

Prevention Works



**5-YEAR PREVENTION PLAN · 2011-2016
CLALLAM COUNTY, WASHINGTON**

EXECUTIVE SUMMARY

A healthy community is built one child, one family, and one individual at a time. Children are the most precious assets any community possesses. When a young infant is neglected, when a first grade child is so out of control that he or she cannot learn, when a middle school child gives up on academic work, when a high school student loses hope after being targeted by cyberbullying every one of us is affected. Children, who are neglected, abused, emotionally troubled, involved in violence, or drop out of school hurt deeply. The community hurts also. **Prevention Works! A Community Coalition of Clallam County** presents to the community a **Five Year Prevention Plan** designed to increase healthy behaviors in our families and decrease child abuse and neglect, substance abuse, and violence by and among youth and increase academic success in our young citizens.

Many county citizens participated in the creation of this plan. Our community assets, programs and prevention efforts already underway, were recognized. Gaps in prevention efforts were then identified. After hours of discussion a consensus emerged prioritizing five areas of prevention effort. Committees formed for each focus area. Each committee was charged with the task of developing an approach to the overall goal that fit our community, an approach that took into account our assets and our weaknesses. In some cases, recommendations include increasing and expanding geographically efforts already underway. In some cases, the call came for new or additional prevention programs that use evidence-based approaches. The approach of the committee members was to be creative, to search for the best interventions known to target the area of concern. The resulting **Five Year Prevention Plan** combines realism with enthusiastic passion for improving the lives of our youngest citizens and thus the entire community.

The Five Selected Areas of Focus With Highlights of the Plans for Prevention Intervention Chosen by Each Committee

Focus A Increase Parenting Support For Families With Children From the Prenatal Period Through Six Years Of Age

- Through the use of increased home visiting programs for pregnant women and families with children under the age of six.
- Through the use of increased parenting education for parents and caregivers of young children.

Focus B Promote Youth Academic Success

- Through the promotion of increased parent involvement in reading to their children and engaging them in number and block play.
- Through the promotion of increased parent, individual and community organization involvement in the youth academic success.

Focus C Identify Young Children With Social, Emotional And Behavioral Problems in Order to Provide Them and Their Parents, Teachers And Caretakers With Appropriate Support

- Through the creation of a free screening program for children birth to eight.
- Through the creation of community support for placement of School Counselors in all elementary schools.

Focus D Reduce Violent and Aggressive Behavior by Children and Adolescents

- Through the use effective anti-violence and anti-bullying curriculums in all elementary schools in the county.

Focus E Increase Availability and Access to Local Prevention and Treatment Resource Information to Everyone in Clallam County

- Through the increased use of the 2-1-1 system.
- Through the creation of informational kiosks in central locations in the county.

A variety of methods for evaluating the impact of this ambitious Five Year Prevention Plan has been built into its design. Implementation and progress will be closely monitored and reported back to the community. The prevention approaches described represent only a beginning point for bringing about desired change. As each focus group meets, additional efforts or changes in approach will be considered. The goal is clear: *healthier children, healthier families and a healthier county, where every child has the opportunity to reach his or her full potential.*

Prevention Works! *A Community Coalition of Clallam County* invites everyone to explore the creative ideas found in this plan and to participate in bringing this potentially powerful change to our community.

The **Five Year Prevention Plan** process was coordinated by Prevention Works!

Prevention Works! *A Community Coalition of Clallam County*

is a 501(c)3 organization that advocates, educates and invests in our children. Through prevention efforts, we work to end child abuse and neglect, substance abuse and violence.

It is an all-volunteer community-wide effort and it is not part of any agency.

Information on upcoming trainings, meetings and other topics can be found on the Prevention Works! website.

www.preventionworksc.org

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INTRODUCTION

Prevention Works! A *Community Coalition of Clallam County* invites you to review our Five Year Prevention Plan to promote healthy behaviors for both children and adults. Research emphasizes that the *best* way to do this is to focus educational efforts, services and programs at pregnant women, children from birth through age eight years and their families.

“An ounce of prevention is worth a pound of cure” or “A stitch in time saves nine.” Research findings continue to support the truth of these common sayings. Prevention not only works but it is cost effective.

Why create a Prevention Plan?

For many reasons:

- To raise awareness in Clallam County of positive ways to help our children be healthy physically, mentally and emotionally.
- To help citizens understand the link between well designed prevention efforts and the reduction of child abuse and neglect, youth violence and youth substance abuse.
- To give citizens practical ways to get involved in effective prevention efforts.
- To encourage increased local and outside financial investment in prevention efforts.
- To increase coordination between local agencies in prevention efforts.

Understanding “Prevention”

Two people, walking along a river, see a child flailing in the water. They jump in and bring him safely to shore. Soon another child is safely pulled out. And soon after that, another child is brought to safety. They realize they have an ongoing problem and call for help. Help arrives as more children are pulled from the water. Finally, one person walks upriver and finds a playground, without any fencing, next to a steep riverbank. They quickly construct a fence and later the playground is moved to a safer location.

Both solutions at the end of this story are prevention efforts. Some times we become so focused on providing services to citizens with serious problems, such as providing housing to battered women, finding residential treatment for teens with addictions or placing children from abusive homes in foster care, that we forget that the *ultimate solution* is preventing these problems from occurring in the first place.

Three Levels of Prevention Efforts

As you read through the **Five Year Prevention Plan** notice that it contains examples of three prevention approaches.

When there are no requirements to participate in the prevention effort, it is called a *Universal Approach*. This approach assumes that everyone can benefit from accurate and helpful information. An example would be an anti-bullying curriculum taught in all elementary grades or a home visiting program for every mother that gives birth in the county.

When the participants in a prevention effort have an identified risk factor, it is called a *Selective Approach*. An example would be offering a special parenting program for all divorcing parents or offering home visiting to all teenage mothers.

When all the participants in a prevention effort have early signs of a behavioral or emotional problem it is called an *Indicated Approach*. An example would be offering a special school-based intervention for all children showing low academic performance.

How Can We Know That Prevention Programs Actually Work?

The gold standard method to assess the value of prevention efforts is to collect target information before the prevention program begins and then monitor outcomes over a period of time. When the phrase “evidence-based” is used in the following pages to describe a prevention program it means that this particular prevention program has demonstrated the desired results in several well-designed studies.

When a prevention effort shows early good results but has not been in place long enough to verify long-term gains it may be called a “promising practice”. If long-term results are eventually found to not be positive the effort is typically either discontinued or modified. If it is found to have positive results and they are replicated, the promising practice becomes an evidence-based practice.

Finally, some prevention efforts involve a combination of emerging research and local community creativity. These are labeled “community innovative programs”. These efforts may eventually turn into “evidence-based” programs.

A Few Examples of Proven Prevention Efforts

- Requiring children’s car seats and adult seat belts has reduced deaths in car accidents by 70%.
- Several school based violence prevention programs lower the rate of aggressive behaviors in an average school by one-quarter to one-third.

- A thirty-five year study of every child born on the island of Kauai, Hawaii revealed that the involvement of one consistent and positive adult in the lives of young children played a critical role in preventing later delinquent behavior.
- Young low-income single mothers received nurse home visits for the first three years of their child's life (The Olds Model). Compared to a control group, the children did better in school and had fewer encounters with law enforcement, mother's rate of employment was higher and there were fewer reports of child abuse and neglect.

The RAND corporation found the positive differences in the families that had experienced home visits by nurses created a net benefit to society of \$34,148 per family. (1)

Child Abuse and Neglect, Youth Violence and Substance Abuse in Clallam County

Child Abuse and Neglect involves any recent act or failure to act on the part of the parent or caretaker that results in death, serious physical or emotional harm, sexual abuse, or exploitation or an act or failure to act that presents an imminent risk of serious harm to the child. Child Abuse can be physical, verbal or both.

Violence is defined as the intentional use of physical force or power, threatened or actual, against another person that results in or has a high likelihood of resulting in injury, death, psychological harm, poor development or deprivation. Bullying is generally defined as an intentional act that causes harm to others, and may involve verbal harassment, verbal or non verbal threats, physical assault, stalking, or other methods of coercion such as manipulation, blackmail or extortion. Bullying is aggressive behavior that intends to hurt, threaten or frighten another person. The National Crimes Prevention Council defines cyber-bullying as “the process of using the Internet, cell phones or other devices to send or post text or images intended to hurt or embarrass another person.” Date rape is often defined as forcible sexual intercourse (oral, anal or vaginal) by a male acquaintance of a woman during a voluntary social engagement in which the woman did not intend to submit to the sexual advances and resisted the acts by verbal refusals, denials or pleas to stop, and/or physical resistance.

Substance Abuse is a maladaptive pattern of substance use leading to a) clinically significant impairment in capacity to fulfill major role obligations at work, school or home and/or b) recurrent substance use in situations in which it is physically hazardous and/or c) recurrent substance-related legal problems and/or d) continued substance use despite having persistent or recurrent social or interpersonal problems.

These three issues are often closely connected. Reported cases of child abuse and neglect and incidents of violence in Clallam County are frequently related to substance abuse.

Clallam County ranks higher than the state average in the following areas: (2)

- Children living in households below the poverty level
- Victims of child abuse and neglect (in accepted referrals)
- Freshman who leave school before their senior year*
- Poor academic performance (WASL grade 4 & 10)
- Arrests, alcohol-drug related, vandalism, or property crimes (age 10-14)*
- Arrests, violent crime (age 10-17)*
- School weapon incidents (all grades)
- Suicide and suicide attempts (age 10-17)*

In the items marked by an asterisk * Clallam County's rate is not only higher than the state average but also higher than the rates of other similar rural counties. These statistics indicate that our community is in need of more prevention efforts to help our children and youth develop in a healthy manner.

About Prevention Works! A Community Coalition of Clallam County

Prevention Works! A *Community Coalition of Clallam County* was founded in 1998. Right from the start, the coalition was focused on healthy early development of children and used its research-based strategies to serve families with children from the prenatal period to age five. In 2004 the coalition became a 501(c)3 nonprofit organization with a broader focus to include children through age eighteen. The coalition has grown to over 300 members, involving citizens from all aspects of the community.

Prevention Works! is unique as a coalition because it focuses on three areas of prevention: child abuse and neglect; violence; and substance abuse. The coalition has been successful in blending prevention funding and concentrating efforts, bringing in over one million dollars in new prevention funding to the community. It has accomplished much in its short existence including the sponsorship of over 80 professional/community trainings attended by over 5000 local citizens and professionals. Throughout its existence it has emphasized the use of well-researched prevention efforts and ongoing evaluation of all its programs.

About the Five Year Prevention Plan

The following prevention plan is a labor of love by community volunteers. Over several years, community members and staff of many agencies were interviewed about the essentials of a prevention plan. In 2010 these efforts culminated in three major meetings involving individuals representing elected officials, law enforcement, a court commissioner, schools, mental health providers, chemical dependency treatment providers, non profit agencies, governmental agencies and other community members. (See the list of attendees at the end of the report.) After exploring prevention assets already present in the community, the group identified gaps in local prevention efforts. They engaged in wide-ranging discussion about what additional prevention efforts were needed to improve the lives of our children. The top five areas of community need

were selected and are listed below. A focus group was organized for each area and charged with the task of creating a plan for that focus. All of these topics are discussed in more detail within the report.

- Focus A Increase Parenting Support For Families With Children From the Prenatal Period Through Six Years Of Age**
- Focus B Promote Youth Academic Success**
- Focus C Identify Young Children With Social, Emotional And Behavioral Problems in Order to Provide Them and Their Parents, Teachers and Caretakers With Appropriate Support**
- Focus D Reduce Violent and Aggressive Behavior by Children and Adolescents**
- Focus E Increase Availability and Access to Local Prevention and Treatment Resource Information to Everyone in Clallam County**

Prevention not only works, but it is the most cost-effective investment that a community can make to decrease its social problems. We are excited to work with you and other members of our community to implement this **Five Year Prevention Plan** for Clallam County. Each Focus group welcomes additional individuals to join in making this prevention plan a success. To learn more about how you can participate, please contact Jim Borte at 417-2385.

Your support for this effort is crucial to its success!

References

- (1) Investing in Our Children: What We Know and Don't Know About the Costs and Benefits of Early Childhood Interventions. L. Karoly, P.W. Greenwood, S.S.Everingham, J. Hoube, M.R. Kilburn, C.P. Rydell, M. Sanders, and J. Chiesa. RAND Corporation, Santa Monica CA, 1998.
- (2) Washington State Department of Social and Health Services Research and Data Analysis, Community Outcome and Risk Evaluation Geographic Information System (CORE_GIS). County Reports, July 2010.

INCREASE PARENTING SUPPORT FOR FAMILIES WITH CHILDREN FROM THE PRENATAL PERIOD THROUGH SIX YEARS OF AGE

FOCUS A – 1

Primary Goal: Expand Home Visiting Services to Pregnant Women & Families with Young Children

The primary goal of Focus A-1 is to provide home visiting services throughout Clallam County to all mothers with newborns, to selected pregnant women and to parents of young children who are in need of more intense support. The underlying belief behind this goal is that parents are more likely to provide love, care and guidance to their children as they gain a greater understanding of child development and children’s needs.

Background

Home visiting is a well-researched strategy to bring important information about parenting, nutrition and health directly into the home. Evidence-based home visiting programs have been shown to produce positive outcomes that, over time, yield returns on taxpayer investment of up to \$5.70 per dollar spent (1). It is clear from the research that well designed Home Visiting programs help families and their infants and young children get a good start in life.

True local story: Theresa credits home visits with making an enormous difference in her life. At the birth of her first child she had two lives. At work she was the confident head of a department using the skills she gained from her newly acquired Masters degree. However, her private life was in chaos. Her mother had recently died and her husband wanted a divorce and left. Alone with her infant daughter, she had no idea what to do. Someone told her the hospital offered home visits to all new mothers, so she asked for one. While normally these visits are limited to only a few, it took nine visits to get Theresa confident enough to deal with her new baby. Eventually she remarried and had other children but says, “The home visits saved my life.”

Home Visiting Programs in Clallam County

There are approximately **685 births per year** in Clallam County. Medicaid (state health coverage for low-income citizens) covers about 60% of these births (approximately 400 births).

Clallam County currently has several home visiting programs. Notice below how the number of families served markedly decreases as the age of the child increases. The number of families initially served by these programs at first glance appears to be high. However, research on the effectiveness of home visiting programs recommends visits over a period of two to three years.

Pregnant women with family incomes of 185% or less of poverty (Medicaid criteria) are eligible for prenatal home visits through a state and federally funded program, *Maternity Support Services (MSS)*. This program is administered by First Step Family Support Center. These prenatal services, provided on a voluntary basis, are delivered by an interdisciplinary team of nurses, behavioral health therapists and registered dietitians. The goal of the program is to prevent the birth of low birth weight babies and to help the mother have a healthy pregnancy. This program also provides home visiting for the first two months post partum for women who qualify by low income. In 2010 approximately **448** women in Clallam County received *MSS* services.

The *New Family Services (NFS)* program provides home visits by certified lactation nurses during the first two months of the child's life. The primary goal of this program is to encourage breast-feeding. Operating out of Olympic Medical Center in Port Angeles, this program is offered to every new mother who delivers either at home or at Olympic Medical Center. Over 90% of new mothers accept the visits. (This program, however, is not available to county residents living west of Lake Sutherland or to mothers who deliver in the Forks hospital.)

Some families with low income and high risk factors participate in home visiting through an *Infant Case Management* service. This program continues to provide home visiting from the child's age of three months to one year. This program is funded through Medicaid dollars. In 2010, **177** families were served under this program by First Step Family Support Center in the East and Central areas of Clallam County.

At the time of printing, due to the State budget crisis and the need to reduce Medicaid spending, Medicaid funding for MSS, NFS and ICM programs in Clallam County is scheduled for a major reduction in 2011.
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There are several programs in the county that currently provide home visits to families with children age one year to three years.

Parents as Teachers (PAT) is an internationally recognized, evidence-based program funded through a variety of local and state grants. The goals of *PAT* are to increase parent knowledge of early childhood development, improve parenting practices, provide early detection of developmental delays and health issues, prevent child abuse and neglect and increase children's school readiness and school success. This program also includes parent meetings, developmental, health, vision and hearing checks and referrals to other resources. The cost per family per year of service is approximately \$2000. In 2011, **17** families are receiving *PAT* home visits through First Step Family Support Center. *PAT* is currently funded through time-limited grants that will end in the summer of 2011. *PAT* is also provided in the West End of the County by Forks Hospital/West End Outreach Services, where currently **10** families are being served.

Early Head Start is a federally funded program for income-eligible families with children under the age of four. Considerable research shows that early enrollment in *Head Start* provides multiple long-term advantages for both the child and his or her parents. There is a home visiting component to the program. *Early Head Start* centers have been funded for the Makah Tribe and the Lower Elwha Tribe. Olympic Community Action Programs (OLYCAP) operates three *Early Head Start Centers*, one in Sequim and two in Port Angeles. The *Early Head Start* programs in Clallam County are currently funded to serve only a small percent of the actual number of families who are income-eligible.

The *Supportive Parenting* program at First Step Family Support Center provides weekly home visits to **5** families with parents who are developmentally delayed. This program is supported by Clallam County funds in two-year grant cycles. The focus of this program is to keep children safe and developmentally on target while giving their cognitively challenged parents the chance to be parents. The program focuses on building a strong social support network around the family unit.

The *Parent Child Assistance Program (PCAP)* is a home visiting program developed at the University of Washington for women who abused alcohol or drugs during their pregnancy. Serving women and their children for up to three years, the goal of the program is to assist pregnant women to maintain recovery from substance abuse, monitor that their children are in a safe environment and receiving appropriate health care and link the family to community resources so that subsequent children are not compromised by prenatal exposure to drugs or alcohol. In 2010, **44** families were served by *PCAP* through First Step Family Support Center. Cost per family unit is approximately \$5000 per year. It is anticipated that the partial state funding supporting this program will be cut in 2011.

The estimated cost of services to one child born with Fetal Alcohol Spectrum Disorder is 2 to 5 million dollars over his/her lifetime. (2)

Why Expand Home Visiting Programs to Pregnant Women and Families with Young Children Throughout the County?

Research shows that the early years of a child's life have a long-term impact on the child's health and learning. Home visiting programs have been proven to produce positive outcomes for both parents and children including:

- Increase in children's school readiness
- Improved child health and development
- Prevention / reduction of child abuse and neglect
- Enhancement of parents' ability to support their children's cognitive and language development
- Improved ability of parents to provide safe and secure living environment
- Reduction in crime – long-term outcome (3).

Most parents welcome help, especially first time parents and parents experiencing significant stress.

Five Year Prevention Plan for the Expansion of Home Visiting Programs to Pregnant Women and Families with Young Children

First Year

During the first year the Parenting Education / Home Visiting committee of Prevention Works! will invite all Home Visiting programs in Clallam County to work together to position Clallam County agencies for the receipt of Federal Funds designated for Home Visiting programs. The Patient Protection and Affordable Care Act, passed in March of 2010, established a grant program of \$1.5 billion over the next five years to states specifically for maternal, infancy and early childhood home visiting programs. Also in the first year, the committee will work to preserve current State funding for Maternity Support Services.

Second Year

During the second year, the Parent Education / Home Visiting committee will develop a brief written document suitable for presentation to policy makers, service clubs and other organizations. The document will provide a description of Home Visiting programs, research on brain development and early learning in the infant and young child, the demonstrated economic benefits of these programs and information about the association between breast-feeding and long-term health. Volunteer speakers will be recruited to present the information to community groups.

Third Through Fifth Year

The expansion of Home Visiting programs will proceed, with an emphasis on bringing Home Visiting Programs to the West End of the county. The committee will seek creative ways to provide voluntary universal home visits at critical timelines in Child Development such as 3 months, 6 months, 9 months and one year.

References

- (1) “The Case for Home Visiting” The Pew Center on the States, May 2010.
www.pewcenteronthestates.org/homevisiting.
- (2) <http://www.fasdcenter.samsha.gov/publications/cost.cfm>
- (3) “Home Visiting – Past, Present & Future” in Zero to Three, July 2010, vol.30, No. 6.

GOAL: To Expand Home Visiting Services To Pregnant Women and Families With Infants And Young Children Throughout Clallam County

FOCUS A – 1

Research shows that the early years of a child’s life have a long-term impact on the child’s health and learning. Home Visiting programs have proven to produce positive outcomes for both parents and children.

What do we plan to accomplish each year?

1st year:

Position Clallam County agencies to receive Federal Home Visiting funds.
 Develop a collaborative framework between all Home Visiting programs in Clallam County.
 Work to preserve current State funding for Maternity Support Services.

2nd year:

Develop a Speakers Bureau and materials to present to policy makers, service clubs and other organizations outlining for the community the many benefits of widespread Home Visiting Programs.

3rd – 5th year:

Expand Home Visiting programs throughout the County with an emphasis on expansion in the West End.
 Identify creative ways to provide voluntary universal home visits at critical timelines in child development, such as 3 mo., 6 mo., 9 mo. and 1 year.

How do we plan to achieve our goal?

- Establish a collaborative framework for all Home Visiting programs in the county.
- Facilitate the submission of applications for Federal funds for Home Visiting programs.
- Meet with members of the community to educate them about the many benefits of Home Visiting programs and to develop widespread support for these programs.
- Develop a method to collect feedback from families regarding the value of home visits.

How will we measure our success?

- Maintain current level of Home Visiting programs despite the State budget cuts.
- Expansion of home visiting to any parent requesting a visit within the first two years of a child’s life.
- Expansion of Home Visiting programs in the West End of Clallam County.
- Increased awareness of the availability of Home Visiting programs demonstrated through increased numbers of parents requesting home visits.
- Increased public/private partnerships in Clallam County to support Home Visiting.

INCREASE PARENTING EDUCATION FOR FAMILIES WITH CHILDREN FROM THE PRENATAL PERIOD THROUGH AGE SIX YEARS

FOCUS A – 2

Primary Goal: Expand Parenting Education Throughout Clallam County With a Special Focus on Parents of Children From Birth Through Age Six Years

The primary goal of Focus A – 2 is to expand the availability and distribution of parenting education efforts throughout the county. Trained parenting educators and parenting curriculums and materials to provide parenting education for parents with children prenatal through teens currently exist throughout the county. However, lack of funding limits the availability of quality parenting education. Improved coordination will make it easier for parents to locate appropriate parenting information and education programs.

Background

Effective parenting education increases:

- **Safety for the Child, Family and Community.** Isolation, which is a primary risk factor for child maltreatment, is prevented when friends, family members, neighbors and other members of the community provide emotional support and concrete assistance to parents
- **Nurturing and Attachment.** The emotional tie (bonding) with a pattern of positive interaction between parent and child that develops over time
- **Knowledge of Parenting and Child Development.** Parents need accurate information about raising young children, appropriate expectations for their behavior and knowledge of alternative discipline techniques because parenting is part natural and part learned.
- **Parental Resilience.** The ability to cope and bounce back from all types of challenges.
- **Children’s Social and Emotional Competence.** A child’s ability to interact positively with others and communicate his/her emotional needs. Children with challenging behaviors have a greater risk for parental abuse.

Research has shown that parenting education focused on these topics helps children succeed in school, reduces incidents of child abuse and neglect, and decreases incidents of drug use, delinquency, teen pregnancy, school dropout, violence, poor health and nutrition, and depression and anxiety (1).

Parenting education and support programs assume that everyone wants to be a good parent. Studies demonstrate that parents are more likely to provide appropriate care and guidance as they gain a greater understanding of child development and children's needs. Effective parenting education comes in many forms including curriculum-based classes, newsletters, workshops, childcare education trainings, community cafes and computer-based classes.

Parenting Education in Clallam County

There is a rich history of parenting education in Clallam County. Most organizations use research-based parenting curriculums or methods. The following list offers just a few examples. *Parenting Matters Foundation* provides parenting education through newsletters that are distributed monthly throughout the county to 2,200 families, in English and Spanish. They also provide a parenting class (in English and Spanish) on "Getting Children Ready for Kindergarten" in Sequim, Forks, and Port Angeles and provide a special supplement on "Getting Children Ready for Kindergarten" to parents of children who will be entering school. *Lutheran Community Social Services, NW* runs a *Parent Line*, and organizes workshops and trainings for childcare providers throughout Clallam County. *First Step Family Support Center* regularly offers parenting classes for young parents. *Peninsula Community Mental Health Center, Sunshine and Rainbows, Planned Parenthood* and *Early Head Start* all offer specialized parenting classes. On occasion, schools throughout the county also offer parenting education classes.

Tim was recommended to take a parenting class by DSHS. He did not currently have custody of his 9-month-old daughter. Originally he and the biological mother were going to take the class together. Unfortunately, the mother decided not to become involved in her daughter's care and therefore never made it to class. Tim came to every session but one. Even though he told his caseworker that he was very nervous about coming to the class, after several sessions he seemed to integrate well with the other parents. He became very involved in participating and was quickly accepted by the other parents. Watching him was like watching a sponge soaking up water. He loved learning how to take responsibility for his daughter. It was heartwarming to see his determination to pursue custody of his daughter and to make plans to provide a good home for her. He was able to connect with support systems in the class to get supplies, such as a crib and diapers, and now is going to be able to receive some help getting his child settled. Tim is a great success story of parenting education.

Prevention Works! Parenting Education and Home Visiting Committee in coordination with Clallam County Health and Human Services has offered 11 trainings on research-based parenting education curriculums. Seventeen curriculums are held centrally by Clallam County Health and Human Services to be checked out by agencies as needed.

Evidence from local classes demonstrates that parenting education is effective. In 2008, 128 parent participants reported how the classes impacted their approach to parenting:

- 91% reported that they had changed their behavior as a result of information they gained in the class and most provided specific examples.
- 81% reported that their knowledge and understanding of how their child develops had increased significantly.
- 77% reported that their knowing how to effectively discipline their child had increased significantly
- 90% reported that they wanted to take another parenting education class. (2)

Every two years a Collaborative Needs Assessment for the prevention of substance abuse, child abuse and neglect and violence is completed in Clallam County. Data is collected from student surveys and databases compiled from Department of Social and Health Services. In the **2009** Collaborative Needs Assessment, ***Family Management Problems*** was ranked as the number one risk factor in our county. *Family Management Problems* includes parental difficulties in establishing clear expectations for behavior, monitoring behavior and providing appropriate discipline. This risk factor has been related to increased risk of drug use, delinquency, teen pregnancy, school dropout, violence and depression.

Why is it Important to Expand Parenting Education and Support Throughout Clallam County?

Although many different agencies are poised to offer parenting education, most do not have the funding necessary to regularly offer classes. To put on a class requires funding for trainer fees, advertising, materials and other expenses. A lack of adequate funding currently impedes the expansion of parenting education efforts. At this time, only a few classes are actually offered each year.

The current system of delivering courses and materials is inadequate to fully meet the need. Research shows that effective parenting instruction and guidance is *culturally relevant, age appropriate and easily accessible*. To meet these three criteria, parenting instruction will need to be expanded throughout the County. Regularly scheduled age-targeted classes in every community will need to be added to what is already available. Classes in Spanish in Sequim and Forks, and Native American classes from Neah Bay to Discovery Bay need to be offered.

In Clallam County, Approximately 13,300 citizens are 18 years and under. 3,430 children are under five years of age. Approximately 5.1% of the total population is Latino and another 5.4% is Native American. *2010 US preliminary Census Data*

Five Year Prevention Plan to Expand Parenting Education in Clallam County With a Special Focus on Parents of Children Birth Through Age Six.

First Year

The Parenting Education / Home Visiting committee of Prevention Works! will continue to offer parenting education in various formats to parents of children of all ages. They will seek additional funds to both support current programs (classes, parent cafes, newsletter, etc.) and to expand parenting education throughout the county. As a special focus a planned calendar of classes to be offered to parents of children from birth to age six will be developed with a goal of offering all newborn to age six classes in each area of the county with additional classes in Spanish in Forks and Sequim. Training will be scheduled for an additional Best Practices curriculum.

Second Year

The Parenting Education / Home Visiting committee will continue to identify effective parenting curriculums and provide training opportunities in the county. They will arrange a Parenting Education Summit and hold training in Social Media. All ongoing efforts at parenting education will continue to be supported and they will continue to assess the effectiveness of parenting education efforts.

Third Through Fifth Year

The Parenting Education committee will continue with the efforts stated above with a focus on identifying parenting education training needs and gaps in parenting education services. They will continue to assess the effectiveness of parenting education programs and seek to increase the use of Social Media to advertise offerings and as a means to educate local parents.

References

- (1) http://www.whitehousedrugpolicy.gov/publications/prevent/parenting/r_bib.html
- (2) **2008** Results from 10 parenting education classes funded by the Division of Behavioral Health and Recovery and Clallam County Network. Results from pre and post tests and Parent Opinion Questionnaire.

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GOAL: To Expand Parenting Education Throughout Clallam County With a Special Focus on Parents of Children From Birth Through Age Six

FOCUS A – 2

Parenting Education empowers parents/caregivers through education, networking and resource identification.

What do we plan to accomplish each year?

1st year:

Continue to offer parenting education in its various formats to parents of children of all ages.
 The Parenting Education / Home Visiting committee of Prevention Works! will seek additional funds to support and expand current and new programs.
 Develop a planned calendar of classes for parents of children from birth to age six in each area of the county, with Spanish classes in Forks and Sequim.
 Schedule a local training for an additional Best Practices curriculum.

2nd year:

Continue to offer parenting education in its various formats.
 Continue to identify effective parenting curriculums and provide training opportunities in the county.
 Arrange a Parenting Education Summit emphasizing the use of Social Media.
 Continue to assess the effectiveness of parent education efforts.

3rd – 5th year:

Continue to offer parenting education in its various formats.
 Continue to identify parenting education facilitator training needs
 Identify and work to fill gaps in parenting education offerings throughout the County and increase the use of Social Media.
 Continue to assess the effectiveness of parenting education programs.

How do we plan to achieve our goal?

- The Parenting Education / Home Visiting committee of Prevention Works! will facilitate the coordinated expansion of parenting education throughout the county.
- Meet with members of the community to educate them about the many benefits of parenting education and to develop widespread support for these programs.
- Continue to collect feedback from parents and family members regarding the value of the parenting education services they participated in.

How will we measure our success?

- Positive parent evaluation of parenting classes and programs.
- Expansion of parenting education for parents of newborns to age six throughout the county, with classes in Spanish in Forks and Sequim.
- Increased numbers of parents participating in Parenting Education
- Increased public/private partnerships to support parenting education in the county.

PROMOTION OF YOUTH ACADEMIC SUCCESS BY INCREASING PARENTAL INVOLVEMENT

FOCUS B – 1

Primary Goal: Teach Parents Throughout Clallam County Effective Methods to Improve Their Children’s Language, Literacy and Math Skills

Academic success is important because it is strongly linked to the positive outcomes that we value for all children. Academically successful students will have more employment opportunities than those with less education. Successful students delay participation in sexual activity, have higher self-esteem, lower levels of depression and anxiety and are less likely to abuse alcohol or other drugs or exhibit socially deviant behavior. Extensive research indicates that people who are academically successful are: more stable in their employment, more likely to have health insurance, less dependent on public assistance, less likely to engage in criminal activity, more active as citizens and charitable volunteers and more healthy **(1)**.

Parents’ role in education is critical. Parental involvement, regardless of the parent’s education, family income or background, fosters higher educational goals and motivated students. Decades of research show that when parents are involved with their child’s education, the child will achieve:

- higher grades, test scores, and graduation rates
- better school attendance; increased motivation; better self-esteem
- lower incidents of suspension; decreased use of alcohol and other drugs; and few instances of violent behavior **(2)**.

Many parents are not sure exactly how they can help their child’s academic progress. Some parents believe teaching is the sole responsibility of school staff and that they themselves do not play an important role. However, the typical school year of 182 days places the child in school only 50% of the days of the year. The typical school day occupies less than half of the child’s waking time **(3)**. Clearly, the typical American child has the time for learning opportunities outside the classroom. Providing parents throughout the community with research-based learning strategies that they can use with their children at home is one proven approach to promote both increased parental involvement and student academic success.

Background

An essential area of early learning is the development of literacy skills or vocabulary and language skills. Parents can play a strong supportive role in helping their child obtain early competency in both areas. For example, the development of early literacy skills through early experiences with books and stories is closely linked to a child’s success in learning to read. Reading serves as the major foundational learning skill for all school-based learning. Although

reading and writing abilities continue to develop throughout life, the early childhood years from birth through age eight are the most important period of literacy development (4). For a child to become a good reader, it takes a partnership that begins at home and continues at school. Parents and caregivers have a major role to play in preparing their young children for reading.

Unfortunately, 88% of poor readers in first grade have the probability of being poor readers in the fourth grade. 75% of poor readers at age nine will continue to have reading difficulties through high school. (4)

One tested approach to preparing a young child for reading is *Dialogic Reading*. *Dialogic Reading* is a research-supported, interactive shared picture book reading practice designed to enhance young children's language and literacy skills. Easily taught to parents and caregivers, this evidence-based practice encourages the child and parent to join in a conversation about the content of the storybook. As the adult reads to the child and asks questions encouraging the child to participate in telling the story, the child's vocabulary and verbal skills are expanded (5).

Mathematical skills are equally important to academic success. Research on children's learning in the first six years of life validates the importance of early experiences in mathematics for lasting mathematical skills (6). Three and four year olds can recognize numbers, count, recognize geometric shapes and patterns, understand some spatial concepts and the fact that a number represents an amount of something (7). One of the best ways to foster early math skills in young children is to make numbers and math concepts fun and relate them to everyday experiences. The sorting and labeling of geometric shapes and the spatial reasoning that occurs naturally when playing with blocks are good examples of using a classic children's toy to introduce and reinforce early math skills. Stringing beads helps children learn patterns and reinforce counting (8). Puzzles can also help children to identify shapes, how one shape can fit into another, and understand one to one relationships.

One tested approach to increasing early mathematical skills is BLOCK Fest™. BLOCK Fest™ is an interactive parent-child exhibit that provides families with children under 8 with a rich, hands-on math and science learning opportunity. Moving from one fun hands-on station to another, the child learns math and science skills and the parent discovers new and creative ways to encourage math and science thinking skills at home (2). Prevention Works! helped put on four BLOCK Fest™ events in May 2009, nine in March 2010 and one in March 2011.

Why teach parents how to do interactive reading and play with blocks with their child?

As stated above, a parent's role in education is critical. Nothing helps a child succeed like an involved and supportive parent. Teaching parents of young children evidence-based and tested methods of increasing their child's vocabulary, language skills and mathematical skills is an important step toward increasing the academic competency of all our children in Clallam County.

Five Year Prevention Plan for the Promotion of Academic Success by Encouraging Clallam County Parents to Learn *Dialogic Reading* and Methods of Block Play.

First Year

During the first year, an Academic Success task force will be formed of parties interested in promoting more parental involvement in early learning activities with their young children. This group will research the best ways to support and expand parent trainings in *Dialogic Reading* throughout Clallam County. The same group will continue to promote BLOCK Fest™ events and trainings throughout the county. They will explore conducting math workshops for parents and caregivers of children 8 and younger. An evaluation process will be developed to measure the results of these efforts and the level of community interest.

Second Year

During the second year the task force will work to identify potential financial sponsors for continued expansion of parent trainings and workshops. They will continue to educate individuals, groups, and organizations in the community about the importance of supporting early math learning and early language skills in young children. They will develop a countywide annual training and implementation plan for both methods.

Third Through Fifth Year

The task force will continue to update and implement the annual training plan and promotional efforts. They will pursue the goal of having both *Dialogic Reading* and BLOCK Fest™ available to all parents of young children throughout Clallam County. They will continue to gather information about the impact of these programs on the learning skills of young children in the county. In addition, they will work to promote adult literacy for parents and caregivers.

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GOAL: To Teach Parents Throughout Clallam County Effective Methods To Improve Their Children’s Language, Literacy And Math Skills

FOCUS B – 1

Vocabulary, Language & Math Skills are essential tools for all school-based learning that enables children to achieve their personal academic success. Engaging parents to work with their young children on these skills will promote academic competency.

What do we plan to accomplish each year?

1st year:
 Support current efforts to implement *Dialogic Reading* programs in Clallam County and conduct BLOCK Fest™ events and training in local communities and schools.
 Determine the level of interest in expanding *Dialogic Reading & BLOCK Fest™* throughout the county.
 Identify the best ways to promote and expand *Dialogic Reading & BLOCK Fest™* to all interested parents and schools.
 Develop an evaluation process to measure the effectiveness of the initiatives.

2nd year:
 Determine potential sponsors and resources needed to expand the programs.
 Increase the number of individuals trained and participating in *Dialogic Reading & BLOCK Fest™*.
 Train and support parents and caregivers as *co-learners* of math.
 Educate community members about the importance of supporting early math and language skills.

3rd – 5th year:
 Continue to update and implement annual training plan and promotional efforts for both *Dialogic Reading* and BLOCK Fest™.
 Expand and institutionalize a viable *Dialogic Reading* plan & BLOCK Fest™ in all interested communities.
 Identify, promote and expand adult literacy efforts for parents and caregivers.

How we plan to achieve our goal?

- Work with local community groups, parents & schools to develop and promote *Dialogic Reading* and BLOCK Fest™.

How will we measure our success?

- Tracking of participation in *Dialogic Reading & BLOCK Fest™* throughout the county.
- Annual tracking of reading & math achievement scores in selected early grade levels as compared to baseline of 2010

PROMOTION OF YOUTH ACADEMIC SUCCESS BY INCREASING COMMUNITY-WIDE SUPPORT & INVOLVEMENT

FOCUS B – 2

Primary Goal: Increase Involvement Of Community Members In Youth Academic Efforts And Increase Learning Opportunities For Youth Outside of School Hours

The primary goal of Focus B – 2 is to awaken Clallam County members to the many opportunities they have to partner with youth pursuing academic success. The ultimate goal is reduce truancy, improve academic performance and increase graduation rates of Clallam County youth through a student –citizen partnership.

Background

While education is clearly an asset to the individual, it also benefits families and serves the common good. Education is a core value of our democratic society, and it is in everyone’s self interest to insure that all children receive a quality education. “It takes a village to raise a child” is a popular proverb with a clear message: all members of the community have an important part to play in the growth and development of youth.

Researchers cite parent-family-community involvement as a key to addressing the school dropout crisis (1). This evidence holds true for students at both the elementary and secondary level, regardless of the parent’s education, family income or background (2). Studies also show that school-community partnerships can also foster higher educational goals and increase student motivation. It is clear that community support of the educational process is considered one of the characteristics common to high-performing schools (3).

In the past, parent involvement was characterized by volunteers, mostly mothers who assisted in the classroom, chaperoned students, and participated in fundraising. Today, the approach to community–school partnership is much more inclusive. School- Community Partnerships in addition to including parents, stepparents, grandparents, foster parents, etc., also include business leaders, interested public, retired seniors and a variety of community groups (4). Throughout our county, individuals and organizations have formed partnerships with schools and students. Our goal is to expand these efforts so that every school in the county is linked to the larger community.

How Do Parents, Families and Communities Get Involved?

There are many ways to become involved in the academic success of our county youth. Below are just a few examples:

- Teachers and administrators could be invited to visit community organizations in order to build specific connections between a school and an organization.
- A Church or Club could create peaceful places for students to study.
- An organization could find resources to provide computers and books to needy students.
- Individuals could offer assistance with homework during after school study clubs or volunteer to be a classroom assistant.
- Individuals or organizations could set up tutoring programs or mentoring programs.
- Businesses and organizations could find ways to recognize and reward student's achievements.

A local senior tells this story: "I was a reading tutor in a local elementary school. One young girl I worked with was very traumatized by the sudden death of her mother. She was not reading and no matter what we did, the progress was slow. One day, we were struggling through a book of rhymes. To lighten the mood, I started to sing the words instead of reading them. For the first time in our relationship, she smiled, then laughed and then she began to sing the words with me. After that breakthrough, her reading improved markedly. I'll never forget the smile on her face as she sang out the words."

Five Year Prevention Plan for Increasing Community-Wide Support & Involvement in Youth Academic Success

First Year

During the first year the Academic Success task force will review the research on programs that promote parental and community involvement and contact schools throughout the county to identify parental/community involvement programs currently in place. Together with existing parent organizations and other interested citizens and school staff, they will review potential new opportunities for community partnership.

Also during the first year the Academic Success task force will identify areas of interests in various grade levels for learning opportunities *outside* the school building. Potential sites and facilities will be contacted to determine the feasibility of providing learning enrichment opportunities at their locations.

Second Year

During the second year, the Academic Success task force will assist Parent/Caregiver organizations in developing a Community Involvement Plan for each school. The plan will identify current and potential resources that support personal academic success. Also they will develop a marketing plan to promote increased recruitment of individuals, businesses, organizations, and community groups as volunteers in school-community partnerships.

Also during the second year, the Academic Success task force will develop a limited number of outside school enrichment opportunities on a trial basis. They will develop an evaluation form for participants. They will work with schools and the community to investigate the possibility of extended hours for kindergarten.

Third Through Fifth Year

The Academic Success task force will continue to monitor each school's Community Involvement Plan annually. They will continue with efforts to actively recruit community members and groups to be involved with the schools. Additional resources for expansion of learning opportunities outside of classroom hours will continue. The task force will evaluate the impact of these efforts annually.

References

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GOAL: To Increase Involvement Of Community Members In Youth Academic Efforts & Increase Learning Opportunities For Youth Outside Of School Hours

FOCUS B – 2

Extensive research has determined that successful school-parent-community partnerships improve schools, strengthen families, build community support, and increase student achievement and success.

What do we plan to accomplish each year?

1st year:

Contact all county schools to identify current parent/community partnerships, programs and initiatives.
 Review programs that promote parent-school-community partnerships.
 Identify areas of interest in various grade levels regarding potential learning enrichment opportunities outside the classroom.
 Determine current and potential sites and facilities for conducting learning enrichment opportunities. Contact these sites to determine their interest.

2nd year:

Assist parent/caregiver organizations in developing a Community Involvement Plan for each school.
 Develop a marketing and recruitment plan to increase school volunteerism.
 Develop a limited number of community enrichment opportunities for students on a trial basis.
 Develop an evaluation form for all participants in enrichment programs.
 Work with the community members to investigate the possibility of extended hours for kindergarten.

3rd – 5th year:

Implement and update each school’s Community Involvement Plan
 Continue to educate the public about school-community partnerships.
 Develop additional learning enrichment opportunities and evaluate their effectiveness.

How do we plan to achieve our goal?

- Develop Community Involvement Plans for all participating schools.
- Select locations/facilities to conduct learning enrichment opportunities.
- Recruit staff, volunteers and resources to conduct selected activities.
- Work with local community groups, partners and schools to develop, sponsor, and promote learning enrichment opportunities.

How will we measure our success?

- Conduct evaluations of school-community partnerships and survey student responses.
- Establish evaluation protocols and metrics for each learning enrichment opportunity.
- In participation with school staff, monitor selected student achievement results, truancy rates and graduation rates over time when compared to a five year baseline.

IDENTIFY YOUNG CHILDREN WITH SOCIAL, EMOTIONAL AND BEHAVIORAL PROBLEMS TO PROVIDE THEM AND THEIR PARENTS, TEACHERS AND CARETAKERS WITH APPROPRIATE SUPPORT

FOCUS C – 1

Primary Goal: Voluntary Universal Screening Of Young Children For Social, Emotional and Behavioral Problems

The primary goal of this initiative is to reduce the number of young children in our county who have mental, emotional and behavioral problems serious enough to interfere with their ability to function normally at school and at home. The approach selected to bring about this goal is to increase our capacity throughout the county to identify young children with emerging mental, emotional and behavioral problems. Once the child is identified the parents or caretakers of the child would be offered parenting information and support and referral for treatment of the child, if necessary.

Background

Young children suffer from many of the same conditions that affect older children and adults. They can exhibit symptoms of depression, anxiety, post traumatic stress, attention deficit and failed attachment. They can become very oppositional to authority. They can struggle with sleep disorders, eating disorders and difficulty regulating anger. There are many causes of social, emotional and behavioral disorders (SEB) in children. Genetic and environmental factors both contribute to childhood problems. Quality of parenting, conditions of family life (e.g., poverty, domestic violence and parent substance abuse), peer relationships and traumatic events often play a major influencing role in a young child's emotional life (1).

U.S. Public Health Service data suggest that, at any given time, 20% of all U.S. children need mental health services (2). Applying that general statistic to Clallam County suggests that potentially 1000 of our young children eight years and under and their families might be in need of extra help and services for SEB.

Early identification and appropriate support, intervention or treatment for children with SEB is essential if we want our children to be successful in school and in life. Furthermore, multiple studies show that early intervention and response to children with SEB prevents more serious problems in later adolescence and adulthood and is economically more cost effective for society (3).

Current Community Efforts to Identify Young Children with Problems

Every school district in the county participates in a “*Child Find*” process that focuses on identifying children who will require special education services in the school. For example, in the Port Angeles School District approximately 60 preschool aged children are screened each year. This screening process is particularly valuable for identifying the child who has significant developmental delays in one or more areas (speech, motor, hearing, vision, cognition and / or social-emotional). All school districts also conduct screening for entering kindergarten students. However, this screening is primarily focused on readiness to learn issues and does not provide specific screening for SEB.

All children attending the new Child Care Center at *First Step* and all children attending *Head Start* and *Early Head Start* are screened for social and emotional problems through the administration of the *Devereux Early Childhood Assessment Program* (DECA) (ages two to five years of age) or the *Devereux Early Childhood Assessment Program for Infants and Toddlers* (DECA-IT) (ages one month to 36 months). Children participating in *First Step’s Parents as Teachers* program are screened through the administration of the *Ages and Stages Questionnaires: Social and Emotional* (ASQ-SE).

Finally, parents who have a young child displaying *severe* behavioral problems have the option of bringing the child to Peninsula Community Mental Health Center or West End Outreach Services for formal evaluation.

Summary:

Four groups of preschool age children in Clallam County are currently participating in standardized screening for SEB: children attending *Head Start*, children participating in the *Parents as Teachers* program through *First Step* and children attending *First Step’s* Childcare Center, children who have significant developmental delays, and children who display *severe* behavioral problems. Each of these approaches to screening of young children plays an important role in providing help to children and their families. However, the rest of approximately 5000 children under Kindergarten age in the county do not have access to standardized screening for SEB.

A significant number of children arrive in Kindergarten without the self-regulatory skills to function productively in the classroom or are expelled from preschool due to behavioral issues.” (4)
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Why Design a Voluntary Universal Screening System for Identifying SEB in Young Children?

Multiple sources state that “targeted screening” provided only for children who outwardly display significant behavioral problems leads to:

- Resistance of parents to engage in the screening because they feel their child is going to be “labeled”.

- Identification only of those children with severe behavioral problems and misses many children with lesser problems who have not yet crossed the threshold into severity.
- Failure to identify as many as 50% of young children with SEB concerns.

A voluntary universal screening system markedly increases the odds that the child and family system with early problems in parenting, stress, managing eating and sleep issues, and handling emotional outbursts in the young child would have an opportunity for support and meaningful intervention before the child's social, emotional or behavioral problems become more severe and thus more difficult and more costly to treat.

Multiple studies show that “informal screening” conducted by physicians (for example: asking parents if they have any concerns about their child's behavior) fails to identify approximately 50% of young children with SEB problems or concerns. (5)

Five Year Prevention Plan for Early Identification of SEB in young children.

First Year

During the first year a working committee of individuals interested in the establishment of a voluntary universal screening system throughout the county will be created. This committee will identify models of universal screening used in other counties, select a screening measure and determine the child ages recommended for participation in a universal screening program. For example, one idea would be to screen two year olds and four year olds in a special screening clinic at the county health department. The committee will need to determine the best referral mechanisms to encourage parents to participate in the screening process. The committee will also identify sources of funding to support the universal screening system. Ideally the screening would be free to the participating families.

The committee will, in addition, focus on identifying and expanding community resources for children and families identified through any screening process. Members of the committee will work to set up a coordinated referral system so that once a child and /or family is identified as in need of extra support or intervention a referral would take place as seamlessly as possible.

Second Year

The committee members will collect pre-implementation data that will later be used to evaluate the usefulness of a universal screening system and finalize details of funding and implementation. A data collection system will be established that protects the privacy of families yet allows for the collection of general information necessary for evaluation of the program. The committee will also conduct a community-wide campaign directed to parents, day care providers, preschool staff, health care providers and the general public intended to create support and understanding of the goals and process of the screening program.

Third Year

The voluntary universal screening program for SEB in young children will be implemented across the county.

Fourth Through Fifth Year

Universal Screening will be continued, monitored and evaluated on a regular basis. Adjustments and improvements will be implemented on an “as needed” basis. At the end of the fifth year a decision will be made about whether or not to continue the program with an emphasis on cost/benefits to the children, families and schools of the county.

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GOAL: Identify Young Children With Social, Emotional And Behavioral Problems Through A Voluntary Countywide Screening Program In Order To Provide Them And Their Parents, Teachers And Caretakers With Appropriate Support

FOCUS C – 1

Early identification and appropriate support, intervention or treatment for children with social, emotional and behavioral problems is essential if we want our children to be successful in school and in life.

What do we plan to accomplish each year?

1st year:

Establish a working committee to develop details of implementation and funding of a social, emotional and behavioral (SEB) screening program for young children in Clallam County.

2nd year:

Collect pre-screening program data on the incidence of SEB in young children in the county and conduct public and professional educational campaign. Develop a coordinated referral system for resources for identified children and their families throughout the county.

3rd year:

Implement a voluntary universal screening program for SEB in young children across the county.

4th – 5th year:

Universal Screening will be continued, monitored and evaluated on a regular basis.

How do we plan to achieve our goal?

- Explore screening programs in other counties and select a research-supported screening measure. Design a screening program to meet county needs.
- Identify sources of funding to support the screening program.
- Identify and support expansion of community resources for identified children and their families.
- Collect pre and post-screening data that protects privacy and allows for evaluation of the effectiveness of the program.
- Monitor the program and make adjustments as needed.

How we will measure our success?

- Reduced number of children expelled from day care or preschool settings.
- Decreased number of children entering Kindergarten with SEB problems.
- Decreased referrals to school staff for SEB problems in K through Grade 3.
- Improved academic performance K-3 in all schools in the county.

PROVIDE ELEMENTARY SCHOOL CHILDREN STRUGGLING WITH SOCIAL, EMOTIONAL AND BEHAVIORAL PROBLEMS (& THEIR FAMILIES & TEACHERS) WITH APPROPRIATE SUPPORT

FOCUS C - 2

Primary Goal: Increase The Presence of School Counselors In Every Elementary School in Clallam County

The focus of this initiative is to reduce the number of young children in our county who have social, emotional and behavioral problems serious enough to interfere with their ability to function normally at school and at home. The approach selected to bring about this goal is to create a stable funding priority for the placement of school counselors in every elementary school.

Background

Some young children develop social, emotional or behavioral problems after entering the school system. They may have adequately negotiated kindergarten but as the learning demands increase in the first three grades and / or the stressors in their family increase, their behavior or emotional status deteriorates. They may display severe anxiety, become depressed, become oppositional or emotionally react to trauma occurring at home or elsewhere through anger.

Each public school on the Olympic Peninsula currently utilizes a committee format called the Student Assistance Team (SAT) to meet and discuss students who are presenting with social, emotional, behavioral or learning problems. A very important person on the SAT committee is the elementary school counselor.

The presence of elementary school counselors in all our schools is important not only to support student academic success but also for the continued screening and referral of children who are having emotional and or behavioral problems. Typical duties for the elementary counselor include:

- consulting with teachers in the classroom when behavior issues develop;
- meeting with parents and children about emotional and behavior issues;
- running groups that address social skill building, anger management, study skills, etc.; and
- working with the principal to further student success.

Elementary school counselors do not make diagnoses of children's mental health status. However, they play a key role in addressing the child's problems within the school environment and, when needed, in referring the child for additional screening and assessment. School Principals with elementary counselors in the building often say that they cannot imagine their

jobs without them. It costs approximately \$60,000 to \$80,000 per year for one full time staff position of an elementary school counselor. When budgets are tight, these positions are vulnerable.

Current Situation in Clallam County

In the Fall of 2010, a majority of elementary schools in the county had some access to an elementary school counselor. However, several schools have no counselors and some schools have only access to a counselor for a few hours each week. In some cases the counselors were paid through a time-limited grant. In several schools, there was only one elementary counselor for over 500 students, an exhausting ratio. None of the private elementary schools in the county have a counselor on staff.

Each school district decides whether it will budget for an elementary school counselor and at what student / counselor ratio. In some districts, the presence of an elementary counselor is considered essential. In other districts, the presence of an elementary counselor is considered important but not essential.

<p>A small third grade girl was so silent in the classroom that the teacher wondered if she had a speech problem. The elementary counselor met with her individually over several weeks and discovered that she had a fear of saying the “wrong thing” and was unable to overcome this fear on her own. Together the counselor and child worked playfully on the fun of “making mistakes on purpose” and being silly. Bit by bit, she let go of her fear of making a mistake. Several weeks after she was referred to the counselor, she was participating in classroom activities and talking easily with the teacher.</p>

Why Develop an Initiative to Increase the Presence of School Counselors in Our Elementary Schools?

School budgets and staffing decisions are created through a lengthy process of evaluating district needs, input from the public and the reality of available dollars. An important factor in school board members’ budget decisions is the public feedback they receive. If they heard from the public a united consensus about the value and importance of elementary school counselor positions, it is likely that these positions would be considered essential.

Five Year Prevention Plan for Securing Funding for Elementary School Counselors

First Year

An advocacy committee will be formed, consisting of school personnel, representation from school boards, Prevention Works! members, school counselors, public and private mental health community and parents. Their first task will be a thorough review of the educational

research literature describing how elementary school counselors benefit student academic success. They will identify the challenges to securing the necessary funding for these positions and explore creative ways of partnering with the community to increase necessary funding. Working with school district staff, they will establish specific ideal staffing goals for each elementary school.

Second Year

The advocacy committee will develop a public education campaign in support of elementary school counselors and the important role they play in student success. They will work together with school district staff to gather statistics to be utilized in the assessment of the benefit of school counselors to student success. Also, they will work with each district to identify creative solutions to funding problems for counselor positions.

Third Through Fifth Year

The advocacy committee will continue to support each school district and school board in prioritizing elementary school counselors. They will continue to collect data on the impact of access to elementary school counselors on student success and provide yearly reports to the public.

GOAL: Identify and Help Young Children With Social, Emotional And Behavioral Problems Through An Increase In The Presence Of School Counselors In Every Elementary School In Clallam County

FOCUS C – 2

The presence of elementary school counselors in all our schools is important not only to support student academic success but also for the continued screening and referral of children who are having social, emotional and or behavioral problems.

What do we plan to accomplish each year?

1st year:

Form an Advocacy committee to establish specific goals for each school district regarding the prioritization of elementary school counselor positions.

2nd year:

Develop public education campaign in support of increased elementary school counselors. Gather statistics to be utilized in the assessment of the benefit of increased elementary school counselor positions.

3th – 5th year:

Support each school district and school board in prioritizing elementary school counselors and continue to collect data on the impact on student success of access to elementary school counselors. Provide a report to the community.

How do we plan to achieve our goal?

- Collect research on the impact of school counselors on student success.
- Determine best student-to counselor ratio and apply formula to county schools to determine shortfall.
- Research ways school districts are able to fund elementary school counselor positions.
- Establish a data collection system to assess impact of counselors on student academic success.
- Work with each school district to find the best way to reach ideal student/counselor staffing level.
- Educate public and school board members of the critical role played by elementary school counselors in student success.
- Work with school districts to identify increased funding for counselor positions.

How will we measure our success?

- Improved academic performance by elementary students across all schools in the county.
- Positive evaluations by both students and parents of the helpfulness of the elementary counselor they worked with.
- Reduced time burden on elementary school principals, classroom teachers and school staff because of social, emotional and/or behavioral problems in children.

REDUCE VIOLENT AND AGGRESSIVE BEHAVIOR BY CHILDREN AND YOUTH

FOCUS D

Primary Goal: Effective Anti-bullying and Anti-violence Curriculums and Programs in all Elementary Grades

The primary goal of this initiative is reduce violence by youth and violence against youth through a coordinated educational effort. The specific approach selected is to ensure that all Clallam County children in public, private and home schools have an opportunity to participate in effective curriculum designed to reduce bullying and aggressive behavior.

Background

Clallam County reported weapons incidents in schools higher than the state average in ten of twelve years from 1996 to 2007. Total arrests of young adolescents (Age 10-14) in Clallam County exceeded the state average for all twelve years from 1996 to 2007. The rate of violent crime arrests in Clallam County, for ages 10 to 17, is above the five-year state rate. In response to the level of violence in our community involving youth, the school districts and other agencies have adopted a variety of approaches.

Many Head Start Programs in Clallam County use the *Second Step* Violence Prevention Curriculum. All public schools in the county have available some type of social skills curriculum that includes violence prevention and anti-bullying elements. In practice, however, the use of the various curriculums by teachers is inconsistent. The Port Angeles School District has recently hired three elementary school counselors who will provide violence prevention and anti-bullying curriculum for grades K through grade 6 (*Second Step* and *Steps to Respect*). Forks Elementary School has submitted a grant to fund the implementation of the *Olweus Bullying Prevention Plan* as a pilot program.

There are several evidence-based violence prevention programs available to school districts and to pre-school programs. Each one costs the district money for trainers, consultants and materials. One of the most highly researched programs is the *Olweus Bullying Prevention Plan*. Documented results show average reductions of 20% to 70% in student reports of being bullied or bullying others. Additionally, schools using this curriculum report significant decrease in student reports of general antisocial behaviors like theft, truancy and vandalism. The Forks School District estimates that to fully implement the *Olweus* curriculum for 10 teachers would cost approximately \$13,000.

Second Steps / Steps to Respect has been selected as a model program by SAMSHA (Substance Abuse and Mental Health Services Administration). A recent study found a 31% decrease in bullying and victimization in schools that participated in the *Steps to Respect* program for two years. It also found dramatic decreases in destructive bystander behavior,

which can encourage bullying. Materials for a complete school program cost under \$800 per school.

The *Paths* program is another research-based, violence prevention K-6 curriculum that promotes social and emotional learning, character development and bullying prevention. It has been recognized by the Center for the Study and Prevention of Violence. *Bullies to Buddies* is an innovative training intervention for teachers and students that teach victims specific techniques that can be used to respond to bullying. The *Good Behavior Game* is a K-6 classroom management strategy for decreasing aggressive/disruptive behavior. It is considered a “best-practice” intervention not only for prevention but also for mental health treatment. A teacher’s kit costs \$240. Training and supportive mentoring of all teachers in a school can cost a district \$500 per student per year.

A non-curriculum approach to reducing bullying behaviors is to develop a *Security Dads* volunteer program in each school. A volunteer program started in Indiana in 1989, *Security Dads* provide a visible male parental presence at school-sponsored sporting events, dances, plays and other student-based activities. They are easy to spot because they wear identification badges and T-shirts that bear the words *Security Dad* in bright letters. *Security Dads* take a variety of roles. They can act as chaperones, mentors, playground monitors and role models. School officials report that the *Security Dads* program improves student behavior.

Why Focus on School-based Programs to Reduce Youth Violence?

School-based programs have the advantage of bringing important information and social skills to children in the very environment where they are likely to be experiencing or witnessing youth against youth violent behavior. (1)

Five Year Prevention Plan to Support the Utilization of Evidence-Based Anti Violence and Anti Bullying Programs and Curriculums in All County Schools.

First Through Second Year

A workgroup will be formed to conduct a county wide needs assessment. They will determine the needs for anti-violence interventions in private preschools and Head Start programs and conduct a thorough assessment of anti-violence curriculums and programs *in actual use* among K-6 teachers throughout the county. Efforts will be made to determine the training in anti-violence curriculum teachers have received and to explore the barriers to implementing the curriculums in the classroom. Additional efforts will be made to determine what information or curriculum on youth violence is available to home-schooled youth. The workgroup will select criterion to evaluate the impact of the curriculums selected on youth behavior.

The workgroup will also actively support the use of the *Olweus Bullying Prevention Program* at the Forks Elementary School as a pilot project. The *Olweus Program* requires the establishment of committees and workgroups in Forks that will make use of pre and post surveys and include input from the entire community.

Third Year

Using data collected in the *Olweus* Pilot Project and the countywide needs assessment, the workgroup will develop a plan to increase the implementation of age-appropriate anti-violence and anti-bullying curriculum from preschool through grade 6 throughout the county. The feasibility of offering *First Steps* and *Steps to Respect* trainings in the county will be explored with an effort made to maximize participation. Every site utilizing anti-violence programs or curriculums will be encourage to collect pre and post data allowing for measurement of the impact of the programs.

Fourth Through Fifth Year

A primary goal at this stage will be to support the implementation of appropriate curriculums and anti-violence programs in all schools throughout the county. Emphasis will be on interventions that show the most impact on youth behavior. The workgroup will continue to encourage the collection of relevant data for assessing all programs or curriculums used.

Reference

- (1) Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities. National Research Council and Institute of Medicine, National Academies Press, Washington, DC, 2009.

**GOAL: Effective Anti-bullying And Anti-violence
Curriculums & Programs in all Elementary Grades**

FOCUS D

School-based programs bring important information and social skills to children in the very environment where they are likely to be experiencing or witnessing youth against youth violent behavior.

What do we plan to accomplish each year?

1st – 2nd year:

Support the *Olweus Bullying Prevention Program* at the Forks Elementary School as a pilot project.
Create a workforce that will conduct a thorough needs assessment throughout the county for anti-violence curriculum and programs with an emphasis on Kindergarten through Sixth Grades.

3rd year:

Encourage the implementation of selected anti-violence curriculums and programs throughout the county.
Provide training opportunities for teachers where possible.
Initiate data collection for the assessment of the impact of curriculums and programs.

4th – 5th year:

Monitor the implementation of age-appropriate anti-violence and bullying curriculum and programs throughout the county.
Continue to monitor impact on student behavior and attitudes through on-going data collection.

How do we plan to achieve our goal?

- Recruit at least 15 people willing to serve on an active workgroup. One third of the group recruited will be stakeholders within county school districts.
- Explore the implementation of *Security Dads* in the Forks school district as part of the community based anti-bullying efforts included in the *Olweus Project*.
- Create a forum for working group and community members to report progress on the implementation of curriculums and projects throughout the county.
- Encourage the use of a universal approach to data collection on youth violence so statistics can be compared across the county.

How will we measure our success?

- Community engagement will be measured in volunteer hours donated to working groups, attendance at public meetings and the number of people participating.
- The *Olweus Project* in Forks will be formally evaluated.
- The number of classrooms that implement curriculum or programs will be measured.
- The outcome of the impact of the programs and curriculums will be measured through a universal data collection system.
- A reduction in behavioral problems will be observed in K-6 grades.

INCREASE AVAILABILITY AND ACCESS TO LOCAL PREVENTION AND TREATMENT RESOURCE INFORMATION TO EVERYONE IN CLALLAM COUNTY

FOCUS E – 1

Primary Goal: Expand 2-1-1 System

The primary goal of this initiative is to increase the availability and access to local resource information for everyone in Clallam County. With the reduction in financial and staffing resources available to local agencies, our community needs to maximize efficiency in referrals for services and aid to citizens.

Background

The 2-1-1 system was created out of Department of Homeland Security funds. This is a nationwide resource to provide information and referral. Agencies are able to place their information in the system. Anyone may access 2-1-1 information from any computer with Internet access or by dialing 2-1-1 on the telephone. The 2-1-1 system currently exists in Clallam County but it is underutilized. This system is FREE to the community. The more each community uses it, the more resources will be dedicated to covering services it provides. The 2-1-1 system provides communities with marketing tools (pamphlets, banners, magnets etc.) to spread the message that the 2-1-1 system is *the* source for community resource information.

The 2-1-1 system is as current as local agencies make it. If they keep their information updated, the 2-1-1 system will be both relevant and current. The process of updating Clallam County's 2-1-1 system will provide an opportunity for community agencies to identify and fill gaps in services and to streamline their own agency efforts to avoid unnecessary overlap.

Why select the 2-1-1 system as our centralized community resource base?

The 2-1-1 system is already established with federally funded support. There is no need to create a new web site or spend scarce resources to hire a web master. The system is flexible and able to expand as the community needs expand.

Five Year Prevention Plan for Establishing the 2-1-1 System as Our Resource Source.

First Through Second Year

A communication committee will work to introduce the 2-1-1 system to every agency and source of community social service resources. Training opportunities will be provided to help all interested groups and agencies post their information to the system. A marketing

campaign will introduce the 2-1-1 system to the general public and encourage its use. High school and college students will be encouraged to help with the marketing campaign. Efforts will be made to increase the number of public computers with Internet access available to citizens so that access to 2-1-1 is widely distributed across the county. The 2-1-1 icon will be added to the desktop of these public computers.

Third Through Fifth Year

The committee will work with community members to establish stand-alone kiosks throughout the county with online access ONLY to selected information sites, such as 2-1-1. All agencies and groups listed on the system will be encouraged to continue to update their information every three months.

**GOAL: Establish Single Source Online/Telephone
Community Resource Knowledge Base.**

FOCUS E - 1

With the reduction in financial and staffing resources, but a growing need for financial and social services, it is wise for our community to maximize efficiency in referrals for services and aid.

What do we plan to accomplish each year?

1st year:

Establish the 2-1-1- as our community single-source ONLINE and TELEPHONE referral system.
Market the 2-1-1 system throughout the county

2nd year:

Increase the number of public computers with internet access to the 2-1-1 system available throughout the county.
Add the 2-1-1 icon to the desktop of all public-access computers.
Continue to encourage agencies to maintain current information on the 2-1-1 system.

3rd – 5th year:

Establish stand-alone community sites where the public can access the 2-1-1 system through online and/or telephone. (Kiosks with online access ONLY to selected sites, such as 2-1-1).

How do we plan to achieve our goal?

- Use the existing 2-1-1 referral system to maximize a single resource connection.
- Educate and market the 2-1-1 system to community agencies. Ensure that they are establishing their resource information in the system and are routinely updating the system to ensure the information is current. Special marketing for the more remote areas in the county.
- Educate the public and referrers on the existence of the system.
- Market the need and create public access points to the 2-1-1 system throughout the county.
- Use Facebook as a referral site.
- Gather a community group of young people from the high school or college to help us look at marketing the 2-1-1 system.

How will we measure our success?

- The number of agencies included in the system is reflective of the community.
- The number of calls and online inquiries grows.
- The number of public access points (telephones and computers) increases.

INCREASE AVAILABILITY AND ACCESS TO LOCAL PREVENTION AND TREATMENT RESOURCE INFORMATION TO EVERYONE IN CLALLAM COUNTY

FOCUS E – 2

Primary Goal: Place Resource Kiosks in Strategic Places Throughout Clallam County

The primary goal of this initiative is to create points of contact where people may locate brochures and other printed material from local community resources.

Background

Currently, resource information is scattered throughout the community, primarily in the entryways or waiting rooms of various agencies. While placement of information in agencies is useful, it does not help the individual who has not yet contacted an agency. Many people do not realize that there is help available or have no idea where to start looking for help.

Why establish information kiosks?

Some individuals who need resource information may not feel comfortable with the 2-1-1 system. Lack of familiarity with computers or discomfort with making phone calls to ask about services can form a barrier for a person seeking information. The placement of regularly stocked information kiosks in key places throughout the community will help to remove barriers to accessing information about resources. For example, placing information in laundromats, at bus stops or in grocery stores will provide additional access points to needed resource information.

Five Year Prevention Plan for Establishing Resource Information Kiosks Throughout the County.

First Year

The first year the Community Information Committee will devote itself to establishing the 2-1-1 system and encouraging every agency and resource group to update their information regularly.

Second Year

During the second year, the Information Committee will select the location of a set number of kiosks in key spots in the community. The committee will locate source of funding for the kiosks and also select the most helpful information to place in the kiosks. They will determine

the best way to market information about the existence and location of the kiosks and how to regularly stock the kiosks. Also, the committee will develop a plan to measure the success of the kiosks.

Third Through Fifth Year

The kiosks will be established, regularly stocked and evaluated.

GOAL: Establish Points Of Contact Where People May Locate Printed Material For Community Resource Information

FOCUS E - 2

Some people needing resource information may not feel comfortable accessing it by phone or online.

What do we plan to accomplish each year?

1st year:

We will spend year one establishing the 2-1-1 system.

2nd year:

Develop a process for determining sites, funding and system for stocking of the information kiosks.

Due to the finite space, determine what resources will be represented in the kiosks.

3rd – 5th year:

Establish the kiosks.

How we plan to achieve our goal?

- We will establish a set number of kiosks in key spots throughout the county for information distribution.
- The Information Committee will establish funding- through donations, grants, etc. for the kiosks.
- Gather a community group of young people from the high school or college to help us look at marketing.
- Use of Facebook and other popular online tools to advertise the kiosks.
- Through surveys or other measure, determine what agencies should be represented in the kiosks.
- Develop a plan for measuring the success of the kiosks.

How will we measure our success?

- We will have established a determined number of kiosks in our county.
- The number of people approaching community agencies as a result of the kiosk information will increase.

Attendees:

Prevention Works! / County Commissioners Work Group To Create a Five Year Prevention Plan

Jude Anderson	Staff, Clallam County Health and Human Services
Pam Arnott*	New Family Services (Olympic Medical Center)
Mark Baumann*	Private Attorney
Maggie Becker*	Port Angeles Healthy Youth Coalition
Bill Benedict	Sheriff, Clallam County
Jim Borte*	Project Coordinator, Clallam County Sheriff's Office
Valerie Brooks	Coordinator, Court Appointed Special Advocates
Florence Bucierka	Staff, Clallam County Health and Human Services
Anne Burns	Student Services Center Coordinator, OESD 114
Patty Busse	Administrator, DSHS, Community Service Office
Ida Carroll*	West End Outreach Services
Peter Casey	Executive Director, Peninsula Community Mental Health
Jill Dole*	Health and Human Services, Clallam County
Michael Doherty	Clallam County Commissioner
Loren Engel	Principal, Hamilton Elementary School
Ellen Fetchiet*	Klallam Counseling Services
Terry Gallagher	Police Chief, City of Port Angeles
Angela Graff	New Family Services (Olympic Medical Center)
Colleen Harker	Sequim School District
Susan Hillgren*	Director, The Answer for Youth
Steve Ironhill	Director, West End Outreach Services
Lloyd Lee	Interim Police Chief, City of Forks
Becca Korby	Director, Healthy Families of Clallam County
Bill Knebes	Retired Court Commissioner, Clallam County
Kyle Cronk	Chief Executive Officer, YMCA
Nita Lynn*	First Step Family Support Center
Pam Marshall	Office Manager, Peninsula Children's Clinic
Cynthia Martin*	Parenting Matters Foundation/First Teacher
Nancy Martin	Program Manager, Lutheran Community Services NW
John Melcher	Clinic Director, Volunteers in Medicine of the Olympics (VIMO)
Carey Melmed	Community Health Nurse, Makah Tribal Council
Jody Moss	Director, United Way of Clallam County
Pete Peterson	Director, Clallam County Juvenile and Family Services
John Qualls*	Clallam County Juvenile and Family Services
Bob Schilling	Executive Director, Boys and Girls Club
Ann Simpson	Administrator, Forks Abuse Program
Jack Slowriver*	Executive Director, Planned Parenthood of the Great Northwest
Stephanie Steinman	New Family Services (Olympic Medical Center)
Kathy Stevens	Peninsula Community Mental Health Center
Vickie Sutton	Director, Trillium Treatment Center
L. Teal	Police Department, City of Forks

Steve Tharinger	Clallam County Commissioner
Norma Turner*	Community Volunteer
Mary Wegmann	Facilitator of Work Group Meetings
Minnie Whalen*	Educator
Alisha Worthey	Housing Authority of the County of Clallam

* Prevention Works! A *Community Coalition of Clallam County* Board Member

Participants in Individual Focus Groups

Focus A Increase parenting support for families with children from the prenatal period through age six years.

Norma Turner (Co-chair)	Community Volunteer
Cynthia Martin (Co-chair)	Parenting Matters Foundation/First Teacher
Nita Lynn	First Step Family Support Center
Pam Arnott	New Family Services (Olympic Medical Center)
Pam Marshall	Office Manager, Peninsula Children’s Clinic
Patsy Brown	Nurse, Forks Community Hospital
Florence Bucierka	Staff, Clallam County Health and Human Services
Nancy Martin	Program Manager, Lutheran Community Services NW
Carey Melmed	Community Health Nurse, Makah Tribe
Barbara Clampett	Peninsula Community College
Vickie Becker	Head Start
Chase Hill	First Teacher and First Step Family Support Center
Jennifer Knight	North Olympic Library System (NOLS)
Manuela Velasquez	Quillayute Valley School District
Nicole Brewer	Parenting Matters Foundation/First Teacher
Rosemary NewDay	Lower Elwha Head Start
Yvette Cline	Peninsula College
Jennifer Charles	Staff, Clallam County Health and Human Services
Lynn Pierle	United Way of Clallam County
Jody Moss	Director, United Way of Clallam County

Focus B Increase student academic success and high school graduation rates.

Jim Borte (Chair)	Project Coordinator, Clallam County Sheriff’s Office
Ellen Fetchiet	Klallam Counseling Services
Bill Marsh	Retired Educator
Susan Hillgren	Director, The Answer for Youth
Cindy Kelly	Port Angeles School Board Member

Focus C Identify young children with social, emotional and behavioral problems in order to provide them and their parents, teachers and caretakers with appropriate support.

Mary Wegmann (Chair)	Community Volunteer, Retired Psychologist
Ann Nolan	School Psychologist, Port Angeles School District
Laura Costello	First Step Family Support Center
Laura Bullen	Pediatrician
Ellen Fetchiet	Klallam Counseling Services
Nancy Martin	Program Manager, Lutheran Community Services NW
Yvette Cline	Peninsula College, Early Childhood Education
Rachel House	Forks Abuse Program
Kathy Stevens	Peninsula Community Mental Health Center

Focus D Reduce violent and aggressive behavior by children and adolescents.

Vickie Sutton (Chair)	Director, Trillium Treatment Center
Ann Simpson	Administrator, Forks Abuse Program
Darcy Schneider-Hobbs	Community Volunteer
Jack Slowriver	Executive Director, Planned Parenthood of the Great Northwest

Focus E Increase availability and access to local prevention and treatment resource information to everyone in Clallam County.

Patty Busse (Chair)	Department of Health and Social Services
Susan Hillgren	Director, The Answer for Youth
Jim Borte	Project Coordinator, Clallam County Sheriff's Office
Jill Dole	Staff, Clallam County Health and Human Services