Call to Order

Welcome and Greetings

A Approval of Minutes from February 16, 2016 Meeting

A Matters Related to the Agenda
   • Additions and/or changes

I Director's Report

A Budget

I What Does SOELS Need to Thrive?

The SOELS' Parent Advisory Council Parent Conference

I Reports and Updates
   • Parent Advisory Council
   • Agency Advisory Council

I Indicator Work Group Reports

I Next Meeting

Adjournment

Kelly Soter, Chair

Mary-Curtis Gramley, Director

Susan Fischer, Treasurer

Kelly Soter, Chair

Teresa Deen PAC Member

Sabena Vaughan

Sabena Vaughan

Teresa Deen Together for Children

Pam Arbogast, Mary Wolf

Mary-Curtis Gramley, Director

April 19, 2016
AllCare
740, SW 7th
Grants Pass OR
4:00-6:00 p.m.
Executive Council Meeting Notes

Date/Time: Tuesday, March 15, 2016 / 4 to 6 p.m.
Location: Southern Oregon ESD

Members Present (X); Members Participating via Conference Call (C):

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<th>Attendee</th>
<th>Role</th>
<th>Participating Via Conference Call</th>
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<tr>
<td>Pam Thompson Arborgast, SOESD</td>
<td>X</td>
<td>Doug Mares, Dept. of Human Services, Dist. 8</td>
</tr>
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<td>T.J. Jessup – Parent representative, Josephine County</td>
<td>X</td>
<td>Karla McCafferty, Options for So. Oregon</td>
</tr>
<tr>
<td>Amy Buchler, Jackson County Mental Health</td>
<td>X</td>
<td>Eileen Micke-Johnson, Rogue Comm. College</td>
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<tr>
<td>Susan Fischer, AllCare Health Plan</td>
<td>X</td>
<td>Lee Murdoch, Retired Pediatrician</td>
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<tr>
<td>Michelle Gallas, Imagine That Children’s Ctr.</td>
<td>X</td>
<td>Nancy Nordyke, So. Oregon Head Start</td>
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<tr>
<td>Kurt Higuera, Siskiyou Community Health represented by Jacque Doney</td>
<td>X</td>
<td>Lisa O’Conner, Family Nurturing Center</td>
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<td>Jennifer Johnstun, Primary Health of Jo. Co.</td>
<td>X</td>
<td>Martha Ibarra</td>
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<td>Jennifer Ware Coordinator, SO Health-E Regional Health Equity Coalition</td>
<td>X</td>
<td>Sue Parrish, Early Learning Division</td>
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Staff:

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<tr>
<td>Ashley Dibble SOELS Hub</td>
<td>X</td>
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<tr>
<td>Teresa Slater SOELS Hub</td>
<td>X</td>
<td>Diane Conrad SOELS Hub</td>
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Guests:

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<th>Role</th>
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<tr>
<td>Teresa Deen, Parent/PAC</td>
<td>X</td>
<td>Ying Zhou, RCC - Student of ECE</td>
</tr>
</tbody>
</table>
While City, Phoenix/Talent, and Prospect.

Teresa Slater updated the group on KPI activity, stressing work in "what works," such as Cape Junction.

Mark Quinlan asked interested Council members to participate in a "think tank" to explore the Council's idea of an "expanded" SOLEs.

Childhood teachers and providers whose programs are in the school catchment areas.

SOLEs' current activities in "early learning" and West Side's current activities in "after school". Major partnerships and new initiatives that the group will focus on.

Curtis replied they had understood to locate high risk families and work to find and coordinate crucial services.

The group asked for clarification of the Outcomes and Exclusions of major issues.

Move toward more direct and focused services to a targeted population.

Building a regional collaborative focusing on resource management would be a natural next step.

Collaboration three parent, teacher, and SOLEs pool resources.

In highlighting the Director's Report, Mary Curtis offered a model for a family resource that might be developed.

Executive committee will guide the process.

Surveys will be conducted.

The assessment will involve a diverse group.

Directors Report

Teresa Slater

No changes were made.

Matters Related to the Agenda

The minutes from the February 16, 2016 Executive Council meeting were approved unanimously.

Action: Page 6 - change "EDD" to "SOLEDIR". Replace wording: change incubator to probationary change.

Approval of Minutes

Action: Call to order/present and greet
Kelly Soter led an activity to gather perspectives of Council members regarding ‘what SOELS needs to thrive’. Each member was asked to write perspective on a sheet of paper, crumple the paper and throw the paper into a pile. Members randomly chose one of the papers and read it to the group. Following are the responses of the group.

- Better alignment of services, support integration efforts some how
- SOELS need to reach those areas/communities that need other resources
- The Hub needs to seek out and actively engage parents-especially invite the PAC parents’ opinions on all matters. I am hopeful that some useful information will come from introducing Parent Café to our region, and that we can use the harvest of information to better serve our families, by first gaining their trust.
- Media Partners that focus on Hub project efforts/Providers, etc. Develop a community call to action. Organizational Chart – functional re; Roles/Goals of each position. PS. I would not change financial but add supplement that captures Grants “storms”. Evaluation Tool to determine in our efforts are working.
- Definition of structure of how it will relate to the ESD (org. chart and how it will relate to the ESD)
- Need to have a clear identity that is separate from SOESD, while still clear that it is under SOESD oversight, the lead agency. Need emails that come from SOESL. Clear understanding that contracts, grants are awarded by SOESL, not influenced by SOESD or lead agency.
- Qualified well-compensation Ex Director and staff. Clear leadership re: goals, activities, dollars, and outcomes. Transparency of operations, activities.
- Clarity between the Hub and ESD. Roles/Responsibilities, process clarifications.
- Outlined process with SOESD for establishing a healthful balance of independence and interdependence between the Hub backbone (ESD) and the Hub itself. Lines of authority, operational guidelines, championing of EL/EC mission, Hub identity in common, etc. Support needed? Fasciation support? Part from SOESD and SOLES governing bodies? Continued comm./support from ELD.
- What does the Hub need to thrive? Full staffing, which is nearly there, need to hire KPI Coordinator to free up Teresa and other staff from those duties. Integrating Kathi will also free up staff.
- The Hub needs clearly defined staffing structure, adequate space for service, and support from ESD to expand service and focus on the 16,000 children in our region.
- Work and roles are still in ambiguity (for a number of justified reasons). I think revisiting structure and roles and adding direction and definition to the work will help the Hub thrive.
- What does SOELS need to thrive? Focused mission, Greater community input.
- Better communication between different councils for staff. Let the parents who want to have more involvement be accessible to do so.
- The Hub needs to begin figuring out how we are going to measure the success of our contacts and our early intervention work. Or how do we show we are making a difference for the expenditure.

Agency Advisory Council Update
Eileen Micke-Johnson informed the of the 211info presentation by Carrie Prechtel, Community Engagement Coordinator, at the March 11th meeting.
The meeting was adjourned at 6:05 p.m.

ADJOURNMENT

April 19, 2016, 4:00-6:00 p.m. - Alice's conference room (Grants Pass)

NEXT MEETING:

April 19, 2016, 4:00-6:00 p.m. - Alice's conference room (Grants Pass)

Kindergarten Partnership and Innovation

Helpful as next steps, will be specified.

The theme for the meeting was: "Partnering with Our Children," and comes from Washington state. Most schools are implementing Readiness Plan, support some schools, outreach, child care resource, training, play, etc., using everyday kindness. Sycamore Play & Learn group, Project Handout.

Kindergarten Partnership and Innovation

Helpful as next steps, will be specified.

The theme for the meeting was: "Partnering with Our Children," and comes from Washington state. Most schools are implementing Readiness Plan, support some schools, outreach, child care resource, training, play, etc., using everyday kindness. Sycamore Play & Learn group, Project Handout.

Next meeting - March 18th at 10:00-11:30 am

Group 6 - Mary Wolf

Lisa's Corner will decide on next meeting date.

Group 5

No member present - Kelly will reach out

Group 4

Providing very valuable input and direction.

The theme for the meeting was: "Partnering with Our Children," and comes from Washington state. Most schools are implementing Readiness Plan, support some schools, outreach, child care resource, training, play, etc., using everyday kindness. Sycamore Play & Learn group, Project Handout.

Next meeting date set for March 28th.

Group has developed a flow chart to show different paths a screening might take as it moves from

Teresa, Sheree reported.

Group 3

No member was present. Kelly will reach out to the group for a report.

Group 2

The group was not able to meet during the previous month.

Group 1 - Ashley Double presented. Believable Shepherd was added to the group.

Output achieved! Congratulations Believable to Teresa and Sue for their outstanding work.

Parent Advisory Council
General Information
During the past month, several events highlighted Hub activities. On 2/27/16, SOELS Parent Advisory Council, with support from a variety of organizations (AllCare, Jackson Care Connect, Providence Hospital, Family Nurturing Center, Kid Time) held a very successful Parent Education Conference. Over 100 parents participated in the full day event. The conference ran simultaneously with the Jackson County Association for the Education of Young Children (JCAEYC) annual conference, which attracted over 300 early childhood professionals. Combined the two events brought over 400 early childhood advocates to the community for a variety of relevant and important workshops, trainings, and networking.

SOELS “new” Administrative Assistant, Kathy Philby joined the staff on 3/3/16. She has a wealth of skills that will contribute significantly to the functioning of SOELS. As a general administrative assistant, Kathi will help with meeting preparation and minutes, communication with stakeholders, grant report time lines, preparation of travel reimbursements and invoices, and other duties.

On 2/23 and 2/24 staff from the Early Learning Division, Hub Directors, and other staff from all 16 Hubs met in McMinnville for the Quarterly Learning Collaborative. A major portion of the meeting was devoted to presentations and discussions of the Tool for Organizational Self-Assessment Related to Racial Equity. All Hubs are required to administer this self-assessment by 6/30/16. The tool was developed by the Coalition of Communities of Color. It is designed to gather baseline information and data to assist Hubs in self-identifying areas for change and improvement, specifically related to actions and targets that will lead to improved outcomes for children of color. Each Hub can determine how and with whom the assessment will be administered; by staff, by Boards or Councils, within a selected group, or other arrangements. We will look to the Executive Committee and Indicator Group I to help determine the process SOELS will use. Outcomes of the Self-Assessment Tool will heavily influence SOELS’ Equity Action Plan.

Carrie Prechtel, a new staff member of 211 info, made a presentation to the Agency Advisory Council. Carrie will focus on the Southern Oregon region, working to keep information regarding available resources and services
At the recent Early Childhood Collaborative, I spoke with other Hub Directors who have organized their work around building collaborations that result in increased and enhanced services for the child in greatest need.

The major goals of the redistricted early childhood system are to enhance the utilization of Early Childhood Development Programs and provide a system of services that is responsive to the needs of children and families. This work is consistent primarily with building relationships and bridging in project-type activities.

The work has consisted primarily of building relationships and bridging in project-type activities. The shared learning communities, district, cities, development, and coordination of SOELS’ counties (AVC, FPC, etc.) in designating these two positions, one staff member has focused on Jackson County and one on Josephine County.

The similar purposes of Family Resource Managers, these positions were utilized in both and Family Outreach position.

Family Resource Manager’ concept. Currently SOELS has two staff in positions that were intended to accomplish the goals of this effort. These positions were established in a region and adjacent areas. These positions were intended to the degree of health, the service area, and the impact that this region population has access to appropriate resources.

The purpose of early childhood education and the creation of educational hubs were to identify child and family partners to accomplish the vision of the early childhood system as intended by the state. From the outset, the major outcomes of the regional hubs were to develop and implement the process necessary to serve high-risk children and families and progress more rapidly toward the intended change in the system of governance. My major purpose in sharing these ideas are to get your feedback regarding these principles. While the ideas may represent the need for different emphases and strategies, they do not dramatically change in SOELS operational philosophy.

I hope to stimulate your thinking regarding changes in SOELS operational philosophy.

Goals, Outcomes and Indicators

With SOELS’ new coordinators as both groups advance the success of children and families.

Propositions (p. 12) Higher education of the work force. We look forward to working closely with this level, knowing that our success is essential to the long-term well-being of children as they enter the next 24 system.

SOELS is committed to strengthening and coordinating services for children birth to six and their families. Knowledge that our services are essential to the ongoing success of children is an essential component of effective programs. If SOELS is an essential component of effective programs, it is a necessity for SOELS to be present and operational.

Peter Buckley, former Representative to the Oregon Legislature, has joined SOELS at one of the core connections, providing clear and helping to determine areas of greatest need in both Jackson and Josephine County.

SOELS’ position will help build a more robust and comprehensive referral system. The current and comprehensive position will help build a more robust and comprehensive referral system.
the family resource management concept. Of particular interest to me was a design established by Clackamas Early Learning Hub. Clackamas has developed a Family Resource Management system in response to the community's needs. Clackamas Hub staff are assigned to a specific area or region within the county. As a Family Resource Coordinator, they work closely with providers, agencies, and partners from all five. The Collaborative focuses on the targeted population, specifically children of color, the underserved and families living in poverty. Through the many community connections, the Collaborative begins to know where needs exist and how collaborations can be built to meet these needs. The cohesion that exists as a result enhances communication, resulting in new ideas and possibilities and more effective services.

The SOELS region has characteristics that make it a fit for this type of organizational approach. The region has specific areas that are designated as "hot spots"; Cave Junction, Phoenix/Talent, West Medford, Grants Pass Central, White City. Although each area is served by county-wide agencies (DHS, public health, etc.), each has specific programs and networks that know the children and families and are resources in finding where the greatest needs exist. SOELS is building relationships with agencies in these communities and has a KPI project in each area. The work in these schools is beginning to connect the schools with the surrounding early learning community, building relationships and shared early learning communities.

It has been clear to me for some time that SOELS needs a clearer focus and more defined roles for staff in order to gain closer alignment with the intended purpose of the Hub. By integrating more of a family resource management philosophy and building a strong Family Resource Management System, SOELS can more directly impact the targeted population of high-need children and families. Making a shift of this type does not mean eliminating all projects and making a dramatic change in direction. It does mean adopting a different way of thinking about and designing job responsibilities and how we can move in concert toward the goals of the redesigned early childhood system.

These ideas are not fully developed and would require more careful examination of issues related to capacity, process, strategies, and other factors related to organizing our work within a family resource management concept. Organizational and structural changes require one type of process. Philosophical changes require us to reevaluate our thinking and our priorities. I believe that it is time to do this.

Margaret Ramirez
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Indicator Group 1

"Increase engagement with culturally-specific, community-based organizations."

Current members: Nancy Nordyke, TJ Jessup, Jennifer Ware, Martha Ibarra, Ashley Dibble (group lead)

Next meeting: Wednesday February 24th  (meeting was cancelled)

Key activities interested in working on: 1.3.A.1, 1.2.A.3, 1.2.A.1

Notes:
- Want to build strategies and skills
- Discussed the racial equity coalition and Inclusive Rogue Valley Campaign + cultural agility trainings
- Recruitment for PAC at Parent conference
- So-Health-E general assembly meetings launching April for community educations and awareness *know your rights trainings*
- Upcoming training and Latino partnership
- Family Connection’s upcoming Training of Trainers for Abriendos Puertas
- Can CCOs support parent ed around culturally specific communities including special needs inclusion?

Indicator Group 2

"Increase percentage of children on OHP who make regular visits to their primary care home."

Current members: Karla McCafferty, Heidi Hill, Susan Fischer, Nancy Nordyke, Jennifer Johnstun (group lead)

Next meeting: Jennifer will email group to schedule next meeting

Key activities: CCOs are already working on measures for developmental screenings for 0-36 months, immunizations, well visits by 15 months, and adolescent well visits.

Notes:
- Information + materials
- Transportation barriers
- How do we address those slipping through the cracks? Incentives? (maybe)
- Health Literacy Promotion
- Ask parent group- get us info on why our kids are not going & help get ideas
- Focus first on mental health, Head Start, and family connections/ communities

Indicator Group 3

"Increase percentage of children who receive developmental screens before age 3"

Current members: Lee Murdoch, Pam Thompson Arbogast, Jacque Doney, Teresa Slater, Jennifer Johnstun, Susan Fischer (group lead)

Next meeting: March 8th, 11:45-1:45 at ECS in Grants Pass
Key activities interested in working on: not listed

Next meeting: Wednesday, March 2nd at 12:00pm in Grants Pass at Imagine That

Current members: Ellen Mihalj-Marsson, Michelle Gallas, Jill Ramirez-Cahillan, Price, Mary Wolf (Group Lead)

The increase in number of "Hot Sports" children served at the Family Connection.

Indicatior Group 6

Sonja Hart - Healthy Families
Carrie Petrow - 211
Parents Anonymous
OPSE Grant - The Family Connection
Devin Finley, CCIN

Notes:

Key activities interested in working on: not listed

Next meeting: not listed

Where: Mary-Curtis Community Center, 600 Center St, Grants Pass

Current members: Kristen Johnson, Aria Stullman, Mary Wolf, Jennifer VandenBerg, Amy Bailey, Doug

Early Learning, Parent Education, or Family Support Services

Note the increase in the number of children and families served by DHS (e.g. TANF or Child Welfare) who receive "launch common week."

Indicatior Group 5

Susan Z and Kelly W/Helias, The Southern Oregon Superintendents and Curriculum Directors

Advocating

Log/Time

Launch Common Week

Notes:

Key activities interested in working on: 2.1.4.2 (next project) 2.5.4.2

Next meeting: Friday, February 19th at 10:45am at phone

Scott Beveridge, Susan Zottola (Group Lead)

Current members: Kelly; Cottrell, Michelle Gallas, Diane Conard, Ashley Dibble, Mary Wolf, Caitlin Price

"Increase in percentage of children enrolled in kindergarten before the start of school."

Indicatior Group 4

Starting document

Creating a flow chart of existing partners and processes (Todd volunteered to draft a

Notes:

Key activities interested in working on: 2.4.3, 2.4.4.1, 2.4.4.4
Month

SOELS Priority Indicator

<table>
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<tr>
<th>Work Committee Progress</th>
<th>Community Progress</th>
<th>Internal Staff Progress</th>
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# Kaleidoscope Play & Learn KPI Project

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<th>Date</th>
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<td>March 29 &amp; 30, 2016</td>
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<td>Consultation &amp; Additional Training (as detailed in the draft Special Services Agreement)</td>
<td>February 2016 – March 2017</td>
<td>$0.00 (included in the $7,800 above)</td>
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<td>Train-the-Trainer in Kaleidoscope Play &amp; Learn 101 curriculum</td>
<td>April 2017-March 2017</td>
<td>$1,000 (To Be Scheduled. Requirement: 101 training is completed prior to TOT training)</td>
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<td>License fees for SOELS</td>
<td>March 2016-March 2017</td>
<td>$2,000 ($1,350 standard license fee + $650 101 license fee)</td>
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<td>Standard Kaleidoscope Play &amp; Learn license fees for local partner organizations</td>
<td>March 2016-March 2017</td>
<td>$7,200 (based on 8 organizations x $900)</td>
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</table>

**Participating Sites:** Prospect, Phoenix, Howard, Rogue River and Evergreen Elementary Schools, Siskiyou HC Outreach Cave Junction, CCRN and FNC-GP Outreach

**Total:** $18,000.00
Table of Contents

1
2
11
17
19
30
31

Conferenee Program

Project Summary

CSSP Strengthening Family Protective Factors

SOMS Goals, Outcomes & Indicators

Domestic Violence

Surveys

Family Empowerment Scale

Megan Barry's Positive Parenting Evaluation

Parent Care

Sponsors

Presenral & parent communities

Photo Gallery
TOGETHER FOR CHILDREN
PARENT EDUCATION DAY
Juntos para los Niños:
Día de Educación de los Padres
February 27, 2016
el 27 de Febrero, 2016
Medford, Oregon

2016 PARENT PROGRAM
SATURDAY, FEBRUARY 27th

8:00-9:00am CHILD DROP OFF, CHECK IN, AND REFRESHMENTS

9:00-11:00am WELCOME & KEYNOTE – NO DRAMA DISCIPLINE
Presenter: Dr. Tina Payne Bryson, The Center for Connection
This workshop highlights the fascinating link between a child’s neurological development and the way a parent reacts to misbehavior, providing an effective, compassionate roadmap for dealing with tantrums, tensions, and tears—without causing a scene. Defining the true meaning of the “D” word (to instruct, not to shout or reprimand), Dr. Bryson explains how to reach your child, redirect emotions, and turn a meltdown into a teachable moment. By doing so, the cycle of negative behavior (and punishment) is essentially brought to a halt, as problem solving becomes a win/win situation. This workshop will focus on providing strategies to help parents identify their own discipline philosophy—and master the best methods to communicate the lessons they are trying to impart; facts on child brain development—and what kind of discipline is most appropriate and constructive at all ages and stages; the way to calmly connect and communicate love for a child—no matter how extreme the behavior—while still setting clear and consistent limits; tips for navigating your children through the storm to achieve insight, empathy, and repair; a discussion of common discipline mistakes even the best parents make—and how to stay focused on the principles of whole-brain parenting and discipline techniques.

11:15am-12:45pm NETWORKING LUNCH

1:00-2:00pm BREAKOUT SESSIONS #1
expanding our vision system to viewing through guided meditation in the group. We will also look at the nervous system to understanding what it means to be a parent. The same cycles/society’s expectations.

We have an opportunity to explore ways to take the nervous system to a deeper place and how we can look at the things that will help us be more effective in our parenting journey.

NOTICE: This is a second offering of this session.

Preconference: Share May Ettelison, M.S., CCP, NCC, Rising Phoenix Consulting Services, LLC

PBE 9 PARENThING AND STRESS
Education Program (EP) Support: There will be ample time for question and answers.
A small panel discussion will cover resources, information, and strategies.

Presenters: Heather Officer, Family and Community Together (FACT)

PBE 8 SPECIAL NEEDS PANEL DISCUSSION
See description for PBE 14. NOTE: This is a second offering of this session.

Presenters: Dr. Tina Payne Bryson, The Center for Connection, Inc.

PBE 7 PARENThING WITH THE BRAIN IN MIND

2:15-3:15pm BREAKOUT SESSIONS #2

Brain development in the critical period of early childhood, children being a microcosm of society.

By promoting brain healthy habits and positive discipline, as well as providing information, education, and workshops, you can help improve these issues by encouraging healthy habits and positive discipline. You can help improve these issues by encouraging healthy habits and positive discipline.

Presenter: Megan Barty, Certified Positive Discipline Parent Educator

PBE 6 PARENThING AND STRESS

Viewing the brain through guided meditation in the group. We will also look at the expectations of what it means to be a parent. The same cycles/society’s expectations.

We will learn to view the brain through guided meditation in the group. We will also look at the expectations of what it means to be a parent. The same cycles/society’s expectations.

Presenter: Share May Ettelison, M.S., CCP, NCC, Rising Phoenix Consulting Services, LLC

PBE 5 PARENThING AND STRESS

Learn tools for creating positive futures.

Presenter: Share May Ettelison, M.S., CCP, NCC, Rising Phoenix Consulting Services, LLC

PBE 4 PARENThING AND STRESS

The art of science of blended families.

Presenter: Share May Ettelison, M.S., CCP, NCC, Rising Phoenix Consulting Services, LLC

PBE 3 PARENThING AND STRESS

The art of science of blended families.

Presenter: Share May Ettelison, M.S., CCP, NCC, Rising Phoenix Consulting Services, LLC

PBE 2 PARENThING AND STRESS

The art of science of blended families.

Presenter: Share May Ettelison, M.S., CCP, NCC, Rising Phoenix Consulting Services, LLC

PBE 1 PARENThING AND STRESS

The art of science of blended families.

Presenter: Share May Ettelison, M.S., CCP, NCC, Rising Phoenix Consulting Services, LLC
PB11 POSITIVE PLAYTIME!
Presenter: Megan Barella, Certified Positive Discipline Parent Educator
NOTE: This is a second offering of this session. Positive PlayTime! is an interactive playgroup and parenting class dedicated to helping families thrive by strengthening parent-child bonds and positive parenting communities. You will gain cutting-edge tools in brain science and Positive Discipline, as well as parenting support and empowerment, to ensure optimal brain development in the critical period of early childhood in children.

PB12 BOOK BONDING—A STORYTIME PRIMER FOR PARENTS
Presenter: Alec Chunn, MA, AmeriCorps Early Literacy Mentor, Southern Oregon ESD Early Childhood Services
Kids can't sit still? Tired of reading the same book again and again? Learn how to make story time more engaging for your children (and for you!) in this interactive session dedicated to using picture books as a jumping off point for parent-child conversation.

PROGRAMA DE LA CONFERENCIA PARA SABADO 27 DE FEBRERO DEL 2016

8:00–9:00am  DEJAR A LOS NIÑOS, REGISTRAR SU LLEGADA, Y REFRIGERIERS

9:00–11:00am  BIENVENIDA, SESIÓN PRINCIPAL – DISCIPLINA SIN DRAMA

Presentadora: Dr. Tina Payne Bryson, El Centro para la Conexión
Este taller señala el vínculo fascinante entre el desarrollo neurológico y la manera en que el padre reacciona al mal comportamiento, proveyendo un mapa efectivo y compasivo para tratar con los berrinches, tensiones y lagrimas- sin causal toda una escena. Definiendo el futuro de la palabra “N” el verdadero significado (para instruir, no gritar o reprimir), el Dr. Bryson explica como conectarse con su hijo, redirigir emociones, y volver un berrinche en un momento para enseñar. Al hacerlo, el ciclo del mal comportamiento (y castigo) es esencialmente detenido, y como resolución de problemas se vuelve en una situación donde todos ganan. Este taller se enfocara: estrategias que ayuden a identificar su propia filosofía de disciplina—y maneje los mejores métodos para comunicar las lecciones que están tratando de impartir; hechos sobre el desarrollo del cerebro—y que tipo de disciplina es más apropiada y constructiva en todas las edades y etapas; la manera de conectarse calmadamente y comunicar amor a su hijo(a)—sin importar la severidad del comportamiento – mientras aún pone límites consistentes y claros; consejos para navegar con sus hijos en medio de la tormenta para lograr visión, empatía; una conversación sobre los errores la disciplina común—y como mantenerse enfocado en los principios del cerebro entero y técnicas de disciplina.

11:15am-12:45pm  ALMUERZO, SOCIALIZAR/ ESTABLECER REDES DE CONTACTO

1:00-2:00pm  COMIENZO DE SESIONES SIMULTANEAS #1
PAMADRES Y ESTRESSES

PABA Panel de Discusión Para LAS NECESIDADES ESPECIALICES

VEN DE DESEMPLEO PARA PBI, NOTA: EXIÉN UNA SOPORTE PRESENTACION DE ESEA SESSON

PBB CRANDO A LOS HIJOS CON EL CEREBRO EN MENTE

SESIONES SIMULTANIEAS #2

2:15-3:15pm

PBB TEMPO DE JUEGO POSICION

PBB PABADRES Y ESTRESSES

PBB EL ARTE Y LA CINECIA DE LAS FAMILIAS MIXTAS

PBB EL ARTE Y LA CINECIA DE LAS FAMILIAS MIXTAS

PBB PRESENTACION: JARED MAY ELIETSON, M.S., CTTP, NCC, RISING PHX CONSULTING SERVICES, LLC
sociedad.

PB11 ¡TIEMPO DE JUEGO POSTIVO!
Presentadora: Megan Barella, Educadora Certificada para Padres en Disciplina positiva
NOTA: Esta es una segunda presentación de esta sesión. ¡El tiempo de Juego Positivo! Es un grupo de juego para padres dedicado a ayudar a las familias a prosperar al fortalecer los lazos padre-hijo y la crianza de los hijos positiva en las comunidades. En esta sesión los participantes obtendrán las últimas herramientas en la ciencia del cerebro y la disciplina positiva, también como habilidades en como proveer apoyo y confianza, para asegurar un desarrollo del cerebro óptimo en el período crítico en la niñez temprana de los niños.

PB12 ESTRECHANDO LOS LAZOS CON LIBROS—UN CUENTO PARA PADRES
 Presentador: Alec Chunn, MA, AmeriCorps Early Literacy Mentor, Southern Oregon ESD Early Childhood Services
NOTA: Esta es una segunda presentación de esta sesión.
Together for Children: Parent Education Day

Project Summary

The need for a parent conference began in July 2015 with initial contact with Tina Payne Dysart Phd
Southern Oregon Early Learning Services Hub: GOALS, OUTCOMES and INDICATORS

(Conference activities meeting outcomes are highlighted)

Goal 1. The early childhood system is aligned, coordinated, and family-centered.

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>SHORT-TERM INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Common vision and agenda for focus population of children across 5 sectors (health, human services, K-3 education, early learning programs business, catalytic and transformative leadership.</td>
<td>• Strategic plan is in place and details all five sectors in achieving shared outcomes.</td>
</tr>
<tr>
<td>• All 5 sectors demonstrate alignment of agendas, strategies, and resources.</td>
<td>• Demonstrated active participation of leaders from all 5 sectors in governance of the Hub.</td>
</tr>
<tr>
<td>• Partners share data and information.</td>
<td>• MOUs are in place with partners from all 5 sectors that specify shared outcomes and activities.</td>
</tr>
<tr>
<td>• All 5 sectors demonstrate coordination of activities.</td>
<td>• MOUs are in place with partners to share data about budgets, services, and children served.</td>
</tr>
<tr>
<td>• The voices of families and communities served by the Hub guide the work.</td>
<td>• Mechanisms to share funding and blend/braid resources are actively being used and can be verified.</td>
</tr>
<tr>
<td>• Family resource management function has been developed.</td>
<td>• Demonstrated meaningful engagement with children and families from all of the communities served by the Hub.</td>
</tr>
<tr>
<td>• Disparities in access to services and supports are reduced and services and supports are culturally responsive.</td>
<td>• Demonstrated engagement with culturally-specific Community-Based Organizations as partners in delivery of services.</td>
</tr>
<tr>
<td></td>
<td>• Program participation data demonstrates increase in services to children/families from focus populations.</td>
</tr>
</tbody>
</table>

Goal 2. Children are supported to enter school ready to succeed.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>SHORTER-TERM INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Children arrive at Kindergarten with the social-emotional, language, and cognitive skills that will support their success in school.</td>
<td>• Number of children from OPK, Head Start, or other waiting lists served by a Hub partner program.</td>
</tr>
<tr>
<td>• Families are supported as their child’s first and most important teachers.</td>
<td>• Increase in number of QRIS providers serving “hot spots” and communities of color.</td>
</tr>
<tr>
<td>• Early care and education programs and providers are equipped to promote positive child development.</td>
<td>• Increase in percent of children who receive developmental screen before age 3.</td>
</tr>
<tr>
<td>• Children and families experience aligned instructional practices and seamless transitions from early learning programs to kindergarten.</td>
<td>• Increase in percentage of children enrolled in Kindergarten before start of school year.</td>
</tr>
<tr>
<td>• Disparities in outcomes for children of color and from low-income families are reduced.</td>
<td></td>
</tr>
</tbody>
</table>
Goal 3. Families are healthy, stable, and attached.

OUTCOMES

- Families have positive physical and mental health, supported by access to high-quality health services.
- Parents and families have the confidence, knowledge, and skills to support healthy attachment and the positive development of the children in their care.
- Families have adequate resources to meet their needs, such as housing and transportation and supports to strengthen their resilience and stress.
- Working families have access to safe and affordable childcare that promotes positive child development.

SHORT-TERM INDICATORS

- Increase in the percentage of children in employment-related Day Care (ERDC) in 3, 4.
- Increase the number of children and families served by CECD (7.5 percent of TANF or child welfare) served by the program (e.g., through early learning.
- Increase the percentage of children on OHP who make it to regular visits at home.
- Decrease the percentage of children on OHP who make it to regular visits at home.
- Decrease the percentage of children on OHP who make it to regular visits at home.
Together for Children: Parent Education Day: Demographics


- Outreach included Save the Date Cards and flyers distributed across Jackson and Josephine County, email, social media shares, and word of mouth.

2016 Keynote Speaker
Tina Payne Bryson, PhD
co-author (with Dan Siegel) of the New York Times best-selling books The Whole-Brain Child and No-Drama Discipline.

Workshop topics will include:
- Parenting with the Brain in Mind, with Tina Payne Bryson, PhD
- Health education for parents and family members or guardians
- Blended families/Step-parenting challenges
- Managing stress in parenting
- Positive playtime
- Special needs resources

Transportation
Transportation assistance may be available depending on need.

Child care available as space allows
FREE child care will be offered by Kid Time! Discovery Experience. FREE special needs child care will be offered by Easter Seals.

Registration
Or visit the Jackson County Chapter of OregonAEYC Facebook page for up-to-date conference information.

Sponsored by Jackson County Association for the Education of Young Children, ORange Health, Southern Oregon Early Learning Services, Southern Oregon Head Start, The Family Connection, RCC’s Early Childhood & Elementary Education Department, and Providence Medford Medical Center.

Each participant will receive a free copy of one of Tina’s books.

Together for Children Conference
February 27, 2016  Medford, Oregon
Together for Children: Parent Education Day; Demographics

How did you hear about this event?

- Email
- Head Start/Early Head Start
- Even Seals
- DDS Caseworker
- Facebook
- Word of mouth

Where do parents in attendance reside?

- Yoncalla
- Klamath Falls
- Cave Junction
- Grants Pass
- Rogue River
- Gold Hill
- Study Cove
- Eagle Point
- White City
- Jacksonville
- Central Point
- Ashland
- Talent
- Medford
Together for Children: Parent Education Day: Demographics

Registered vs Attended

161 Parents Registered
- Jackson County 87%
- Josephine County 9%
- Douglas County 2%
- Klamath County 1%

104 Parents Attended
- Jackson County 88%
- Josephine County 9%
- Douglas County 2%
- Klamath County 2%
When problems arise with my child, I handle the pretty well.

I feel competent in my ability to help my child grow and develop.

I know what to do when problems arise with my child.

I feel my family is under control.

I am able to get information and better understand my child.

I believe I can solve problems with my child when they happen.

When I need help with problems in my family, I am able to ask for help from others.

I make efforts to learn new ways to help my child grow and develop.

When dealing with my child, I focus on the good things as well as the problems.

When faced with a problem involving my child, I decide what to do.

I have a good understanding of my child's disorder.

I feel that I am a good parent.

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Scale: About Your Family

1 = Never, 1/2 = Seldom, 3 = Sometimes, 4 = Often, 5 = Very Often

Results displayed were averaged from 89 surveys returned by parents post-conference.

Together for Children: Parent Education Day: Family Empowerment
Together for Children: Parent Education Day: Family Empowerment Scale: About Your Child’s Services...

- Results displayed were averaged from 89 surveys returned by parents post-conference
- 1= Never/NA, 2= Seldom, 3= Sometimes, 4= Often, 5= Very Often

About Your Child’s Services...

<table>
<thead>
<tr>
<th>Statement</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionals should ask me what services I want for my child</td>
<td>3.9</td>
</tr>
<tr>
<td>I have a good understanding of the services system that my child is</td>
<td>3.4</td>
</tr>
<tr>
<td>involved in</td>
<td></td>
</tr>
<tr>
<td>When necessary, I take initiative in looking for services for my child</td>
<td>4</td>
</tr>
<tr>
<td>and family</td>
<td></td>
</tr>
<tr>
<td>I know what services my child needs</td>
<td>3.4</td>
</tr>
<tr>
<td>I tell professionals what I think about services being provided to my</td>
<td>3.8</td>
</tr>
<tr>
<td>child</td>
<td></td>
</tr>
<tr>
<td>My opinion is just as important as professionals’ opinions in</td>
<td>4</td>
</tr>
<tr>
<td>deciding what services my child needs</td>
<td></td>
</tr>
<tr>
<td>I make sure to stay in regular contact with professionals who are</td>
<td>3.7</td>
</tr>
<tr>
<td>providing services to my child</td>
<td></td>
</tr>
<tr>
<td>I am able to work with agencies and professionals to decide what services</td>
<td>3.6</td>
</tr>
<tr>
<td>my child needs</td>
<td></td>
</tr>
<tr>
<td>I am able to make good decisions about what services my child needs</td>
<td>3.9</td>
</tr>
<tr>
<td>I am sure that professionals understand my opinions about what services</td>
<td>3.8</td>
</tr>
<tr>
<td>my child needs</td>
<td></td>
</tr>
<tr>
<td>I know the steps to take when I am concerned my child is receiving poor</td>
<td>3.4</td>
</tr>
<tr>
<td>services</td>
<td></td>
</tr>
<tr>
<td>I feel that I have a right to approve all services my child receives</td>
<td>4.2</td>
</tr>
</tbody>
</table>

1 1.5 2 2.5 3 3.5 4 4.5 5
### About Your Involvement in the Community

<table>
<thead>
<tr>
<th>Scale: About Your Involvement in the Community: Parent Education Day: Family Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel I can have a part in improving services for children in My Community.</td>
</tr>
<tr>
<td>The children are punishment.</td>
</tr>
<tr>
<td>My child's needs are not understood. How the service system for children is organized.</td>
</tr>
<tr>
<td>I have ideas about the ideal service system for children, but I help other families get the services they need.</td>
</tr>
<tr>
<td>I believe that other parents and I can have an influence on services for children.</td>
</tr>
<tr>
<td>The people in agencies and government know the services for children.</td>
</tr>
<tr>
<td>I know how to get answers and to express my complaints.</td>
</tr>
<tr>
<td>I know what rights of parents and children are under the special education laws.</td>
</tr>
<tr>
<td>I feel that my knowledge and experience as a parent can be used to improve services for children and family.</td>
</tr>
</tbody>
</table>

Scores: 1=Never, 2=Seldom, 3=Sometimes, 4=Often, 5=Very Often.
Together for Children: Parent Education Day: Megan Barella “Positive Playtime!” workshop-Evaluation

Printed: Mar 02, 2016 03:12 PM

Workshop Evaluation Summary

Report Parameters:
Site: Jackson/Josephine

Number of Records: 28 in total

### Funding Sources

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPEC</td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackson</td>
<td>28</td>
</tr>
</tbody>
</table>

### Counties

#### Question 1: How helpful was the information and/or resources you received in this session?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not helpful</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>A little helpful</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat helpful</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>Very helpful</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>No response</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Question 2: How likely is it that you will use this information and/or resources?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Will not use</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>May use a little</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>May use some</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Will use a lot</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>No response</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Question 3: What did you like about the session?

<table>
<thead>
<tr>
<th>Hearing the struggle of other parents.</th>
<th>The suggestions for improving situations.</th>
<th>Learning new tools and approaches in dealing with triggers/conflict</th>
<th>I enjoyed the openness of the group and how I could see others dealing with some problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The examples.</td>
<td>Group input.</td>
<td>Do's and Don'ts</td>
<td>Pertinent and specific to what we wanted and needed</td>
</tr>
<tr>
<td>The teacher's energy and problem solving.</td>
<td>All info provided</td>
<td>Energetic presenter</td>
<td>It was useful. I needed to learn more about each tool, though.</td>
</tr>
<tr>
<td>positive reinforcement</td>
<td>The small activities the presenter</td>
<td>The session covered a lot of information in a short period of time.</td>
<td>Everything was helpful.</td>
</tr>
<tr>
<td>Physical activity, examples from active participation</td>
<td>Learning positive affirmations and solutions for my children.</td>
<td>It wasn't what I thought it was</td>
<td>The don't/ do epiphany. The kind but firm concept. The physical movement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Together for Children: Parent Education Day: Parent Café

As part of the Center for the Study of Social Policy’s (CSSP) Strengthening Families initiative, a number of states are using Community and Parent Cafés - a series of structured small group conversations that bring parents together to discuss issues important to them. The goal is to directly engage parents in building the protective factors needed to prevent maltreatment and promote healthy outcomes for their children.

CSSP is learning that this approach is especially effective in engaging parents because:

- The intimacy of the conversation and parent leadership help to create a level of candor that might not be achieved in a standard focus group or other feedback or input process
- The careful structuring of the questions helps synthesize knowledge across a range of individual experience
- Parents trained as café hosts feel that they have an area of expertise and skill base for other leadership roles

Our Parent Café was facilitated by Kathy Adams and Laura Porter of The Self-Healing Communities Initiative of Curry, Jackson and Josephine Counties ACE Interface, LLC.

The Parent Café took place in the large conference room at the Medford Library during the conference networking lunch. All parents were provided lunch and the opportunity to participate in this first ever Parent Café in Southern Oregon!
Like to hear about other parents' success/failures with child learning helped with the school's course of action as well as my own.
I found it invaluable to take my Grandson up to the CDCI to get evaluated by those professionals. It's good for high school parent meetings. 
I think care would be subject: how to remove shame in poverty. MH and families in need in general, think care would be
Community resources available: community activities that are happening: how to handle the tough
How to work with school system to get best education for my children: community discussion: parent/teacher tools and feedback
Connection with parents with kids who have disabilities
Parents who have adopted through the foster system
How do they deal with behaviors? How to get on the same board with your spouse
Blending to go? Overwhelmed (books): raising of the America
Organizing more events/classes like this: more regularly or more frequently or in smaller settings or person meetings?
Peerful pairing: building bridges/relates of like-minded parents to support each other
Maternal depression

What conversations would you like to have with other parents or friends that could really make a difference for you and/or the people you care about?

1 Parent responded "Maybe"
70 Parents responded "Yes"

I am interested in learning more about how to host a Parent Cafe.

1 Parent responded "Maybe"
10 Parents responded "Yes"

Parents and Improve My Community.

I am not sure about Cafe, but I am interested in doing some kind of project that will connect

Together for Children: Parent Education Day: Parent Cafe
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healing hurts of parents; &quot;Break the Chain&quot; (interested if child care is available)</td>
<td></td>
</tr>
<tr>
<td>Dealing with stress and parenting</td>
<td></td>
</tr>
<tr>
<td>Safe non-judgmental group for sharing parenting techniques and brain storming</td>
<td></td>
</tr>
<tr>
<td>Child development/behavior</td>
<td></td>
</tr>
<tr>
<td>Religion and not being judged because of it; or being judged in general due to situations or not understanding (is on Policy Council)</td>
<td></td>
</tr>
<tr>
<td>Parents who have children experimenting with drugs or drug affected children</td>
<td></td>
</tr>
<tr>
<td>I love teaching class on essential oils; help families learn self-care</td>
<td></td>
</tr>
<tr>
<td>What healthy activities would you like to have more time to do? What activities do you do with other families now?</td>
<td></td>
</tr>
<tr>
<td>Anything that would help my pregnant moms is good! (Jo Co Health Department Healthy Start)</td>
<td></td>
</tr>
<tr>
<td>How can we connect available resources so we can collaborate and be able to refer to each other (The library is a great place to spread the word, especially through children's departments) Raising multi-age family, diversity</td>
<td></td>
</tr>
<tr>
<td>Parent involvement in child's life; Parenting challenges; discipline, health lifestyles (food, activities, exercise), toddlers</td>
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<tr>
<td>How to contact with nature and family; keep connection in this technological era</td>
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<tr>
<td>Just an idea: outreach, getting parenting info out; not having to wait for problems discovered to seek care, but to inform community/youth</td>
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<tr>
<td>Building community and co-op care with other parents</td>
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<tr>
<td>Stress, parenting, parent support, community support</td>
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<tr>
<td>Community activities, Parenting stories</td>
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<tr>
<td>Healthy teaching and discipline</td>
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<tr>
<td>Special education, summer school, parenting kids with disabilities, I want to go to anything and everything. I love this!</td>
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<tr>
<td>Sensory processing disorder, children - ideas, resources, anything, relationships after kids</td>
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<tr>
<td>Teenagers, health &amp; wellness, special needs children</td>
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<tr>
<td>Relationships post children, speech delays, health &amp; wellness, discipline, new moms &amp; dads</td>
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<tr>
<td>Chemical/pesticide/herbicide us in our schools, parks and public greenways.</td>
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<tr>
<td>Ways to gain support in the communities we live in.</td>
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<td>-----------------------------------------------------</td>
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<tr>
<td>Blending families.</td>
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<tr>
<td>Interested to know about activities &amp; parent/child going on in my community.</td>
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<tr>
<td>I am especially interested in the kind of conversations of how we can better support one another as parents, how we can create more community-sharing needs and solutions as they come up.</td>
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<tr>
<td>Connecting with other parents around teen issues - both typical and challenging teens (maybe separate groups).</td>
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<tr>
<td>Head Start, Recovery centers, parks, child care.</td>
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<tr>
<td>Advice for new step parents that are coming into parenting with children that are not babies. How do you know what to do?</td>
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<tr>
<td>Conversations and support with other parents of children with disabilities/behavioral issues/school problems or IEP problems, etc.</td>
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<tr>
<td>After a conference like this, how can we connect with people we've met to discuss how things have been working since?</td>
<td></td>
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<tr>
<td>Parenting.</td>
<td></td>
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<tr>
<td>Child behavior, anxiety about new environments.</td>
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<tr>
<td>How early trauma impacts our children and the way we parent.</td>
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<tr>
<td>Forums like this and others are great for parents to connect and talk. Thank you.</td>
<td></td>
</tr>
<tr>
<td>Sharing common experiences as parents to developmentally disabled children and what is working and not working.</td>
<td></td>
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</tbody>
</table>
Together for Children: Parent Education Day: Sponsors

- AllCare Health Community Advisory Councils of Jackson and Josephine County provided 100% sponsorship of speaker Dr. Tina Payne Bryson

- AllCare Health and staff provided all printed materials and design

- Dr. Tina Payne Bryson is the co-author of the New York Times Best Selling THE WHOLE-BRAIN CHILD (Random House Delacorte, 2011), which has now been published in over twenty languages, and the New York Times best-selling NO-DRAMA DISCIPLINE (Random House Bantam, 2014). She is a psychotherapist and the Executive Director of The Center for Connection in Pasadena, California, where she offers parenting consultations and provides therapy to children and adolescents.

- Dr. Bryson spoke to professionals for 3 hours at the JCAEYC conference on Friday 2/26/16
  - THE WHOLE-BRAIN CHILD IN THE CLASSROOM Presenter: Dr. Tina Payne Bryson, The Center for Connection Set One
  - UGB This session presents practical strategies based on cutting-edge brain science and applies it to teacher-student interactions. The best teaching strategies are the ones that not only help instructors maintain order and cover material effectively, but that also challenge kids to become all that they're meant to be. Tina will use video, discussion, stories, and lots of personal experience to help her audience think more deeply about who they want to be as individuals, and how they want to interact with the young minds they're nurturing and helping to grow. One primary focus of this workshop is the importance of creating a culture within a classroom and school where students, parents, teachers, and administrators all recognize the crucial role of relationships in learning and brain development.

- Dr. Bryson presented a 90 minute Keynote address to parents on Saturday 2/27/16 focused on her work with No Drama Discipline
  - WELCOME & KEYNOTE – NO DRAMA DISCIPLINE Presenter: Dr. Tina Payne Bryson, The Center for Connection This workshop highlights the fascinating link between a child’s neurological development and the way a parent reacts to misbehavior, providing an effective, compassionate roadmap for dealing with tantrums, tensions, and tears—without causing a scene. Defining the true meaning of the “D” word (to instruct, not to shout or reprimand), Dr. Bryson explains how to reach your child, redirect emotions, and turn a meltdown into a teachable moment. By doing so, the cycle of negative behavior (and punishment) is essentially brought to a halt, as problem solving becomes a win/win situation. This workshop will focus on providing: strategies that help parents identify their own discipline
Parenting with the Brain in Mind: The Center for Connection and Innovation presents two hour sessions to parents entitled "Partnering with the Brain in Mind".
Together for Children: Parent Education Day: Sponsors

Jackson Care Connect
Your Community Health Plan

- Jackson care connect generously supported many aspects of the parent conference
  - Tote bags for all parent participants filled with healthy snacks and resource materials
  - Healthy portions plates
  - Binders that held conference materials, fliers, and a parent resource guide created by parents of the Southern Oregon Early Learning Hub Parent Advisory Council
  - Honorariums for presenters that donated their time to our conference
  - Child care staffing for KidTime! Discovery Experience and The Family Nurturing Center
  - Healthy meals and snacks for children in conference provided child care centers
  - Lunches and materials for Southern Oregon's first ever Parent Café session held during our networking lunch.
$25 Child Care Vouchers

- 19 Vouchers Requested
- 22 Vouchers Redeemed
- 48 Vouchers Available

- Child care vouchers of $25 each which were paid to parents
- Child care otherwise not have been able to attend.
- which allowed 19 more parents to attend the conference that
- were requested them to pay for in home child care providers
- who requested them to pay for in home child care providers.

The Providence Medical Center

They were provided by Providence Medical.

Bookmarks were placed in each book indicating that
for parents attending the conference,

Copies of Dr. Temple Grandin’s book The Whole Brain Child

Together for Children: Parent Education Day: Sponsor
Together for Children: Parent Education Day: Sponsors

The staff at the Southern Oregon Early Learning Hub provided a wide array of support for the parent conference including staff support and funding:

- Parent outreach and flyer distributions
- Assistance identifying transportation needs
- Coordination of Spanish translation equipment from SOESD
- Materials for the first ever Southern Oregon Parent Café session
- Refreshments for parents
- American Sign Language interpretation for the entire conference
- Décor for the keynote presentation by Dr. Tina Payne Bryson
- Spanish translation of the conference brochure
Together for Children: Parent Education Day: Sponsors

Southern Oregon Head Start and the Oregon Parenting Education Collaborative: The Family Connection were an integral part of the planning and support of this conference. Both provided support in a number of ways:

- Sponsored presenter Megan Barella and her workshop "Positive Playtime!
- Presented: Megan Barella, Certified Positive Discipline Parent Educator. Positive Playtime is an interactive playgroup and parenting class dedicated to helping families thrive by strengthening parent-child bonds and positive parenting communities. You will gain cutting-edge tools in brain science and Positive Discipline, as well as parenting support and empowerment, to ensure optimal brain development in the critical period of early childhood in children.
- Provided Spanish Language Interpreter staff
- Supported the first ever Southern Oregon Parent Care session
- Accounted support of conference funds
- Provided materials for parents
- Parent surveys during the conference
Together for Children: Parent Education Day: Sponsors

This day of education was truly a collaboration of many individuals and organizations!
In addition to our major sponsors, there are so many others to thank!

Jackson County Chapter of the Oregon Association for the Education of Young Children
Rogue Community College-Early Childhood & Education Department
Southern Oregon University-School of Education
Child Care Resource Network
Local Interagency Coordination Council
Access-Cooking Skills Education Program
Yogurt Hut
Parent attendee

"Such a great conference. I feel very blessed to have participated today."

Parent attendee

"Please bring in more parenting experts."

Parent workshop should be available to all parents. It's a life-saver! For parents and children.

"Thank you so much. Such great info. I'm excited to go home and apply all I've learned today. This is the best workshop I've attended this weekend was AWESOME!!! I am so glad I was able to go. A wonderful experience.

Meghan Barzela, presenter: Positive Parenting

"It was an amazing conference. Thank you to you and the conference committee for organizing this event.

Please try to reach 3 Wings Preschool.

"The feedback I got from my parents that attended has been very positive. Thank you so much."

Dr. Tanum Bryson, The Center for Connection

"Important attendance will be very helpful..." Occasionally support is what makes the biggest difference. I'd say "parents" from the inside out. Kids of groups, classes, or workshops. Conference attendees who have been there before are able to offer some perspective and to feel the other parent's struggles. This helps direct impact on physical and emotional health and how the next generation of children is shaped. People doing things in new ways and being able to use new tools, several parents expressed that they are trying new things in new ways and being able to use new tools. The feedback they received was "mostly just gratitude and

Feedback

Together For Children: Parent Education Day: Presenter and Parent