FORWARD

The implementation and promotion of the Five Year Prevention Plan is coordinated by Prevention Works! A Community Coalition of Clallam County. Prevention Works! is a 501(c)3 organization that advocates, educates and invests in our children. Through prevention and learning efforts, we nurture our children and thus strengthen our community.

This is an all-volunteer community-wide effort and it is not part of any other agency, though Prevention Works! partners with nearly all social, educational and health service agencies in Clallam County.

Prevention efforts not only work but they are 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 continue the implementation of this updated Five Year Prevention Plan for Clallam County. Each task force welcomes additional individuals interested in making this prevention plan a success. Information about upcoming trainings, meetings, opportunities to volunteer, and other topics can be found on the Prevention Works! website:

www.preventionworkscc.org

Your support for this effort is crucial to its success!

Mission of Prevention Works!

Prevention Works! A Community Coalition for Clallam County is a volunteer coalition that acts as a catalyst for community awareness of ways to nurture our children and thus strengthen our community.

PW! “Tagline”

PW! stimulates the community on creative ways to nurture our children.
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ABOUT THE PREVENTION PLAN

Prevention Works! A Community Coalition of Clallam County invites you to review our revised Five Year Prevention Plan to promote healthy behaviors for children and adults. Research emphasizes that the best way to create an optimal environment for all children in the county is to focus on services and programs for pregnant women and children from birth through age eight years and their families.

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 related violence and 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 and strengthen the community in prevention efforts

Clallam County Benefits from a Prevention Plan Because It Will Positively Influence the Health and Well Being of all our Children

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

- Children living in households below the poverty level
- Victims of child abuse and neglect (in accepted referrals)
- Ninth graders who leave school before their senior year in high school*
- Poor academic performance (standardized tests 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. (Washington State Department of Social and Health Services Research and Data Analysis, 2010 and Community Outcome and Risk Evaluation Geographic Information System [CORE_GIS] County Reports, July 2010.)
In the Clallam County Healthy Youth Survey conducted in 2012, youths reported for themselves the following factors of risk at the 6th and 12th grade levels:

<table>
<thead>
<tr>
<th>(School Domain)</th>
<th>6th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Failure</td>
<td>44%</td>
<td>55%</td>
</tr>
<tr>
<td>Low Commitment to School</td>
<td>39%</td>
<td>42%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>(Peer/Individual Domain)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Problem Behavior</td>
<td>27%</td>
<td>44%</td>
</tr>
<tr>
<td>Friends’ Antisocial Behavior</td>
<td>43%</td>
<td>(8th gr 55%) 49%</td>
</tr>
<tr>
<td>Rewards for Antisocial Involvement</td>
<td>35%</td>
<td>63%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(Community Domain)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Neighborhood Attachment</td>
<td>6%</td>
<td>53%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(Family Domain)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor Family Management</td>
<td>40%</td>
<td>44%</td>
</tr>
<tr>
<td>Parent Attitude Favorable to Drug Use</td>
<td>18%</td>
<td>52%</td>
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</table>

According to the Clallam County Community Health Status Assessment (December 2012), our high school drop-out rate is trending higher and currently above the Washington State average. We have more children birth to age 17 living in poverty than the average for the state. However, the statistical picture is not all negative. More mothers now have more than a high school graduation. Fewer women are smoking during pregnancy. Our child abuse and neglect referral rate has not increased nor has our domestic violence offense rate, even though both of those stats are rising for the state as a whole.

Our focus is not just on “what’s wrong” but rather on what practical steps we can take to improve the life experience of all of our youth.

Please refer to the original plan for information about:

- Understanding Prevention
- The different levels of Prevention Efforts
- Ways to know if Prevention Efforts actually work
- Definitions of Child Abuse and Neglect, Youth Violence and Substance Abuse
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, are children who hurt deeply. The community hurts also. Prevention Works! A Community Coalition for Clallam County presents to the community a Revised Five Year Prevention Plan designed to increase healthy behaviors in our families and thus decrease child abuse and neglect, substance abuse, violence by and among youth and increase academic success in our young citizens.

The following pages contain a report of activity over the past two and one half years, new and expanded goals and anticipated future activities from each task force working to implement the Five Year Plan. The interested reader may want to consult the original Five Year Prevention Plan, available on Prevention Works! website to clarify what changes have been made in the Plan.  
www.preventionworksc.org

What have we already accomplished in our first two and a half years?

We have established a universal free screening service called Child Check √ for children pre-kindergarten age across the county. At the screening, parents and children meet with a professional to discuss social, emotional and behavioral concerns and find support, information about resources, parenting education and referrals. We provided significant programmatic and financial support for the Olweus Program (a community wide anti-bullying program) in the Quillayute School District. We have expanded the parenting classes available throughout the county and initiated a social media format for engaging parents in discussion. We have advocated for the expansion of home visiting services to our newest parents and co-sponsored several BlockFest and Kid Fest and Back to School events. One task force has promoted the book Mind in the Making by Ellen Galinsky to multiple groups of parents and community members. Galinsky identifies 7 essential life skills for all children to develop. These are just a few of our recent activities.

Continue reading to learn more both what we have done and our plans to expand our community prevention efforts in the next two and a half years.
Plan Highlights for Prevention Intervention: 2014 -2016

Parenting Education and Support Task Force
- Expand parent education in all areas of the County
- Develop additional formats for parent education beyond formal classes
- Promote participation in parent education as a social norm.

Home Visiting for Newborns and their Mothers Task Force
- Identify best practices to provide treatment to neonates with substance problems
- Expand Home Visiting for newborns and their mothers throughout the County, especially in the West End
- Broaden the reach of Home Visits up to and after 2 years of age

Lifelong Learning Task Force
- Promote the joy of learning throughout the lifetime as a community-wide social norm
- Promote the understanding of quality learning elements and processes for early learning
- Increase opportunities for citizens to partner with youth engaging in the joy of learning

Early Screening Task Force
- Continue to promote and expand Child Check √ throughout the county
- Develop a matrix of all screening and assessment resources for young children in the county
- Advocate for expansion of parenting education and professional intervention resources for families with young children

Bullying Reduction and Violence Elimination (BRAVE)
- Collect information about programs and curricula currently present in the County intended to reduce violence and bullying. Review research about the most effective curricula and programs.
- Develop a systems focused change plan for county wide implementation to impact the reduction of bullying, harassment and violence in our schools and community; and to seek funding for actualizing the plan.
- Sponsor community events to educate professionals, parents and youth about Cyber-Bullying
A variety of methods for evaluating the impact of this ambitious Five Year Prevention Plan has been built into its design. Each task force determines the best approach to evaluating their efforts. These methods are listed in the synopsis chart for each Task Force in this section of the Plan. Implementation and progress will be closely monitored by Prevention Works! Board of Directors and reported back to the community. The prevention activities described represent only a beginning point for bringing about desired change. As each task force meets, additional efforts or changes in approach may be considered. The goal is clear: healthier children, healthier families and a stronger 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 following charts summarize the work in the near future for the five Prevention Works! Task Forces and are included here as part of the Executive Summary:
# PARENTING EDUCATION AND SUPPORT TASK FORCE

**GOAL:** Expand Parenting Education and Support Throughout Clallam County

Parenting Education and Support empowers parents/caregivers through education, networking, and identifying resources

<table>
<thead>
<tr>
<th>What do we plan to accomplish in the next 2½ years?</th>
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<tbody>
<tr>
<td>- Continue to offer and promote parenting education</td>
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<tr>
<td>- Seek funds for parenting education</td>
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<tr>
<td>- Develop a calendar for all parenting classes in the county</td>
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<tr>
<td>- Sponsor a Parenting Education summit</td>
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<tr>
<td>- Continue to identify parenting education facilitator training needs</td>
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<tr>
<td>- Continue hosting and advertising <em>Tune In and Show Up</em></td>
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<tr>
<td>- Explore other means and formats for educating and supporting parents and implement those as appropriate</td>
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<tr>
<td>- Assess the effectiveness of parenting education</td>
</tr>
<tr>
<td>- Explore and develop a social norm campaign for parenting education and what parenting education can look like</td>
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<tr>
<td>- Align and coordinate with other committees/community partners</td>
</tr>
<tr>
<td>- Work with community partners to make sure we are not duplicating services</td>
</tr>
<tr>
<td>- Stay aligned with the parenting field at the local, state, and national level</td>
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</table>

<table>
<thead>
<tr>
<th>How do we plan to achieve our goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Continue to facilitate the expansion of classes throughout the county</td>
</tr>
<tr>
<td>- Educate community members about the importance of parenting education; develop support for these programs while advocating for broad community participation</td>
</tr>
<tr>
<td>- Collect feedback from parents and family members regarding the value of the programs they participated in</td>
</tr>
<tr>
<td>- Reach out to community partners</td>
</tr>
<tr>
<td>- Seek outside funding</td>
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<tr>
<td>- Document an intention for broadening work with community partners</td>
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<tr>
<td>- Be intentional in achieving our goals</td>
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<table>
<thead>
<tr>
<th>How will we measure our success?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Review participant evaluations of parenting classes and programs</td>
</tr>
<tr>
<td>- Increase in the number of classes provided and increase county-wide participation</td>
</tr>
<tr>
<td>- Increase in the number of parents attending</td>
</tr>
<tr>
<td>- Increase in partnerships and county-wide participation</td>
</tr>
<tr>
<td>- Increase the number of parenting support opportunities</td>
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</table>
HOME VISITING TASK FORCE

GOAL: Expand Home Visiting Services to Pregnant Women, Women with Newborns and Families with Young Children throughout Clallam County

Research shows that the earliest months and 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 in the next 2 ½ years?

- Identify *Best Practices* for treatment of mothers and neonates with substance problems
- Expand Home Visiting programs throughout the County with an emphasis on expansion in the West End.
- Seek funding to expand home visiting services
- 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 external 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?

- Current level of home visiting programs is maintained despite 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
- Increase number of parents requesting Home Visits
- Increase public/private partnerships in Clallam County to support Home Visiting
LIFE LONG LEARNING TASK FORCE

GOAL: To Promote the Joy of Lifelong Learning in Clallam County

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

What do we plan to accomplish in the next 2 ½ years?

- Increase outreach to community groups and elected officials to promote lifelong learning and the value of education in the child’s first three years
- Spread awareness of the 7 essential life skills through presentations to Parent Teacher Organizations and independent social media efforts
- Develop a research plan concerning successful early learning programs which, over time, deliver consistent effective results
- Select early learning programs to promote in the community
- Increase level of community participation in early learning and lifelong learning events through outreach and advocacy
- Implement and monitor the spread of effective early learning programs throughout the community

How do we plan to achieve our goal?

- Continue monthly meetings with an expanded membership
- Conduct research about effective early education and lifelong learning community programs
- Increase contact with public officials and business leaders to promote early education
- Support Prevention Works! Parent Summit meetings twice a year with early learning and lifelong learning formats --- and to integrate lifelong and early learning in all we do!

How will we measure our success?

- Collect qualitative measures, anecdotal reports about children and their interaction with adults regarding the 7 essential life skills
- Use post-event satisfaction measures for all public presentations
- Monitor the growth in early learning opportunities throughout the County
- Monitor participation levels of volunteers in early learning as an indicator of lifelong learning by those who help in early childhood education programs
# EARLY SCREENING TASK FORCE

**GOAL:** Development of Voluntary Universal Screening of Young Children for Social, Emotional and Behavioral Problems throughout Clallam County

Early identification and appropriate support, intervention or treatment for young 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 in the next 2 ½ years?

- Continue to provide advisory support to the *Child Check* early screening program
- Create a matrix of all screening and assessment options available to parents of young children
- Advocate for increased services and resources for young children and their parents
- Work together with Lutheran Community Services Northwest/Parent Line to identify funding for continued operation and expansion of *Child Check*
- Expand Screening to include Spanish Speaking Children and Families living in Clallam County

### How do we plan to achieve our goal?

- Monitor *Child Check* and encourage adjustments to the programs’ design as needed
- Interview providers of screenings and assessments of young children to clarify information for a county wide matrix
- Meet with professionals and school staff and members of agencies that service young children to identify gaps in services and resources for parents in the county and advocate for the filling of those gaps
- Continue to search for potential funding sources for an enlarged *Child Check* program

### How will we measure our success?

- Parent reports of improved parenting and reduced child problem behaviors
- Reduced number of children expelled from day care or preschool settings
- Reduced percentage of children identified by their kindergarten teachers as displaying social, emotional or behavioral issues that interfere with their participation in the classroom
- Track number of expanded Screenings to Spanish Speaking Children and families living in Clallam County
BULLYING REDUCTION AND VIOLENCE ELIMINATION (BRAVE) TASK FORCE

GOAL: Reduce Violence and Aggressive Behaviors by Children and Youth through Development of both School and Community Programs

What do we plan to accomplish in the next 2 ½ years?

- Continue to assess the impact of the Olweus Program in the Quillayute Valley School District (QVSD) which was funded by Prevention Works!
- Encourage schools in Clallam Co. to use their evidence-based anti-bullying and anti-violence curricula
- Determine important elements to reduce violence and aggressive behavior among youth; disseminate this information
- Continue to build capacity and support with community members, school leaders and professionals for the reduction of violence and aggressive behavior in Clallam County
- Conduct a community informational event on Cyber Bullying

How do we plan to achieve our goal?

- Through the annual student survey for the QVSD Olweus Program, contrast data from each year to measure impact of PW!’s investment
- Disseminate QVSD outcomes to other county School Districts
- Gather data from multiple sources to support development of a community plan to reduce violence and harassment
- Host a minimum of 5 student focus groups and 5 parent focus groups around the County for high school and middle school populations on the topic of anti-bullying behaviors and attitudes
- Review violence and bullying reduction activities in schools and youth serving agencies in Clallam County
- Share evidenced-based Healthy Youth Survey results on bullying and violence with school boards, school administrations and staff
- Deliver a cyber-bullying informational event
- Advocate for legislation regarding BRAVE Committee topics

How will we measure our success?

- Compare data to measure impact of BRAVE activities
- Collect attendance numbers for community presentations and events on this topic
- Parents will report increased confidence in anti-bullying efforts in schools
Primary Goal: Expand the Number of Parenting Classes Offered in Clallam County and Expand the Definition of Parenting Education beyond a Traditional Classroom Format

Prevention Works! and various agencies in Clallam County have trained parenting educators in a variety of curricula to provide formal parenting education for all types of caregivers of children. However, lack of funding for 12 to 16 session classes and reluctance of parents and caregivers to commit to a lengthy class process limits the availability of these classes. Also, a lack of a single clearinghouse listing all available classes makes it difficult for parents and professionals who make referrals to locate appropriate parenting information and education programs. In the next three years we intend to not only expand the number of parenting classes offered in the county but expand the formats and methods of delivering parent education.

How does Parent Education benefit families?

Effective parenting education increases:

- **Safety for the Child, Family, and Community.** Isolation, 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 and caregivers.
- **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.** Caregivers need accurate relevant information about raising young children, appropriate expectations for their behavior and knowledge of alternative discipline techniques. Parents need to know that 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 and peer abuse.

Research has shown that parenting education that focuses on the topics listed above helps children succeed socially and 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. (http://www.whitehousedrugpolicy.gov/publications/prevent/parenting/r_bib.html)

Parenting education and support programs assume that everyone wants to be a good parent or caregiver. Studies demonstrate that all types of caregivers are more likely to provide appropriate care and guidance with a greater understanding of children’s development needs. Effective parenting education comes in many forms including social media, neighborhood activities, curriculum-based group classes, newsletters, workshops, childcare trainings, and computer-based classes as well as individual parent learning through reading, other sources and wisdom passed down from one’s elders.

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

Many different agencies are ready to offer parenting education, however, classes require funding -- trainer fees, advertising, materials, and other expenses. A lack of adequate funding impedes the expansion of parenting education efforts.

The current system of delivery of parenting courses and materials is inadequate to fully meet the need in Clallam County. 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 greatly 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 need to be offered in Sequim and Forks. All classes should be culturally inclusive.

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Tim was recommended to take a parenting class by DSHS when he did not have custody of his 9-month old daughter. Originally he and the mother were going to take the class together. The mother decided not to be involved in her daughter’s care and never made it to class. Tim came to every session but one even though he was very nervous about coming to class. After several sessions he seemed to integrate well with the other parents. He actively participated and was quickly accepted by the other parents. Watching Tim was like watching a sponge soak 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.
What did the Parent Education Task Force accomplish in the first 2½ years of the Clallam County 5 Year Prevention Plan?

- Offered *Making Parenting a Pleasure* class (3 times)
- Provided *Nurturing Parent Facilitator Training*
- Provided *Play and Learn* training
- Started a social media activity *Tune In and Show Up* through Facebook
- Created and adapted a master grant document and a master budget for future use
- Wrote and submitted several grant applications
- Hired contractor as a Parenting Education Coordinator
- Initiated community collaborations with all relevant agencies possible
- Held several *Block Fest* events

**UPDATED PLAN 2014 – 2016**

**Parenting Education Task Force**

The Parenting Education Task Force will:

- Continue to offer and promote parenting education classes throughout the county, evaluate their effectiveness and seek additional funding for parenting education
- Develop a calendar for all parent education classes in the county
- Continue to identify parenting education facilitator training needs
- Continue to design, advertise and host *Tune In and Show Up – a Facebook based parent sharing social media program with in-person follow up discussion component*
- Explore other means and formats for educating and supporting caregivers and implement those as appropriate
- Plan and deliver a Parenting Education Summit
- Explore and develop a social norm campaign for parenting education and what parenting education can look like
- Align and coordinate with other committee and community partner to help each other and to ensure we are not duplicating services
- Stay connected with the parenting education field on the local, state and national level
This page for your notes and questions.
Primary Goal: Expand Home Visiting Services to Pregnant Women, Families with Newborns and Young Children

The primary goal of the Home Visiting Task Force is to provide home visiting services throughout Clallam County to all mothers with newborns and to selected pregnant women and to parents of young children who are in need of more intense support.

Why create a community norm around universal home visiting for the parent(s) of newborn babies in Clallam County?

Voluntary home visiting programs pair new and expectant parents with trained professionals to provide parenting information, resources and support during pregnancy and throughout their child’s first years. Prevention Works! has supported and advocated for quality, home visiting programs for new and expectant families since its inception in 1998.

Evidence shows a six-to-one return on investment for every dollar spent on home visits. The amount of $6 is yielded through the parenting, nutrition and health services delivered in well-designed professional home visits. There are approximately 650 births per year in Clallam County. Medicaid (state health coverage for low-income citizens) covers about 60% (400) of these births. Helping new parents get a better start is key to the success of every child.
Most parents welcome home visit help with new babies, especially first time parents and parents experiencing significant stressors. Research shows that the early years of a child’s life have significant long-term impact on the child’s health, social development and learning. Home visiting programs have been proven to produce positive outcomes for both parents and children, including:

- Improved child health, development and bonding
- Improved initiation and duration of breastfeeding
- Improved ability of parents to provide safe and secure living environment
- Increase in children’s readiness to learn
- Prevention/reduction of child abuse and neglect
- Increase in parent satisfaction while parenting in early years
- Enhanced ability by parents to support their child’s cognitive and language development


Universal home visiting outcomes, as identified above, can be improved by providing lactation support thereby increasing duration of breastfeeding.

Home visits for all new babies, especially for those who need more intense support, such as the increasing number of neonates exposed to substances in utero can result in increased parenting skills. Parents are more likely to provide love, nurturing care and guidance to their children as they gain greater understandings of their child’s developmental needs. As a result the parent gains confidence in parenting their child. The pay-off is increased skills in better informed mothers and fathers. The “European Model” of universal Home Visiting has been effective for many years in achieving desirable health, social and economic goals.

**Home Visit Programs are a high-yield investment in stronger families and a stronger community.**

Quality programs are proven to strengthen parent-child relationships, increase development of early language and literacy skills, and reduce child abuse and neglect—positive outcomes that will help ease the strain on state resources and produce fiscal returns over time.

Learning happens from the time of a child’s birth but there are no reassurances for parents that what they innately know and do for their baby is the most advantageous for the child’s growth and development. Reconfiguring new families after the birth of each child is a stage of development at which informed assistance in the home is needed across all socio-economic and educational levels of parents. A trusted professional visiting the home is a proven cost effective way to increase the health and wellbeing of babies and their caregiver(s) as an early intervention
and as a reassurance of baby’s healthy development. While home visits are clearly an asset to the individual family, they also serve the common good and create a healthier community. “It takes a village to raise a child” is an African proverb with a clear message: all members of the community have an important part to play in the growth and development of every baby born to it.

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.”
What did the Home Visiting Task Force accomplish in the first 2½ years of the Clallam County 5 Year Prevention Plan?

- Formed a collaborative process between all Home Visiting Programs in Clallam County
- Reactivated a collaborative Home Visiting Task Force as part of Prevention Works!
- Advocated for the maintenance and expansion of Maternity Support Services through Olympic Medical Center and home visiting programs at First Step Family Support Center
- Advocated for the continuation and expansion of nursing visits by New Family Services as subcontractor to First Step as well as visits to the privately insured, and other agencies’ home visit programs in the County
- Identified parental bonding for newborns affected by substance use in pregnancy as a community problem

UPDATED PLAN 2014 – 2016
Home Visiting Task Force

The Home Visiting Task Force will:

- Identify best practices to provide treatment to newborns with substance problems
- Lay the foundation for outside funding and then apply for a planning grant for NEST (Neonate Exposed to Substances in utero who require Treatment) - identifying and serving mothers addicted to substances
- Continue to deliver the class designed and initiated in 2011 for the community by New Family Services’ Registered Nurses
- Identify local changes needed to address reimbursement and sustainability concerns for Home Visiting services
- Expand Home Visiting Programs throughout the County, especially emphasizing services in the West End communities and in all tribal communities
- Facilitate development and submission of applications for external public and private non-profit funding for Home Visiting programs
- Pursue funds that will increase local treatment options, therefore keeping more substance-affected moms and babies together rather than sending them outside the community for treatment and new baby services
- Increase populations served by Home Visits as needed and eliminate duplicative services if identified
- Increase public awareness and policy makers’ understanding of the impact of quality Home Visiting Programs throughout the County
- Broaden the reach for Home Visits in later stages of a child’s development up to and after 2 years of age
LIFELONG LEARNING TASK FORCE

Primary Goal: Promote the Joy of Lifelong Learning throughout Clallam County

The Lifelong Learning Task Force of Prevention Works! involves Clallam County citizens in opportunities to partner with children, engaging all in the joy of learning. The ultimate goal is to provide a solid foundation for lifelong learning based in early learning for all children, a joy and understanding of learning, increased high school graduation rates, a stronger economy in Clallam County and establishing, with youth and their elders, patterns of lifelong learning.

Background

Community support of the learning process lifelong is key to success in life. Extensive research indicates that people who are successful at learning 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 volunteers -- and healthier! (“Academic Success” by Michael S. Brockman, MA., P.P.S.C., Hiram Johnson High School, Sacramento, CA and Stephen T. Russell, Ph.D., University of Arizona)

Enjoying learning is strongly linked to valued outcomes for all children. It produces learning success in students and more employment opportunities for those who value learning. 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. (“The 29th Annual Phi Delta Kappa/Gallup Poll of the Public’s Attitudes Toward the Public Schools”, by Rose, L.C., Gallup, A.M., & Elam, S.M. in Phi Delta Kappan, 79, pages 41-56)

Prevention Works! believes the adage “It takes a village to raise a child.” All members of the community contribute to the development of youth. While learning is an asset to the individual, it also benefits families and serves the common good. It is a core value of a democratic society, and assists to insure that all children receive a quality education, and learn how to learn, which leads to a stronger community economy with more stable and better jobs.
Research says that parent-family-community involvement is key to addressing the school dropout crisis in Clallam County. This evidence is true for students at the elementary and secondary levels, regardless of parents’ education, income or background. Studies show that school-community partnerships also foster higher educational goals and increase student motivation to learn and succeed.

In the past, parent involvement was characterized by volunteers, mostly mothers who assisted in schools, chaperoned at social events, and did fundraising. Today, parents and community volunteers are involved in a more inclusive model. Community Partnerships still include schools and all forms of caregivers (Parents….step-, grand-, foster- and kinship care) but now also include business leaders, interested public, retired seniors and diverse community groups. Adults in the community, especially parents, have a role in helping children develop the natural love of learning. Parental involvement, regardless of the parent’s education, family income or background, fosters higher educational goals and more motivated students. Decades of research show that when parents and interested adults are involved with a child’s education, the youth will achieve:

- higher likelihood of loving learning lifelong
- higher grades, test scores, and graduation rates
- better school attendance; increased motivation; better self-esteem
- lower incidents of truancy and suspension; decreased use of alcohol and other drugs; and fewer instances of violent behavior

Hoping to help, parents and other caregivers wonder how to best help their child learn. 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. (Clark, R.M. “Why Disadvantaged Children Succeed” in Public Welfare, Spring, 1990, pages 17-23.) Clearly, children have critical learning experiences outside school! Providing parents and other adults throughout the community with research-based learning techniques for use with children at home and in their town promotes increased parental involvement and student academic success as well as lifelong learning for kids and adults!

As early as 9 months old, children in poverty begin to show signs of slipping behind in their development. (http://thrivebyfivewa.org/why-early-learning/)

**Literacy**

An essential area of early learning is the development of literacy skills--vocabulary and language skills. Parents play a strong supportive role in helping their child obtain early competency in both areas. The development of early skills through early experiences with conversation, books and stories is closely linked to a child’s success in learning to read. Reading serves as the major foundational learning skill for learning. While reading and writing abilities continue to
develop throughout life, the early childhood years are the most important period of literacy development. For a child to become a good reader, it takes a partnership that begins at home early on and continues elsewhere. Parents and caregivers have a major role to play in preparing their young children for reading. (“Helping Your Child Read”, October, 2008, www.michigan.gov).

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.

Reading leads the child and parent into a conversation about content and application of stories or books; much more than just learning words. When an adult reads to a child and asks questions encouraging the child to participate in telling the story, the child’s vocabulary, thinking and verbal skills – and parent bond -- grow.

Mathematical skills are important to learning. Research on children’s learning in the first six years validates that early experiences in mathematics apply for lasting mathematical, sequential and spatial skills. Three or four year olds can recognize numbers, count, see geometric shapes and patterns, understand early spatial concepts and know a number represents an amount of something. Making numbers and math concepts fun, relating them to everyday experiences stimulates early math learning. Sorting and labeling geometric shapes, playing with blocks or canned foods in your pantry, stringing beads, counting silverware all use child play to reinforce early math learning. Puzzles help children identify and locate and understand spatial relationships. (“What is important in Early Childhood Mathematics?” National Council of Teachers of Mathematics, 2007. www.nctm.org)

Families Build Community -- Community Builds Families: It’s a Circle!

The greatest help for a child to love learning is an involved and supportive parent, but a child learns in many other experiential ways: inclusion in sports teams, exposure to music/dance/other fine arts, outdoor adventures to learn about nature including science and exploration. Getting outdoors helps families release tension, move more freely, learn to cherish the environment and bond with special people in special places. It is all learning!

Intergenerational and multi-cultural learning is powerful. Cultural and faith based community learning are important for secure identity and enrichment. Learning, integrated into the processes of living, happens well in natural settings. Faith based learning through church, cultural learning through cultural diversity of Clallam County, and learning in the natural world all teach much. Mentoring adults are important. Having a variety of influential adults in a child’s world is enriching and expanding for children.
What did the Lifelong Learning (formerly Academic Success) Task Force accomplish in the first 2½ years of the Prevention Plan?

- Collaborated with a local business to host story-telling for customers and their children
- Co-Sponsored several Block Fest, Kid Fest and Back to School events
- Promoted the book *Mind in the Making* by Ellen Galinsky
  25 copies were purchased, several donated to libraries across the County and others loaned to people in the community. Four discussion groups were held. The seven essential life skills addressed in *Mind in the Making* are:
  1. Focus/Self control
  2. Perspective Taking
  3. Communicating
  4. Making connections
  5. Critical thinking
  6. Taking on Challenges
  7. Self-directed, engaged learning
- Created a bookmark listing the essential life skills as presented in *Mind in the Making* to hand out to young parents and interested others
- Collected email addresses of parent and caregivers with young children who wanted reminders. Now 200+ young families receive short emails twice per week that quickly focus on one element of these seven essential life skills giving parents quick tips to implement with their children.


The Lifelong Learning Task Force will:

- Increase outreach to community groups and elected officials to promote lifelong learning and the value of education in the child’s first three years
- Spread awareness of the 7 essential life skills through print and social media efforts
- Develop a research plan concerning successful early learning programs which, over time, deliver consistently effective results
- Select early learning programs to promote in the community
- Increase level of community participation in early learning events through outreach and advocacy
- Implement and monitor the spread of effective early learning programs throughout the community
- Advocate for increased adult volunteer participation in local children’s learning
Primary Goal: Development of 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.

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 25 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 (communication, 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 social, emotional or behavioral concerns.
• 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 (0–3) participating in First Step’s **Parents as Teachers** home visiting program are screened through the administration of the *Ages and Stages Questionnaires: Social and Emotional* (ASQ-SE). Their hearing and vision is also screened. There are currently 121 low-income families participating in this program.

• Parents who are concerned their young child (birth to three years of age) may have a developmental delay in one or more areas are able to have their child screened through a state program, the **Department of Early Learning, Early Support for Infants and Toddlers**, utilizing **Family Resource Coordinators** (FRCs). FRCs are authorized to screen for developmental delay and refer children identified for further professional assessment. FRCs are also authorized to create an Individualized Family Service Plan (IFSP) for each family with a child who meets criteria for developmental delay. Approximately 60 children are screened each year by this program.

• Children entering the **foster care system** also are screened through a phone interview of foster parents using the Ages and Stages Questionnaire.

• 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 or to Seattle’s Children’s Hospital Outpatient Psychology Clinic. To receive services, the child must meet certain diagnostic criteria.

**Summary:**

Six groups of young children in Clallam County are currently participating in standardized screening for Developmental Delays or major social, emotional or behavioral concerns: children attending **Head Start**, children participating in the **Parents as Teachers** program through First Step, children who have significant developmental delays or who may need specialized educational services in the school, children placed in foster care and children who display *severe* behavioral problems. Each of these approaches to screening of young children plays a very important role in providing help to children and their families. However, these programs touch *a small percentage* of the approximately 3,250 children ages one to six living in Clallam County. The rest of Clallam County children under Kindergarten age and their parents do not have access to standardized screening with individually designed resource referrals for social, emotional or behavioral concerns.
While it is vitally important to provide screening for all forms of developmental delay, many children and their parents struggle with behavioral and social and emotional issues that do not meet the severity criteria of any specific developmental delay. These behaviors continue to significantly affect the child–parent relationship and often increase in severity if appropriate support and education is not offered to the family system.

“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.” 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.

Survey of Kindergarten Teachers in Clallam County

To clarify whether the statement printed in the box above held true in our area a survey of all kindergarten teachers in Clallam County was held in November, 2011. One hundred percent responded. The teachers were asked two questions “What is the total number of students presently enrolled in your Kindergarten classroom? Of these children, how many exhibit social, emotional or behavioral issues that cause you concern?” The cumulative response was twenty percent, just as suggested in the national research.

Results of first two trials of Screening for Social and Emotional and Behavioral Concerns

In June and July of 2012 and in July 2013 through January of 2014 Lutheran Community Services NW – Parent Line conducted screenings of young children for social, emotional and behavioral concerns in Clallam County. The screening program was titled Child Check √, and funded through first a small grant from the Clallam County Community Network and then larger amounts from United Way Great Beginnings Grants both in 2012 and 2013. By the end of February, 2014 approximately 200 children and their parents or caretakers had participated in Child Check √. Detailed results are available from Lutheran Community Services (Parent Line). Highlights indicate that approximately 20% of children screened presented with behaviors, or emotional or social issues that caused their parents and caretakers concerns. After the screening the parents were provided with individualized parenting suggestions, resources and referrals. In a satisfaction survey conducted with participating parents the overwhelming response was that the screenings, resource materials and parenting advice received through Child Check √ was appreciated and helped the parents to improve their parenting and helped their child gain more social, emotional and behavioral skills. The screening process also helped participating families to make important connections to community supports and services that would further enhance their parenting skills and their child’s overall readiness for school success.
What did the Early Screening Task Force accomplish in the first 2½ years of the Clallam County 5 Year Prevention Plan?

Over the past two and one half years, the Early Screening Task Force of Prevention Works! in conjunction with its partner agency, Lutheran Community Services Northwest/Parent Line (LCSNW/PL) has:

- Expanded the Early Screening Task Force to include members from local tribes, the college Early Childhood Education program, school districts, health department, Family Resource Center providers, pediatricians, speech therapists, mental health community, Head Start programs and First Step.
- Conducted a survey of all kindergarten teachers across the county to verify need for early screening.
- Developed a detailed model for early screening of preschool children and labelled it *Child Check √*. The model includes a developmental screen of the child as well as parent or caretaker centered instruments to assess social and emotional and behavioral concerns, and provides individualized resources, recommendations and referrals to the parents or caretakers.
- Applied for and received an initial grant from the Community Network program to conduct the first trial of *Child Check √* and selected Lutheran Community Services North West / Parent Line (LCSNW/PL) as the home agency for the program.
- Created a resource kit that is given to all parents and caretakers who participate in *Child Check √*.
- Made presentations about *Child Check √* to the Health Department’s Women Infants & Children program, community organizations and to a wide number of community and school advocates for early screening.
- Supported LCSNW/PL’s application for two grants from the United Way Great Beginnings Program in support of continued screenings.
- Supported LCSNW/PL’s Letter of Inquiry to the Kellogg Foundation.
- Sent a letter of inquiry for funding to a private donor, which is still pending.
- Assisted LCSNW/PL in advertising *Child Check √* to day care providers, social service organization, healthcare providers, and parents throughout Clallam County
- Met monthly as an Advisory Board to LCSNW/PL in support of the screening of approximately 200 preschool age children throughout Clallam County.
- Designed and conducted a survey of participant satisfaction in February 2014.
- Developed partnerships and collaborations throughout Clallam County to promote and bolster services for the families who participated and the children identified with specific needs. (continued next page)
Created a specific partnership with Clallam County Health Department and their public health staff.
Obtained funding from Prevention Works! to expand Child Check √ into Spanish speaking homes.

Note: In the original 5 Year Prevention Plan, there was an additional goal of Increasing the Presence of School Counselors in Every Elementary School in Clallam County. Through the work of many community individuals this goal has been largely accomplished. For many years, the Port Angeles School District did not include funding for elementary school counsellors in its annual budget. Beginning with the 2014 – 2015 school year, Port Angeles School District has funded an elementary school counselor in every elementary school. At this time, all school districts in the county fund either full or part time elementary school counselors.

UPDATED PLAN 2014 – 2016
Early Screening Task Force

The Early Screening Task Force will:

- Highlight Kindergarten Readiness concepts in the screening and parent information and resource materials
- Continue to operate as an Advisory Committee to LCSNW/PL as it continues to operate Child Check √ throughout the county
- Work together with United Way and the Great Beginnings Program to create and distribute a detailed matrix of all screenings and assessments of young children available in Clallam County and the Puget Sound area
- Continue to identify gaps in services to families and advocate for the creation of additional parenting education resources and additional professional intervention resources for young children and their parents and caretakers
- Work together with LCSNW/PL to identify potential funders and or grant sources for continued operation and expansion of Child Check √
- Expand Screening to include Spanish Speaking Children and Families living in Clallam County
Primary Goal: Reduce Violence and Aggressive Behaviors by Children and Youth through Development of both School and Community Programs

In earlier times, it was often felt that “Kids will be kids!” -- a saying that allowed society to overlook meanness between children. Now we know that certain acts of bullying, harassment and violence leave long lasting scars on children and form underlying messages about how to behave in certain settings. Because bullying – like violence and harassment -- is a learned behavior, it can be “unlearned.”

Early on children can/must be protected by becoming aware of the norms of their community, school, family or team. Practicing kindness is a desired social norm for children in all settings. Aggression is often the result of frustration or previous experiences. (For more information see http://www.bullyingstatistics.org/content/prevent-bullying.html)

For the BRAVE Task Force’s work, the most effective resistance to bullying and harassment comes through three primary sources: family education, school/team/group policies and learned consequences. Prevention Works! supports systems change to reduce violence and aggressive behaviors in childhood environments through strong evidenced-based programs and strategies. The intent of these programs is to increase the personal power that children will use in the systems (family, school, and community) in which they live and interact lifelong.
Bullying occurs when an intentional action hurts or harms another person physically or emotionally, and it is difficult for the targeted person(s) to stop the action or to protect themselves. There is almost always an imbalance of power such that one person is perceived to have more “power” over the targeted person, either physically, socially, or emotionally. Bullying is either overt (physical, e.g.: fighting, hitting or name calling) or covert (emotional-social, e.g.: spreading rumors or excluding someone intentionally). An additional covert bullying environment is found in social media (cyberbullying). Children who have cell phones or computer access can easily perpetrate or receive bullying messages without adults knowing what is happening to (or being done by) their child.

Bullying has an effect on everyone in the groups or settings in which it is left unaddressed, whether they are bystanders, observers or those taking part as actor or recipient. Bullying creates a culture of tolerance towards violence. Because bullying – like violence and harassment -- is a learned behavior, it can be “unlearned.” Early on children can/must be protected by becoming aware of the norms of their community, school, family or team. Practicing kindness is a desired social norm for children in all settings.

A child’s education, health and safety are seriously influenced by bullying. Children who are bullied may avoid school to protect themselves, earn lower grades due to inability to work effectively, or drop out altogether. Health effects of headaches, stomachaches, sleep problems and increased nervousness or depression are reported. Safety becomes a concern when children become isolated, disenfranchised, withdraw or retaliate. Research clearly shows that action by bystanders is powerful in reducing bullying.

OLWEUS is a copyrighted curriculum Prevention Works! helped purchase and support in the Quillayute Valley School District in Forks. Training every employee in the District was key to creating a pervasive culture in the schools (from buses to classrooms to lunchroom and playground) that has had positive outcomes. Parents were made aware so they could support the program. Over time, the results have assisted students and school personnel to more directly respond to incidents of bullying in their schools. One key component of the OLWEUS Program’s success is that the effort was led by the District’s Superintendent creating a strong message from the top that Forks was dead serious about stopping bullying in their community and schools.
What did the BRAVE Task Force Accomplish in the First 2½ years (previously called Reducing Violence, Anger and Aggression Task Force) of the Clallam County 5 Year Prevention Plan?

- Provided significant programmatic and financial support from Prevention Works! for the Olweus Program in the Quillayute Valley School District
- Organized, supported and delivered a public presentation in Port Angeles by Quillayute Superintendent Diana Reaume about the Olweus Program in January 2014 to 50+ attendees
- Conducted a survey of teachers in preschools and elementary schools to identify anti-violence and anti-bullying curricula owned by the school. Sadly most curriculums were not actively being used
- Sponsored a public Cyber Bullying Presentation in Port Angeles in 2011

**UPDATED PLAN 2014 – 2016**

**Bullying Reduction and Violence Elimination Task Force**

The BRAVE task force will:

- Collect additional data on the programs currently being implemented in county schools
- Develop a plan county wide to reduce bullying and violence among youth
- Explore changes in the environments (school, family, community) in which children and adults interact that may reduce bullying and violence
- Address myth vs. reality about youth and bullying behavior through the dissemination of information across the County
- Sponsor events to educate the community on Cyber-bullying including a training for professional workers, a session for the general community (parents, interested others) and an event specifically for youth
- Follow legislation proposed and or enacted that addresses bullying and school violence
CONCLUSION

Prevention Works! is committed and excited about this updated plan because we believe that our community will be stronger if we take the time to nurture all our children and families.

Supporting new parents, providing wide spread parent education, screening young children for early problems, promoting adult involvement in early learning and reducing bullying and violence to and by youth, are all wise choices for Clallam County communities.

Investing in children benefits all for generations to come. Your participation in this 5 year plan will help Clallam County demonstrate that Prevention Works!

Learn more at the Prevention Works! website at

www.preventionworkscc.org

To volunteer to work with one of the Task Forces or to comment on this plan, please email preventionmmd@gmail.com

Thank you for your interest in this Plan. Please join us!
Huge thanks to all Participants who helped Update the Prevention Plan  
(with sincere apologies for any omissions)

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