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# EARLY LEARNING HUB

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Of Linn, Benton, and Lincoln Counties

## HB+HC Community Partner Meetings

### County Fact Sheets

#### Benton County Report

#### Description of Partners:

- 13 organizations and 16 respondents:
  - 5 serve Benton County only
  - 4 serve both Linn and Benton counties
  - 3 serve Linn, Benton and Marion counties
  - 4 serve Linn, Benton and Lincoln counties
- 11 organizations have staff dedicated to outreach/engagement with the community (total: 62 staff)
- Years in the community: 1, 9, 10, 16, 22, 25, 37, 50, 57, 100
- Description of their clients:
  - Anyone with a focus on cultural connections
  - Children 5 – 18 years (some 3-5 years & 18-21 years)
  - Low-income families
  - Rural families
  - Hispanic
  - Latinos and some Caucasians
  - African American Youth and their families
  - Children and families
  - People with intellectual and/or developmental disabilities
  - Community and high-risk families through collaboration with DHS
  - Most referrals come from DHS Self-Sufficiency, but referrals can come from anywhere. Families are in need of resources and parenting education
  - Low to moderate income
  - Low income families with dependent children in the home. The priority being TANF recipients
- Regular parent meetings:
  - 5 hold regular family meetings and attendance varies from 2 to 60 people
  - 1 said it depends on what is being offered

- 1 said it depends on the site and location
- 1 holds regular Steering Committees with 2 – 3 attendees

**Two-way communication:** Strategies allow for both organization and family –initiated communication that is timely and continuous. Communication takes multiple forms

- 9 (69.2%) respondents ask families to indicate their preferred mode of communication, 1 does not, and 3 (23.1%) are moving in that direction (3 N/A)
- 9 (69.2%) respondents document communication/contacts with families to track effectiveness and 4 (30.8%) do not (3 N/A)
- 14 (93.3%) respondents engage families in face-to-face conversations and 1 said yes, but it is not working (1 N/A)
- 15 (100%) respondents initiate conversations by phone or through email, as needed (1 N/A)
- 11 (73.3%) respondents use online technology to communicate with families, 3 (20%) do not and 1 is moving in that direction
- 8 (57.1%) respondents report that direct contact is the strategy that works best (i.e. in person or phone), 4 email, 3 like a mix of contacts, 1 posts online, 1 social media, 1 likes verbal announcements, and 1 prefers texting for daily communication, 1 says active listening and actively modeling parenting skills with children including those involving positive guidance and the promotion of learning and development

**All families are treated with respect and welcomed:**

- 13 (86.7%) respondents provide interpreter services, as needed, 1 does not, and 1 is moving in that direction (1 N/A)
- 10 (71.4%) respondents translate written materials as needed, 1 does not, and 3 (21.4%) are moving in that direction (2 N/A)

**Reciprocal relationships:** The program and families benefit from shared resources and information. We invite families to share their unique knowledge and skills and encourage active participation in the program. Staff seek information about children’s lives, families, and communities and integrate this information into the program.

- 9 (69.2%) respondents ask families about their hopes and expectations for their child, 3 (23.1%) do not ask and 1 is moving in that direction (2 N/A)
- 8 (57.1%) respondents provide families with a list of jobs and/or ideas for volunteering, 5 (35.7%) do not and 1 is moving in that direction (1 N/A, 1 skip)
- 4 (28.6%) respondents inventory parent skills and talents, 7 (50%) do not and 3 (21.4%) are moving in that direction (2 N/A)
- 13 (81.3%) respondents host social/fun events and activities and 3 (18.8%) do not
- 14 (93.3%) respondents ask families for information about the child’s life, family, and community (e.g., cultural, ethnic, etc.) and 1 is moving in that direction (1 N/A)
- 11 (73.3%) respondents ask families for ideas for incorporating their language, culture, and community into their program, 2 (13.3%) do not and 2 (13.3%) are moving in that direction (1 N/A)

- 12 (80%) respondents encourage families to contribute knowledge, skills, talents, and materials (e.g. music, crafts, games, toys, books, clothing, photographs, etc) to the program and 3 (13.3%) are moving in that direction (1 N/A).

### *Program promotes learning activities in the community:*

- 14 (87.5%) respondents provide adult classes/programs or referrals that support parenting role and 2 are moving in that direction
- 9 (64.3%) respondents provide adult education (e.g. GED, ESL classes) and/or referrals, 4 (28.6%) do not and 1 is moving in that direction (2 N/A)

### **Family participation in program-level decisions and wider advocacy**

**efforts:** Our program invites families to actively take part in making decisions about plans and operations. We also invite families to advocate for early childhood education in the wider community.

- 8 (72.7%) respondents have families serve on program boards and committees and 3 (27.3%) are moving in that direction (4 N/A, 1 skip)
- 8 (57.1%) respondents inform family members about the need for advocacy (e.g., letter writing campaigns, visiting legislator, testifying before decision making bodies, etc) and encourage their participation, 5 (35.7%) do not and 1 is moving in that direction (2 N/A)

### **Would you be interested in future trainings that support parent engagement?**

14 of 16 respondents are interested in future trainings that support parent engagement.

### **Additional comments regarding family engagement:**

- We are a community learning center that is not directly targeted for working with families in an "agency" capacity. However, our center is totally family friendly. We support parents in using home languages, we provide resources for literacy & language learning, cultural events etc.
- I am only answering these questions as a parent educator teaching classes, not the organizations as a whole. I don't know all of that information and it will be answered by others attending.
- We are excited about new ways to engage parents and families and plan to survey our families more
- We currently do not offer programs for children, but would like to start a book club for parents of children with I/DD as a way of discovering any other outlying unmet needs.
- We hired a new Parent Family community Engagement person this year. Very exciting.
- This organization has been operating sporadically. We are in the process of becoming a formal 501(C) 3

### **Analysis:**

- Strengths:
  - Use communication strategies that take multiple forms (i.e. face-to-face, phone, email and online technology)

- Ask families to indicate their preferred mode of communication
- Document communication/contacts with families to track effectiveness
- Provide interpreter and translation services as needed
- Invite families to share their unique knowledge and skills and encourage active participation in the program. Seek information about children's lives, families, and communities
- Families serve on boards and committees
- Areas for growth:

*Reciprocal relationships:*

- 8 (57.1%) respondents provide families with a list of jobs and/or ideas for volunteering, 5 (35.7%) do not and 1 is moving in that direction (1 N/A, 1 skip)
- 4 (28.6%) respondents inventory parent skills and talents, 7 (50%) do not and 3 (21.4%) are moving in that direction (2 N/A)

*Family participation in program-level decisions and wider advocacy efforts:*

- 8 (57.1%) respondents inform family members about the need for advocacy (e.g., letter writing campaigns, visiting legislator, testifying before decision making bodies, etc) and encourage their participation, 5 (35.7%) do not and 1 is moving in that direction (2 N/A)

## Linn County Report

### Description of Partners:

- 11 organizations and 13 respondents:
  - 2 serve Linn County only
  - 5 serve both Linn and Benton counties, 2 serve Linn, Benton and Marion counties
  - 3 serve Linn, Benton and Lincoln counties
- 8 organizations have staff dedicated to outreach/engagement with the community (total: 40 staff)
- Years in the community: 9, 10, 16, 17, 22, 25, 37, 50
- Description of their clients:
  - Anyone with a focus on cultural connections
  - Children and families
  - Children 5 – 18 years
  - Low-income families
  - Low-income families, single parents, teen parents, children ages 0-5
  - Low income families with dependent children in the home. The priority being TANF recipients
  - Low to moderate income
  - Latinos and some Caucasians
  - African American youth and their families
  - At risk families with children under age 6
  - Community and high-risk families through collaboration with DHS
  - Most referrals come from DHS Self-Sufficiency, but referrals can come from anywhere. Families are in need of resources and parenting education
- Regular parent meetings:
  - 2 hold regular family meetings with attendance from 50 – 60 and 110 people
  - 1 holds regular Steering Committees with 2 – 3 attendees

**Two-way communication:** Strategies allow for both school and family –initiated communication that is timely and continuous. Conversations focus on a child’s educational experience as well as the larger program. Communication takes multiple forms and reflects each family’s language preference

- 9 (81.8%) respondents ask families to indicate their preferred mode of communication and 2 (18.8%) are moving in that direction (2 N/A)
- 8 (80%) respondents document communication/contacts with families to track effectiveness, 1 did not and 1 is moving in that direction (3 N/A)
- 12 (100%) respondents engage families in face-to-face conversations (1 N/A)
- 13 (100%) respondents initiate conversations by phone or through email, as needed
- 7 (58.3%) respondents use online technology to communicate with families, 4 (33.3%) do not and 1 is moving in that direction (1 skip)
- 7 (58.3%) respondents report that direct contact is the strategy that works best (i.e. face-to-face or phone), 3 email, 1 likes a mix of contacts, 1 likes verbal announcements, and 2 prefers texting,

1 says active listening and actively modeling parenting skills with children including those involving positive guidance and the promotion of learning and development

### **All families are treated with respect and welcomed:**

- 10 (83.3%) respondents provide interpreter services, as needed, 1 does not, and 1 is moving in that direction (1 N/A)
- 7 (58.3%) respondents translate written materials as needed, 1 does not, and 4 (33.3%) are moving in that direction (1 N/A)

**Reciprocal relationships:** Our program and families benefit from shared resources and information. We invite families to share their unique knowledge and skills and encourage active participation in the life of the school. Teachers seek information about children's lives, families, and communities and integrate this information into their curriculum and instructional practices.

- 7 (70%) respondents ask families about their hopes and expectations for their child and 3 (30%) do not ask (2 N/A, 1 skip)
- 6 (60%) respondents provide families with a list of jobs and/or ideas for volunteering, 3 (30%) do not and 1 is moving in that direction (2 N/A, 1 skip)
- 4 (30.8%) respondents inventory parent skills and talents, 4 (30.8%) do not and 5 (38.5%) are moving in that direction
- 9 (69.2%) respondents host social/fun events and activities, 3 (23.1%) do not and 1 is moving in that direction
- 12 (92.3%) respondents ask families for information about the child's life, family, and community (e.g., cultural, ethnic, etc.) and 1 is moving in that direction (1 N/A)
- 9 (75%) respondents ask families for ideas for incorporating their language, culture, and community into their program, 2 (16.7%) do not and 1 is moving in that direction (1 N/A)
- 10 (83.3%) respondents encourage families to contribute knowledge, skills, talents, and materials (e.g. music, crafts, games, toys, books, clothing, photographs, etc) to the program and 2 (15.4%) are moving in that direction (1 N/A).

### ***Program promotes learning activities in the community:***

- 11 (84.6%) respondents provide adult classes/programs or referrals that support parenting role, 1 said yes, but it's not working and 1 is moving in that direction
- 7 (63.6%) respondents provide adult education (e.g. GED, ESL classes) and/or referrals, 2 (18.2%) do not and 2 are moving in that direction (1 N/A, 1 skip)

*Family participation in program-level decisions and wider advocacy efforts:* Our program invites families to actively take part in making decisions about plans and operations. We also invite families to advocate for early childhood education in the wider community.

- 6 (60%) respondents have families serve on program boards and committees and 4 (20%) are moving in that direction (2 N/A, 1 skip)
- 5 (41.7%) respondents inform family members about the need for advocacy (e.g., letter writing campaigns, visiting legislator, testifying before decision making bodies, etc) and encourage their participation, 6 (50%) do not and 1 is moving in that direction (1 N/A)

*Would you be interested in future trainings that support parent engagement?*

All 13 respondents are interested in future trainings that support parent engagement

*Additional comments regarding family engagement:*

- We are a community learning center that is not directly targeted for working with families in an "agency" capacity. However, our center is totally family friendly. We support parents in using home languages, we provide resources for literacy & language learning, cultural events etc.
- We hired a new Parent Family community Engagement person this year. Very exciting.
- This organization has been operating sporadically. We are in the process of becoming a formal 501(C) 3
- Family feedback is encouraged but less participation in the early childhood component as that is the time parents get a break
- Regarding the previous question about engaging parents in political action – that is not allowed under IRS 501 c3 rules
- I am only answering these questions as a parent educator teaching classes, not the organizations as a whole. I don't know all of that information and it will be answered by others attending.
- We are excited about new ways to engage parents and families and plan to survey our families more

**Analysis:**

- Strengths:
  - Use communication strategies that take multiple forms (i.e. face-to-face, phone, and email)
  - Ask families to indicate their preferred mode of communication
  - Document communication/contacts with families to track effectiveness
  - Provide interpreter services as needed
  - Invite families to share their unique knowledge and skills and encourage active participation in the program. Seek information about children's lives, families, and communities.
  - Promote learning activities in the community
  - Families serve on boards and committees
- Areas for growth:
  - Two-Way Communication:

- 7 (58.3%) respondents use online technology to communicate with families, 4 (33.3%) do not and 1 is moving in that direction (1 skip)

All families are treated with respect and welcomed:

- 7 (58.3%) respondents translate written materials as needed, 1 does not, and 4 (33.3%) are moving in that direction (1 N/A)

Reciprocal relationships:

- 4 (30.8%) respondents inventory parent skills and talents, 4 (30.8%) do not and 5 (38.5%) are moving in that direction

Family participation in program-level decisions and wider advocacy efforts:

- 5 (41.7%) respondents inform family members about the need for advocacy (e.g., letter writing campaigns, visiting legislator, testifying before decision making bodies, etc) and encourage their participation, 6 (50%) do not and 1 is moving in that direction (1 N/A)



## Lincoln County Report

### Description of Partners:

- 8 organizations and 9 respondents:
  - 4 serve Linn County only
  - 1 serves Lincoln, Clatsop, and Tillamook counties
  - 3 serve Linn, Benton and Lincoln counties
- 7 organizations have staff dedicated to outreach/engagement with the community (total: 17 staff)
- Years in the community: 4, 6, 8, 16, 16, 22, 37, decades, and forever
- Description of their clients:
  - Parents with children ages 0-6 and 10-14 including Latino parents
  - Impoverished children/families – 160 (193 this year alone)
  - Families with children ages 0-13 (up to 18 for children with a special need) and all types of childcare providers age 18 and up
  - Pregnant women, and infants and children to age 21
  - Low – moderate income
  - Most referrals come from DHS Self-sufficiency, but referrals can come from anywhere. Families are in need of resources and parenting education
  - Low income families with dependent children in the home. The priority being TANF recipients
- Regular family meetings:
  - 3 hold regular family meetings with attendance from 8 – 16 parents
  - 1 varies from 100 – 125 at first and last meetings and smaller groups during the year
  - 1 said it depends on what is being offered
  - 1 holds regular Steering Committees with 2 – 3 attendees

**Two-way communication:** Strategies allow for both school and family –initiated communication that is timely and continuous. Conversations focus on a child's educational experience as well as the larger program. Communication takes multiple forms and reflects each family's language preference

- 6 (75%) respondents ask families to indicate their preferred mode of communication and 2 (25%) are moving in that direction (1 N/A)
- 9 (100%) respondents document communication/contacts with families to track effectiveness
- 9 (100%) respondents engage families in face-to-face conversations
- 9 (100%) respondents initiate conversations by phone or through email, as needed
- 4 (44.4%) respondents use online technology to communicate with families and 4 (44.4%) do not (1 N/A)
- 4 (44.4%) respondents report that direct contact is the strategy that works best (i.e. face-to-face or phone); 3 (33.3%) texting; 2 email; 1 likes a mix of contacts, 1 likes Facebook, community partners sharing info/flyers, parent leaders encouraging others to participate, and 1 says active listening and actively modeling parenting skills with children including those involving positive guidance and the promotion of learning and development

### All families are treated with respect and welcomed:

- 8 (88.9%) respondents provide interpreter services, as needed and 1 is moving in that direction
- 7 (77.8%) respondents translate written materials as needed 2 (22.2%) are moving in that direction

**Reciprocal relationships:** Our program and families benefit from shared resources and information. We invite families to share their unique knowledge and skills and encourage active participation in the life of the school. Teachers seek information about children's lives, families, and communities and integrate this information into their curriculum and instructional practices.

- 6 (66.7%) respondents ask families about their hopes and expectations for their child and 3 (33.3%) do not ask
- 4 (44.4%) respondents provide families with a list of jobs and/or ideas for volunteering, 4 (44.4%) do not and 1 is moving in that direction
- 4 (44.4%) respondents inventory parent skills and talents and 5 (55.6%) do not
- 4 (44.4%) respondents host social/fun events and activities and 3 (33.3%) do not and 2 are moving in that direction
- 9 (100%) respondents ask families for information about the child's life, family, and community (e.g., cultural, ethnic, etc.)
- 7 (87.5%) respondents ask families for ideas for incorporating their language, culture, and community into their program and 1 does not (1 N/A)
- 4 (50%) respondents encourage families to contribute knowledge, skills, talents, and materials (e.g. music, crafts, games, toys, books, clothing, photographs, etc) to the program, 2 (25%) do not and 1 is moving in that direction (1 N/A).

### *Program promotes learning activities in the community:*

- 7 (77.8%) respondents provide adult classes/programs or referrals that support parenting role, 1 does not and 1 is moving in that direction
- 5 (55.6%) respondents provide adult education (e.g. GED, ESL classes) and/or referrals, 4 (44.4%) do not

### Family participation in program-level decisions and wider advocacy

**efforts:** Our program invites families to actively take part in making decisions about plans and operations. We also invite families to advocate for early childhood education in the wider community.

- 6 (66.7%) respondents have families serve on program boards and committees 1 (11.1%) and 2 (22.2%) are moving in that direction
- 4 (44.4%) respondents inform family members about the need for advocacy (e.g., letter writing campaigns, visiting legislator, testifying before decision making bodies, etc) and encourage their participation and 5 (50%) do not

### *Would you be interested in future trainings that support parent engagement?*

All 9 respondents are interested in future trainings that support parent engagement

### *Additional comments regarding family engagement:*

- I think this is a great movement in this direction. It will be exciting to offer engagement opportunities to our families we serve
- Parent engagement is part of where we are going in home visiting advisory boards
- We are excited about new ways to engage parents and families and plan to survey our families more

### **Analysis:**

- **Strengths:**
  - Use communication strategies that take multiple forms (i.e. face-to-face, phone, and email)
  - Ask families to indicate their preferred mode of communication
  - Document communication/contacts with families to track effectiveness
  - Provide interpreter and translation services as needed
  - Families serve on program boards and committees
  - Provide adult classes/programs or referrals that support parenting role
- **Areas for growth:**

**Two-Way Communication:**

  - 4 (44.4%) respondents use online technology to communicate with families and 4 (44.4%) do not (1 N/A)

**Reciprocal relationships:**

  - 4 (44.4%) respondents provide families with a list of jobs and/or ideas for volunteering, 4 (44.4%) do not and 1 is moving in that direction
  - 4 (44.4%) respondents inventory parent skills and talents and 5 (55.6%) do not
  - 4 (44.4%) respondents host social/fun events and activities and 3 (33.3%) do not and 2 are moving in that direction
  - 4 (50%) respondents encourage families to contribute knowledge, skills, talents, and materials (e.g. music, crafts, games, toys, books, clothing, photographs, etc) to the program, 2 (25%) do not and 1 is moving in that direction (1 N/A).
  - 4 (50%) respondents encourage families to contribute knowledge, skills, talents, and materials (e.g. music, crafts, games, toys, books, clothing, photographs, etc) to the program, 2 (25%) do not and 1 is moving in that direction (1 N/A).

**Program promotes learning activities in the community:**

  - 5 (55.6%) respondents provide adult education (e.g. GED, ESL classes) and/or referrals, 4 (44.4%) do not

**Family participation in program-level decisions and wider advocacy efforts:**

  - 4 (44.4%) respondents inform family members about the need for advocacy (e.g., letter writing campaigns, visiting legislator, testifying before decision making bodies, etc) and encourage their participation and 5 (50%) do not

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# EARLY LEARNING HUB

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*Of Linn, Benton and Lincoln Counties*

Healthy Beginnings+Healthy (HB+HC) Communities Organizing Grant

**Interim Report for Project #:**

*Please submit your completed Interim Report by June 30, 2015*

***1. In brief, what do you aim to do with your Organizing Grant? (1200 characters)***

We intend to use funds from the Organizing Grant to engage parents and families most impacted by educational and health inequities in meaningful discussions regarding the strengths and needs of their communities throughout Linn, Benton and Lincoln counties. Our goal is to build leadership and capacity to improve the health of local children. We hosted 3 partner meetings in each county and multiple parent focus groups.

The best strategies for improving children's health involve and are led by parents and their community. That is why we are using the HB+HC grant to bring together trusted local community partners to forge connections and build leaders. At partner meetings, we gather information on their experiences engaging families and announce the parent focus groups and invite partners to host a group. Baseline information gathered from these meetings will allow us to identify where agencies are on the "engagement" ladder and help us learn how to build an engagement component to the EL Hub.

At the focus groups, we want to learn from parents how to best meet the needs of families with young children in our region. We also want to identify parent leaders to serve an advisory group for the EL Hub and on other community partner Boards and advisory groups.

Finally, we will summarize our findings by county for community partners. The Steering Team will use the findings to strategize for the 5-year implementation grant.

***2. Please describe your progress since January 1, 2015 in the following area: engaging your partners and identifying their level of commitment towards HB+HC objectives. (1800 characters)***

Since January 1, 2015 we have engaged partners in Steering Committee meetings and in county-specific meetings. The Steering Committee includes health departments from Benton, Linn and Lincoln counties, the IHN-CCO, Old Mill Center for Children and Families, and CASA of Linn County. At these meetings, we developed the survey for partners and the focus group questions. Benton County Health Department paid a researcher to help develop our partner survey and parent focus group questions.

Twenty-four partners attended 3 partner meetings in Linn, Benton and Lincoln Counties and completed surveys regarding their experiences engaging families. To date, 12 partners hosted parent focus groups and approximately 46 parents attended. At least 1 more focus group is planned.

We are interested in how our partners involve parents in their work. Prior to the partner meetings, we surveyed partners regarding the following parent engagement strategies:

- Two-Way communication – Communication takes multiple forms. Strategies allow for both organization and family-initiated communication that is timely and continuous
- Treating all families with respect and welcomed – our focus is on translation of written materials and interpreter services
- Reciprocal relationships – both the program and families benefit from shared resources and information. Programs seek information about children’s lives, families and communities and encourage parent participation
- Promoting learning activities in the community
- Family participation in program-level decisions and wider advocacy efforts

Results of the survey indicate most partners are already engaging parents in volunteer activities and on their governing boards. Further, partners who do not have parents on their governing boards are moving in that direction. There is opportunity for growth regarding wider advocacy efforts and encouraging parents to become involved. One hundred percent of survey participants are interested in further trainings regarding parent engagement.

Finally, the Early Learning Division plans to create a Parent Engagement Framework similar the Head Start Framework.

***3. Please describe your progress since January 1, 2015 in the following area: engaging in intentional discussions about the role of advocacy, policy and civic engagement in your work. (1800 characters)***

We held 3 partner meetings in Linn, Benton and Lincoln counties. At these meetings we asked partners about their parent engagement strategies.

***4. Please describe your progress since January 1, 2015 in the following area: identifying your interest in and areas that you can contribute to building strong multicultural and regional alliances to achieve common goals. (1800 characters)***

Our partners represent a broad array of parent/family communities, reflecting the diversity of the region, including rural, immigrant and refugee, Latino/Hispanic, and low-income families. Convening 3 Partner Meetings is helping to build strong multicultural and regional alliances to build capacity and infrastructure to ensure meaningful engagement of parents and families most impacted by educational and health inequities. Partners have offered technical assistance with translation equipment at the meetings, connections with migrant farm workers for Parent Focus Groups, and local research regarding the experiences of Latino families in the Greater Albany School District (GAPS).

Benton County Health Department and Linn-Benton Health Equity Alliance offered the use of translation equipment to facilitate Spanish-speaking partner participation in Partner Meetings. Health Department staff also offered training and guidance regarding best practices for using the translation equipment. Consequently, our Spanish-speaking partners were able to contribute their experiences and knowledge regarding family engagement.

*Strengthening Rural Families (SRF) uses a collaborative approach to promote the health and well-being of individuals and families in rural Benton County. They connected us with migrant farm workers and provided translation for a Parent Focus group held during the workers lunch hour at the Gathering Together Farm. These Spanish-speaking farm workers were able to tell us how they feel about raising young children in their communities and what supports they need.*

OSU Extension Service conducted their own focus groups among Latino families in GAPS. Their findings offer a detailed picture of current needs and recommendations for improving outcomes for Spanish-speaking children enrolled in school.\

Collaborations such as these are strengthening our ability to conduct outreach and community organizing strategies and to improve the anticipated outcomes of early learning and health care transformation efforts in the region.

## *5. Did the HB+HC Gatherings in March and May inform your approach? (1800 characters)*

The first gathering helped us learn more about the NW Health Foundation. In particular, their goals regarding systems transformation and regional thinking and building the capacity of communities to advocate for themselves. As an Early Learning Hub, we want to change the system of planning for early childhood programs to include more parents living in poverty, communities of color and other underserved populations. This will require communities and partners to work together to identify potential leaders. We will need to engage proven programs that can train parent advocates and partners to include parent leaders on boards etc.

At the 2<sup>nd</sup> gathering, it was exciting to see what CAPACES has done in their community. To see what is possible within communities when services are aligned with community needs, when systems change so that underserved people are given a voice and are able to advocate for their interests and needs. Woodburn is an amazing community and it is exciting to think that it could be the future for many towns in our region.

We learned that to be successful, we must emphasize leadership development and education so all voices can be heard. This is the direction we intend to take with the HB+HC grant.

Our collaboration includes the effective practices mentioned by PCUN:

- Listening and learning
- Being careful with assumptions and respecting equity
- Working to reflect our community
- Letting our target population lead
- Embracing the community and working as a team
- Acknowledging grassroots people and building their advocacy skills

We also appreciated learning more about the Siletz Tribe which is located in Lincoln County. The presentation by the tribes was arresting because the information was new to us. The effect was a desire for more information and contact. We must keep in mind that staff employed by the tribes is

understaffed and overwhelmed with all the work they need to do. They pointed out many great needs including: no tribal members on the school board, county commissioners or city councils in Lincoln County. At the gathering, Kristi connected with Meagan Hawley and they have plans for Hub staff to visit Siletz before the end of June. However, Kristi emailed Meagan immediately following The May Gathering and did not received a response. There continues to be a lack of communication.

**6. Have any unexpected circumstances or challenges affected your efforts and, if so, how did your community/collaboration respond and adapt to them? This could include changes in staffing, funding, partners involved and/or external factors. (1800 characters)**

A challenge has been trying to schedule Parent Focus Groups during May and June. Ideally, we want to schedule Focus Groups during times when parents are already attending a meeting. However, this is problematic because many school-related programs are winding down. Also, June is a transition time for many partners who shut down their regular meetings to prepare curriculum for their summer programs. Consequently, it has been difficult to schedule Parent Focus Groups. Fortunately, many families have been willing to participate in focus groups before their yearend activities. Two partners distributed the focus group questions for families to answer individually rather than in a group discussion setting.

Another challenge has been connecting with the Siletz Tribe. As mentioned above, we have made several unsuccessful attempts to meet with representatives of the Siletz Tribe.

**7. What would help you most in the next three months to move forward? (1800 characters)**

**8. How has your community expended grant funds? Please present this information using the original budget, and add a column titled "Actual Expenditures to Date." Use this column to report actual expenditures as tracked and verified by your internal financial systems.**

Note: The final report (due January 30, 2016) will ask for final actual expenditures.

Please don't hesitate to reach out if you need support to complete this portion.

Budget Item	Proposed	Actual Expenditures to Date (Jan 1-Month xx, 2015)

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# EARLY LEARNING HUB

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Of Linn, Benton, and Lincoln Counties

## Status of Parent Focus Groups – 6/22/2015

Benton County	
Parenting Support Network	Done
Multi-Cultural Center/	Done
Strengthening Rural Families	Thursday 6/25
Linn County	
CASA (pilot test)	Done
Juntos	Done
Kidco	Done
HART	Done
Family Tree Relief Nursery	Wednesday 6/24
Welcome Center	Done/pick up forms
Lincoln County	
Coastal Families	Done
Lincoln County School District Early Childhood Programs	Done
Samaritan Early Learning Center	Wednesday 6/24
Samaritan House	Wednesday 7/08

# Analysis of the Parent Focus Group Data

## Purpose of the study:

The purpose of the Parent Focus Groups was to:

1. Identify key areas for critical input, engagement and leadership development among diverse parent/family communities in the region.
2. Improving understanding of the needs, strengths and opportunities for better engaging diverse parent/family communities in EL Hub planning and implementation activities.
3. Developing common language, goals, and outcomes related to family/community engagement aligned with the EL Hub Strategic Plan
4. Ensuring planning process informs strategic investment of the EL Hub and other education and health care transformation efforts.

## Key questions:

1. What are the key areas for engagement of parents/families in the region?
2. What are the key areas for leadership development of parents/families in the region?
3. What are the education needs of families in the region?
4. What are the health care needs of families in the region?
5. What strengths do parents/families bring to EL Hub planning and implementation activities
6. What are the opportunities for better engaging parents/families communities in EL Hub planning and implementation activities

## Scissor and sort technique:

### Coding:

1. Go through the transcript and identify sections of it that are relevant to the research questions
2. Develop a classification system for major topics and issues
3. Assign codes (or colors) to each piece of relevant information

### Management:

4. Cut and paste coded material and sorted so all material relevant to a particular topic is placed together
5. **Multiple focus groups:** Identify important themes and sample statements within a theme or use some other approach such as examining statements made in response to particular types of questions or at particular points in the conversation

### Interpretation:

Analytic Induction: develop a summary statement which is true of each extract or piece of text in the group. Then, search for a statement that is “falsifying evidence.”