community and Collaborative Relationships	2011 Average	2014 Average	Number of Sites		
			Increase ^a	Stable ^a	Decrease ^a
Advisory Council/Group has been established for the initiative	4.50	4.50	2	2	2
Advisory Council is representative of the community and clientele served	4.00	3.83	1	3	2
Advisory Council members are effective liaisons between their home organization and the group	3.33	4.17	4	1	1
Collaborators have clearly defined roles & responsibilities	3.17	3.67	3	3	---
Key political leaders & family advocates support the initiative	3.33	3.50	1	4	1
Collaboration with local schools is part of the Hub initiative	3.50	3.83	3	1	2
Responsibility for developing and contributing resources is shared	3.50	3.50	2	3	1
Geographic barriers to collaboration are being addressed	4.17	4.17	1	4	1
Plans are being made to establish a shared identity for the initiative within the community	4.17	4.33	2	2	2
Efforts are being made to increase the level of community awareness of the importance of parenting education as part of initiative	3.67	4.33	3	3	---
There is a system in place for all community agencies to make referrals for parenting education to service providers	3.50	4.33	2	4	---
There is an effective, formal communication system in place to keep all partners apprised of initiative developments	3.00	3.83	3	3	---
Procedures developed for engaging new and emerging providers of family services in Hub initiative	2.33	3.83	5	1	---
Community and Collaborative Relationships Mean	3.60	4.03	---	---	---

Note: Scale ranged from 0 to 5, with 0 indicating not at all and 5 indicating to a great extent. ^aNumber of increase, stable, and decrease are the respective numbers of sites for which ratings changed or remained stable between the two assessments in 2011 and 2014.

Self-Assessment Summary

Overall, analysis of the self-assessment of the indicators of successful programs suggests that all three domains – parenting education, organizational infrastructure, and community collaboration – are being addressed across the six Cohort 2 Hubs and have improved over time.

Error! Reference source not found. displays the average rankings for each domain across the two time points.

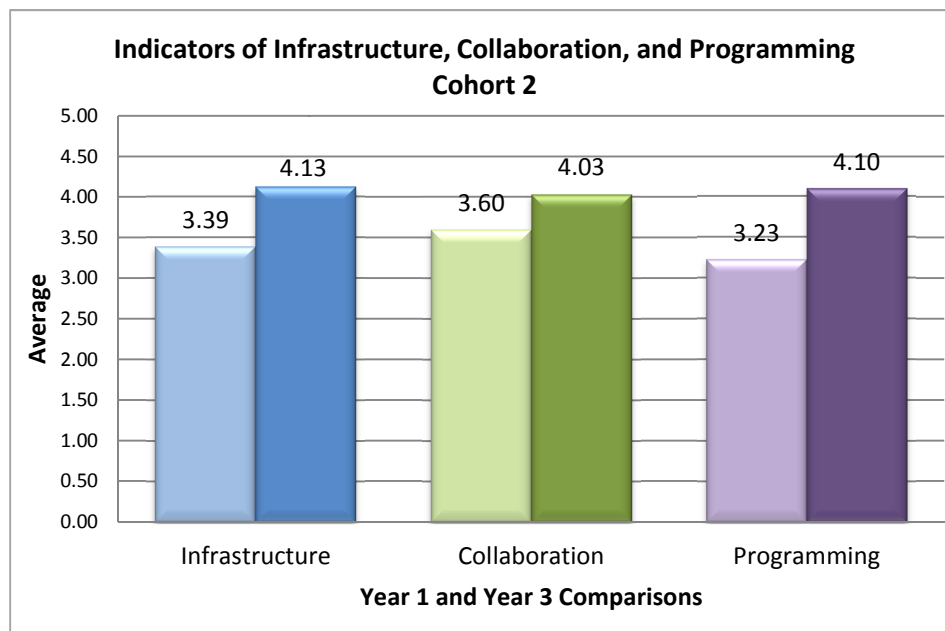


Figure 1

In general, Cohort 2 Hubs showed the most growth in the Parent Education Programming when compared to the other domains of collaboration and infrastructure. This was the lowest rated domain in 2011, and therefore had the most room for improvement. This is not surprising since only the lead organizations for the Clatsop/Columbia and Siskiyou Hubs had implemented parenting education programs prior to the OPEC initiative.

In 2011, indicators that were connected to the coordination of parenting education programs within communities were areas for growth. In 2014, these items showed progress. Items that are linked to quality and best practices, such as the use of evidence-based curricula with trained facilitators and ancillary services, were among the highest rated. The self-assessment indicates that there is still work to be done to make parenting education programs more visible in the communities and increase participation rates. The self-assessment also shows that Cohort 2 Hubs see the need to better support and evaluate their parenting education facilitators.

Cohort 2 Hubs have put a considerable amount of effort into strengthening their organizational infrastructures over the past three years. Combined items in this domain also showed growth between the two time points of the survey. In 2011, the self-assessment suggested that the next steps to develop stronger infrastructures should focus on articulation of defined outcomes and a logic model, delineation of roles among staff, and the identification of diversified stable funding along with the development of sustainability plans. In 2014, substantial progress had been made for most of these items. Although significant steps have been taken toward sustaining the initiative, the self-assessment indicated that issues around stable funding continue to be a concern.

Interestingly, Cohort 2 Hubs rated Community Collaboration as the highest domain in 2011 and the lowest in 2014. The gains in this domain were modest. The lack of significant growth in this domain is not surprising for many reasons. Collaborative relationships are complex and take time to build. One of the major factors impacting local collaborative relationships has been the Early Learning (EL) redesign process. Many Hubs have reported that their community partners are suffering from “meeting and survey fatigue” associated with the many early childhood initiatives being launched in local communities. This fatigue could explain why OPEC Hubs said that their advisory councils were less representative of their communities in 2014 than in 2011. Focus groups with representatives of Cohort 2 community partners indicated that they are supportive of the OPEC initiative. However, because of the uncertainty of state funding during EL redesign, many partnering agencies have been hesitant to make long-term commitments to the local OPEC initiative. This likely contributed to the Cohort 2 Hubs saying that sharing the responsibility for contributing resources did not increase in the three years.

Four of the six Cohort 2 Hubs (Lane, Polk, Siskiyou, and Umatilla/ Morrow) showed overall progress across the three domains, see Table 4. The lead organizations for Lane, Polk, and Umatilla/Morrow Hubs had little experience in implementing parenting education prior to OPEC. However, all three of these Hubs had consistency in the leadership staff of their organizations and minimal turnover in their coordinator positions. Because of their realistic self-assessment ratings in the first year and their consistency in leadership and staffing, it is not surprising that these three Hubs showed improvement in all three domains.

The fact that an established program showed an overall growth across all three domains is impressive. From 2006-2010, the organization leading the Siskiyou Hub was part of the Enhancing the Skills of Parents Program II (ESPP II) initiative funded by The Ford Family Foundation. Through the ESPP II program, this site was provided technical assistance and professional development opportunities aimed at strengthening the indicators of successful programs. On the self-assessment in 2011, the Siskiyou Hub rated itself higher in all of the

domains than the other five Hubs. In 2014, this Hub indicated improvement across all three of the domains. It is important note that key staff and leadership have also remained the same for this Hub during and since ESPP II.

Two Hubs reported slight decreases in one of the three domains. As noted earlier, both the Lincoln and Clatsop/Columbia Hubs experienced staff and leadership transitions over the past three years. It is possible that the perceptions of the individuals completing the survey in 2011 may have differed from those completing the survey in 2014.

The Lincoln Hub showed a slight decrease in their ratings for Organizational Infrastructure. This Hub underwent many transitions since receiving their funding. The Lincoln County Commission on Children and Families applied as the fiscal organization for the initiative. However, the sunseting of the statewide Commission system led to a change in staff leadership. Although the county has retained a commission office there has been less certainty of comprehensive, stable funding.

The Clatsop/Columbia Hub reported a slight decrease in the Parenting Education Programming domain and was stagnate in the Community Collaboration domain. This Hub experienced several challenges during the first half of the OPEC initiative. In 2011, the regional Community Action Team headquartered in Columbia County was the fiscal agent for the OPEC grant. Over the course of the first year, the Hub steering committee raised concerns about the overall administration of the initiative in their region. An outside facilitator was hired by the OPEC funders to work with the steering committee to determine the viability of a parenting education Hub. The steering committee had a strong desire for a Hub but expressed the need for a different fiscal agent and leadership for the initiative. The facilitator worked along with Oregon State University to help the steering committee identify a new lead agency and develop a strategic plan. These efforts are evident in the significant increase in the rating for the Organizational Structure domain.

For a comparison of the mean and standard deviations across the two time points for each domain by site, see Table 4.

Table 4

Mean and Standard Deviation of Self-Assessment Domains by Year and Site

Domains by Site	2011		2014	
	Mean	SD	Mean	SD
Parent Education Programming				
Clatsop/Columbia	4.21	0.18	4.06	0.17
Lane County***	3.37	0.14	3.95	0.19
Lincoln County***	2.32	0.38	4.63	0.11
Polk County***	2.32	0.27	3.32	0.20
Siskiyou County	4.32	0.17	4.58	0.14
Umatilla/Morrow***	2.84	0.23	4.05	0.14
Organizational Infrastructure				
Clatsop/Columbia***	2.46	0.50	3.92	0.26
Lane County***	3.54	0.22	4.23	0.17
Lincoln County	4.15	0.22	4.00	0.32
Polk County***	2.62	0.24	3.62	0.27
Siskiyou County	4.23	0.41	4.62	0.18
Umatilla/Morrow***	3.33	0.31	4.38	0.18
Community and Collaborative Relationships				
Clatsop/Columbia	3.73	0.32	3.73	0.23
Lane County	3.60	0.16	4.00	0.20
Lincoln County	3.80	0.35	4.33	0.16
Polk County	2.87	0.24	3.40	0.16
Siskiyou County	4.33	0.19	4.60	0.16
Umatilla/Morrow***	3.27	0.18	4.13	0.13

Scale ranged from 0 to 5, with 0 indicating not at all and 5 indicating to a great extent. Stars indicate a statistically significant difference between 2011 and 2014, * $p < .05$, ** $p < .01$, *** $p < .001$.

Appendix 6 CUMULATIVE NUMBERS FOR OPEC HUBS

Cohort 1 Hubs

COHORT 1 HUBS	2010-2011	2011-2012	2012-2013	2013-2014	Total
OPEC-Funded Parenting Education Series					
Number of OPEC Series	48	75	76	57	256
Number of Classes	495	721	720	603	2,539
Parents Attending	459	619	632	455	2,165
Parents Attend 70% or more	396	532	563	409	1,900
Children/Youth Attending	326	471	464	353	1,614
Total Series Contacts	7,684	10,242	10,372	8,559	36,857
Non-OPEC Funded Parenting Education Series					
Non-OPEC Series	141	115	94	99	449
Number of Classes	1,190	981	785	917	3,873
Parents Attending	1,426	938	858	819	4,041
Parents Attend 70% or more	1,427	913	837	769	3,946
Children/Youth Attending	1,197	887	750	684	3,518
Total Series Contacts	22,323	15,366	13,212	14,650	65,551
Combined OPEC and Non-OPEC Parenting Education Series					
Number of Series	189	190	170	156	705
Number of Classes	1,685	1,702	1,505	1,520	6,412
Parents Attending	1,885	1,557	1,490	1,274	6,206
Parents Attend 70% or more	1,823	1,445	1,400	1,178	5,846
Children/Youth Attending	1,523	1,358	1,214	1,037	5,132
Total Series Contacts	30,007	25,608	23,584	23,209	102,408
Family Programs					
Workshops, Total Number	44	61	100	121	326
Workshops, People Attending	2,538	3,716	4,521	4,312	15,087
Workshops, Children/Youth Attending	1,757	958	617	753	4,085
Family Activities, Total Number	59	52	68	63	242
Family Activities, Attendance	11,300	12,446	14,686	12,859	51,291
Parent Support Activities, Total Number	901	399	1,182	1,641	4,123
Parent Support Activities, People Attending	7,219	1,037	12,966	13,516	34,738
Parent Support Activities, Children/Youth Attending	9,481	1,242	12,687	14,656	38,066
Total Number of Family Programs	1,004	512	1,350	1,825	4,691
Home Visitation					
Number of Home Visits	6,436	9,708	9,770	11,233	37,147
Total New Families	661	495	846	887	2,889
Total New Children/Youth	734	417	904	1,153	3,208
Community Capacity					
Trained Facilitators OPEC	35	102	46	34	217
Trained Facilitators Non-OPEC	54	56	64	109	283
Advisory Board Meetings	81	92	93	89	355
Funds Leveraged	\$548,301	\$570,008	\$1,517,985	\$1,070,675	\$3,706,969
In-Kind Leveraged	\$140,207	\$231,731	\$311,597	\$471,840	\$1,155,375
Total Leveraged	\$688,508	\$801,739	\$1,829,582	\$1,542,515	\$4,862,344

Cohort 2 Hubs

COHORT 2 HUBS	2011-2012	2012-2013	2013-2014	Total
OPEC-Funded Parenting Education Series				
Number of OPEC Series	50	59	60	169
Number of Classes	443	596	624	1,663
Parents Attending	378	451	504	1,333
Parents Attend 70% or more	306	424	428	1,158
Children/Youth Attending	315	398	340	1,053
Total Series Contacts	6,250	8,929	8,916	24,095
Non-OPEC Funded Parenting Education Series				
Non-OPEC Series	63	52	62	177
Number of Classes	716	539	662	1,917
Parents Attending	724	597	621	1,942
Parents Attend 70% or more	651	538	559	1,748
Children/Youth Attending	286	331	313	930
Total Series Contacts	10,313	9,576	9,879	29,768
Combined OPEC and Non-OPEC Parenting Education Series				
Number of Series	113	111	122	346
Number of Classes	1,159	1,135	1,286	3,580
Parents Attending	1,102	1,048	1,125	3,275
Parents Attend 70% or more	957	962	987	2,906
Children/Youth Attending	601	729	653	1,983
Total Series Contacts	16,563	18,505	18,795	53,863
Family Programs				
Workshops, Total Number	73	94	126	293
Workshops, People Attending	1,024	1,293	1,693	4,010
Workshops, Children/Youth Attending	870	1,540	1,157	3,567
Family Activities, Total Number	135	97	180	412
Family Activities, Attendance	15,187	12,418	16,945	44,550
Parent Support Activities, Total Number	709	773	1,477	2,959
Parent Support Activities, People Attending	2,971	1,993	1,947	6,911
Parent Support Activities, Children/Youth Attending	4,960	1,949	1,984	8,893
Total Number of Family Programs	917	964	1,783	3,664
Home Visitation				
Number of Home Visits	3,189	4,042	2,580	9,811
Total New Families	329	115	74	518
Total New Children/Youth	353	120	65	538
Community Capacity				
Trained Facilitators OPEC	181	93	84	358
Trained Facilitators Non-OPEC	83	53	15	151
Advisory Board Meetings	84	75	74	233
Funds Leveraged	\$88,593	\$139,763	\$302,004	\$530,360
In-Kind Leveraged	\$228,922	\$1,618,893	\$362,294	\$2,210,109
Total Leveraged	\$317,515	\$1,758,656	\$664,298	\$2,740,469

Appendix 7

PARENTS WITH CHILDREN AGE 0-6 YEARS OLD

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	199	172	86%
Columbia Gorge	159	115	72%
Coos/Curry	170	108	64%
Douglas County	249	194	78%
Linn/Benton	237	192	81%
Wallowa/Baker	71	65	92%
Clatsop/Columbia	232	201	87%
Lane County	316	309	98%
Lincoln County	114	103	90%
Polk County	67	59	88%
Siskiyou County	436	352	81%
Umatilla/Morrow	293	267	91%
Combined Total	2543	2137	84%
Parenting Skills Ladders			
Central Oregon	127	114	90%
Columbia Gorge	65	57	88%
Coos/Curry	76	49	64%
Douglas County	122	112	92%
Linn/Benton	179	154	86%
Wallowa/Baker	67	61	91%
Clatsop/Columbia	81	75	93%
Lane County	310	303	98%
Lincoln County	76	71	93%
Polk County	61	53	87%
Siskiyou County	64	54	84%
Umatilla/Morrow	57	48	84%
Parenting Skills Ladders Total	1285	1151	90%
Parenting Workshop Evaluations			
Central Oregon	72	58	81%
Columbia Gorge	94	58	62%
Coos/Curry	94	59	63%
Douglas County	127	82	65%
Linn/Benton	58	38	66%
Wallowa/Baker	4	4	100%
Clatsop/Columbia	151	126	83%
Lane County	6	6	100%
Lincoln County	38	32	84%
Polk County	6	6	100%
Siskiyou County	372	298	80%
Umatilla/Morrow	236	219	93%
Parenting Workshop Evaluations Total	1258	986	78%

Small Grant Projects

Site	Number of parents who reported child age	Number who have a child under the age of 6	Percentage with child under 6
Parenting Skills Ladders & Parent Workshop Evaluations			
Catholic Charities	15	8	53%
Immigrant and Refugee Community Organization	138	72	52%
Native American Youth & Family Center	17	16	94%
Northwest Family Services	42	32	76%
Oregon Child Development Coalition	51	43	84%
Pathfinders of Oregon	38	25	66%
Rosemary Anderson High School	28	28	100%
Self Enhancement	23	18	78%
Todos Juntos	22	15	68%
Youth Contact	95	74	78%
Combined Total	469	331	71%
Parenting Skills Ladders			
Catholic Charities	15	8	53%
Immigrant and Refugee Community Organization	8	2	25%
Native American Youth & Family Center	17	16	94%
Northwest Family Services	42	32	76%
Oregon Child Development Coalition	51	43	84%
Pathfinders of Oregon	38	25	66%
Rosemary Anderson High School	28	28	100%
Self Enhancement, Inc.	23	18	78%
Todos Juntos	22	15	68%
Youth Contact	95	74	78%
Parenting Skills Ladders Total	339	261	77%
Parenting Workshop Evaluations			
Catholic Charities	0	0	---
Immigrant and Refugee Community Organization	130	70	54%
Native American Youth & Family Center	0	0	---
Northwest Family Services	0	0	---
Oregon Child Development Coalition	0	0	---
Pathfinders of Oregon	0	0	---
Rosemary Anderson High School	0	0	---
Self Enhancement	0	0	---
Todos Juntos	0	0	---
Youth Contact	0	0	---
Parenting Workshop Evaluations Total	130	70	54%