

Tools for Hosting a Parent-Led Special Event:
Parent to Parent – Inspiring Hope



The National Alliance of Children's Trust and Prevention Funds (Alliance)

holds the unique position of serving as the membership organization for state children's trust and prevention funds. Children's trust and prevention funds are the backbone of our nation's infrastructure to support children and their families.

The Alliance leads a national **Early Childhood Initiative (ECI)**, which includes a 30-state Learning Community of state children's trust and prevention funds and their partners, including parents and community members. Through this national initiative, the Alliance is focusing on strategies that strengthen families, build protective factors, promote individual growth, help systems be more responsive to families and children and strengthen communities' capacities as safe and healthy environments.

The Alliance has engaged in collaborative partnerships with members of the ECI Learning Community and expresses appreciation to the **Doris Duke Charitable Foundation (DDCF)** for supporting the development of the valuable resources resulting from these partnerships. The DDCF improves the quality of people's lives through grants supporting the performing arts, wildlife conservation, medical research and the prevention of child maltreatment, and through preservation of the cultural and environmental legacy of Doris Duke's properties.

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This document is part of a series of resources that were developed as a result of the Alliance's partnership with states. All are available at no cost. To see the full array of resources developed, please visit the Alliance web site at www.ctfalliance.org/collaborativeprojects. You may also contact the Alliance at info@ctfalliance.org.

How to Use This Parent's Day Toolkit

CONGRATULATIONS! You are about to embark on a journey of parent engagement and exploration. As with any exploration event, there are always things to learn from and memories to hold onto. Our Parent's Day journey, here in the great State of Alaska, began with the question; "How do we design this day to be different from any other parenting activity, training, workshop, etc. ?" By focusing on this question, the excitement of designing something spectacular stayed with the team; and still does!

This toolkit is designed as a guide for interested teams who dream of a day where parents are recognized for their strengths, supported in their concerns and connected by their stories. As a guide, the toolkit shares steps to creating an engaging Parent's Day and provides examples of forms and activities to make your day very special. However, it will be up to your team to customize your Parent's Day to fit the vision you have. The guide includes the steps and samples that are customizable; please use what you need!

This toolkit is designed as a guide for interested teams who dream of a day when parents are recognized for their strengths, supported in their concerns and connected by their stories.

There are many steps to take to ensure that your Parent's Day can be "like no other." To help in explaining the process a visual has been designed (see page 2) to guide you through the paces and steps. While there is no timeline set for the specific steps, it is recommended that the process begin three to four months before the Parent's Day event. The steps include:

- ✂ Creating Your Local Planning Team
- ✂ Determining Your Need: Large Group vs. Small Group Sessions
- ✂ Designing Parent's Day
- ✂ Informing and Inviting
- ✂ Hosting the Day
- ✂ Following Up/ Evaluating and Continuing the Momentum



Planning Guide for Parent's Day Event

Create Local Planning Team

- ✂ Parents who are actively hosting Community Cafés.
- ✂ Providers from Strengthening Families Programs.
- ✂ Providers from local child care and ECE programs.
- ✂ Partner organizations: School district preschools, Office of Children's Services, foster parent/grandparent programs, etc.
- ✂ State and local personnel involved in SF and Community Café work.

Determine Need

- ✂ Envision and customize the purpose for Parent's Day.
- ✂ Focus on Protective Factors.
- ✂ Large group session and location.
- ✂ Small group session and location.

Design Parent's Day

- ✂ Determine the theme, the flow and the timeline for the day.
- ✂ Brainstorm activities that will create excitement among the participants.
- ✂ Prioritize how to "fit" activities into the timeline.
- ✂ Determine the agenda and create a draft for review and approval with team.
- ✂ Assign team members to host various parts of the agenda (includes preparation, supplies and facilitation).

Inform and Invite

- ✂ Create a flyer and registration form.
- ✂ Determine mixed media methods for dissemination of the information – involve all team members.
- ✂ Plan for "word of mouth" exchanges to engage and entice members of the community.
- ✂ Create a collection point for registration forms (either online or a collection box locally).
- ✂ Send a postcard for a reminder two weeks in advance tied to registration form information.
- ✂ If using e-mail marketing services (i.e. Constant Contact), include information such as location directions, parking and lunch information.

Host the Day

- ✂ Create an environment that is warm and welcoming: Music, table coverings, centerpiece and gift bags.
- ✂ Greet participants as they enter the room.
- ✂ Have a colorful agenda and materials packet at each place on the table; sign-in sheet at the door.
- ✂ Provide a "walk-through" of the day (follow the agenda), go through logistics (i.e. bio breaks, snack/lunch breaks, etc.)
- ✂ Before each activity, present a "transition" activity that relates to the upcoming activity (use of YouTube links, networking activity, etc.).
- ✂ Close the day with an activity that connects the participants to what was learned and shared.

Follow-Up and Evaluation

- ✂ Before the close of the day, share with participants the follow-up plans being made.
- ✂ Pass out the session evaluation *or* have an online evaluation ready to be sent to the participants. Ensure that participants e-mails are clearly marked on the sign-in sheet.
- ✂ Give the evaluation a deadline of two weeks after Parent's Day.
- ✂ Gather and synthesize the evaluation data.
- ✂ Conduct a follow-up meeting to share the results of Parent's Day.

Continuing the Momentum

- ✂ Explore ways to continue to connect the participants with Strengthening Families activities statewide and locally.
- ✂ Share (with permission) the participants' e-mail addresses so they can be included in webinars, learning networks, etc.
- ✂ Plan on having team members share the results of the Parent's Day during their next Community Café Event.

Creating Your Local Planning Team



Imperative to the success of Parent's Day is that your planning team primarily consists of parents who have had experience in hosting Community Cafés or are engaged in a Strengthening Families program. Team support comes from program providers, state-level coordinators and consultants/ members of the Strengthening Families community.

Team Members to Consider

- ✂ Parents who are actively hosting Community Cafés
- ✂ Providers from Strengthening Families Programs
- ✂ Providers from local child care and ECE programs
- ✂ Partner organizations: School district preschools, child welfare agencies, foster parent/ grandparent programs, etc.
- ✂ State and local personnel involved in SF and Community Café work

Determining Your Need: Large Group vs. Small Group Sessions

Since the size of communities and number of participants may vary, we have designed the toolkit to address both large and small groups.

In Alaska, a large group session was scheduled during the statewide Anchorage Association for the Education of Young Children conference with full support from the conference planning committee. Parent's Day was embedded within the conference and was a full day set aside just for parents. The Parent's Day facilitators hosted activities, local parents hosted a Community Café and resource tables were provided by local agencies and individuals. A smaller group session with fewer hours was scheduled during the Southeast Alaska Association for the Education of Young Children Conference. There were more targeted activities based on the knowledge parents had coming in to the Parents Day session. The activities were more personalized and were provided in a more intimate setting. Local parents spread news of the event by "word of mouth," and it was also publicized on local radio and on flyers about town. Local parents hosted the café and materials were provided by local agencies for a resource table, which displayed local and statewide parent information.

Both sessions were valuable in content and connection. Evaluations of each session indicated that each had very special attributes, depending on the direction parent participants took. While our sessions aligned with state and local early childhood conferences, they could be stand-alone workshops as well. In fact, having a stand-alone Parent's Day may have generated stronger attendance in the larger venue. Time and date are critical factors. When planning an event on a Saturday, make sure you can encourage participation that will enhance the parent's experience versus take them away from their weekend family time. Creative child-care, transportation, and location are the keys to helping parents plan for their participation in Parent's Day.

Points to Consider

- ✂ Envision and customize the purpose for Parent's Day
- ✂ Focus on protective factors
- ✂ Large group session and location
- ✂ Small group session and location

Points to Consider

- ✂ Determine the theme, the flow and the timeline for the day.
- ✂ Brainstorm activities that will create excitement among the participants.
- ✂ Prioritize how to “fit” activities into the timeline.
- ✂ Determine the agenda and create a draft for review and approval with the team.
- ✂ Assign team members to host various parts of the agenda (include preparation, supplies, and facilitation).

Points to Consider

- ✂ Create a flyer and registration form.
- ✂ Determine mixed media methods for dissemination of the information – involve all team members.
- ✂ Plan for “word of mouth” exchanges to engage and entice members of the community.
- ✂ Create a collection point for registration forms (either online or a collection box locally).
- ✂ Send a postcard for a reminder two weeks in advance tied to registration form information.
- ✂ If using an e-mail marketing service (i.e. Constant Contact), include information such as location directions, parking, lunch information, etc.

Designing Parent’s Day

This is a day created by and for parents. It’s as simple as that. When creating and designing the day, it must be parent led and driven. For example, when planning our smaller venue session, a father on our planning team spoke up and said, “I don’t think I would be invited to attend by the looks of our flyer.” Sure enough, there were no photos of engaged fathers on our flyers. Sound like a bias-blunder? Take a close look at your materials, presenters, café questions and activities to make sure that there are as few biases or omissions as possible. Plain and simple, they will keep parents from attending.

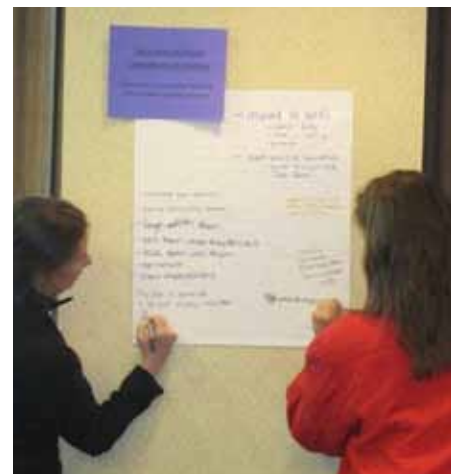
This toolkit suggests beginning your planning approximately three to four months in advance of Parent’s Day. Having a teleconference meeting every week or two kept our team engaged and moving forward, with accountability. Planning should start with identifying the purpose for the day and identifying the outcomes you hope to achieve. Consider the theme(s), the pacing of activities and resources available. Sample agendas in the Appendix on pages 16 to 18 were developed for the Anchorage and Juneau, Alaska, Parent’s Day events. Feel free to adapt and use the agendas. Be sure to add familiar photos to align with your community. The flow of activities was built upon the protective factors in a gentle, informative, and engaging way.

This is a day created by and for
parents. It’s as simple as that.

Informing and Inviting

Timing is everything. Getting the word out early and keeping the excitement of the day brewing had a direct impact on attendance. Each team member was assigned a task that related either to inviting parents to or engaging parents in the event. Local media methods and other technologies – texting, Facebook, etc. – were used.

Examples of the invitations and registration forms designed for the Anchorage and Juneau, Alaska, Parent’s Day sessions are in the Appendix on pages 19 to 22.



Hosting the Day

Most effective was the “sharing” of hosting Parent’s Day. The team determined who would provide the depth of knowledge for each activity presented. As it turned out, both parents and providers shared the hosting spotlight. Each team member contributed throughout the day, whether it was in guiding participants around the room on the “Protective Factor Walk-About” or by providing technology support. It was truly a supportive team experience.

Room Environment

The room environment should be warm and inviting with engaging items on the tables. Participants should be greeted as they enter the room and encouraged to sign in. See the sign-in sheet on page 23 of the Appendix.

Setting Expectations

It is important to help parents establish some expectations for the day. At the Alaska events, parents were invited to:

- ✧ Discover the Parent Within
- ✧ Take Charge and Make Intentional Choices
- ✧ Tap Into Your Leadership Skills
- ✧ Find the Balance in Doing the Most Rewarding, Yet Toughest Job Ever
- ✧ Take Home New Ideas and Tools for Parenting
- ✧ Connect with Community Resources

The activities below were used to create the opportunity for parents to achieve those expectations.



Most effective was the “sharing” of hosting Parent’s Day.

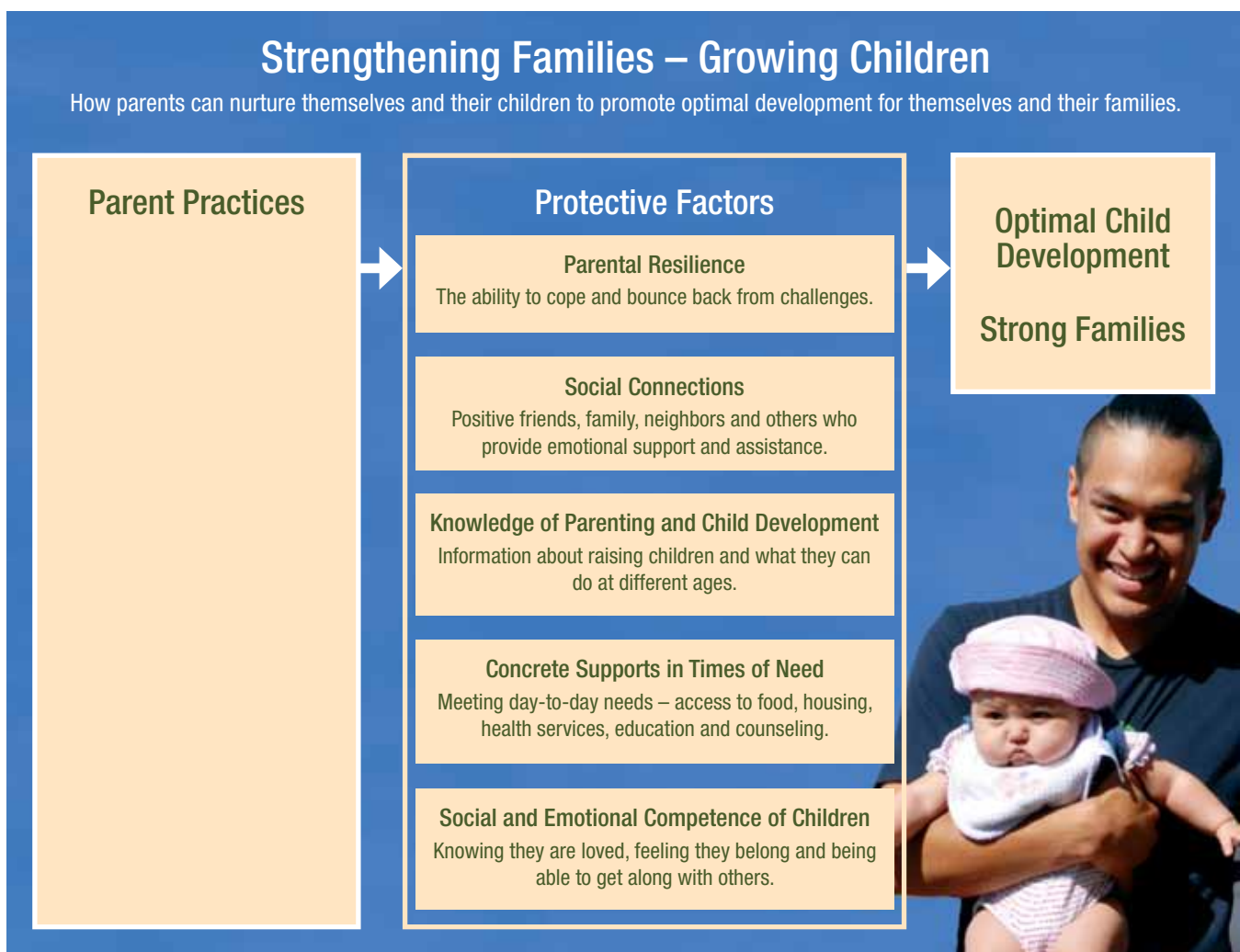
Sequence of Events

- ① **Room Environment.**
 - ✧ Greet all personally.
 - ✧ Sign-in sheet.
- ② **Protective Factors Logic Model and Walk-About.**
 - ✧ Introduce the Protective Factors with parent-friendly language.
- ③ **Leadership for Parents.**
 - ✧ Review the seven key leadership principles.
 - ✧ Discuss building your vision.
 - ✧ Core Values Exercise.
 - ✧ Personal Mission Statement Worksheet
- ④ **Knowledge of Parenting and Child Development.**
- ⑤ **Social Connections: Community Café Harvest.**
- ⑥ **Concrete Supports of Need: Resource Tables.**

Protective Factors Logic Model and Walk-About

Introduce the Protective Factors with parent-friendly language:

- ✂ Ask participants to think about the strategies that they use to build those protective factors in their own lives. Share some personal examples.
- ✂ Have five large sheets of paper posted on the wall with one Protective Factor listed on each. Participants are asked to move throughout the room, writing on each page and addressing this question: How do you build this protective factor in your own life?
- ✂ When this exercise is finished, debrief each protective factor with the large group. Do these make a significant difference in your life? What were some of the good ideas? Do you see things in common with each other? Do these protective factors overlap? Anything you want to try when you go home?



See the Appendix, pages 24 to 33, for the Protective Factors postings and the information that we gathered.

The Strengthening Families Logic Model was “adjusted” to include protective factor language developed especially for parents. The parents on your planning committee can help to develop this language if you so choose.

- ✂ **Parental Resilience** = The ability to cope and bounce back from challenges.
- ✂ **Social Connections** = Positive friends, family, neighbors and others who provide emotional support and assistance.
- ✂ **Knowledge of Parenting and Child Development** = Information about raising children and what they can do at different ages.
- ✂ **Concrete Support in Times of Need** = Meeting day-to-day needs – access to food, housing, health services, education, counseling and other needed services.
- ✂ **Children’s Social and Emotional Development** = Knowing they are loved, feeling they belong and being able to get along with others.

The information gathered during the Protective Factors Walk-About could be used to fill in the “strategies” box on page 6 in the Logic Model.

Leadership for Parents

- ✂ Review the seven key leadership principles.
- ✂ Discuss **Building Your Vision** (see handout in the Appendix, page 34).
- ✂ Ask participants to close their eyes and envision themselves in five years. Ask them the following questions:
 - Where are you?
 - What does success look like to you now?
 - Who is surrounding you?
 - What gifts have you achieved as a parent?
 - What are your strengths as a parent?
 - What have you accomplished?
- ✂ Ask them to open their eyes and write down all that they see.
- ✂ **Core Values Exercise:** Using the core values list on page 35 of the Appendix, ask participants to circle at least 10 that best describe their values in life/work. Next, with a highlighter, narrow the list to five. Keep in mind that if you articulate more than five, there’s a good chance you’re not getting down to the essentials. You are more than likely confusing core values (which do not change even if you are penalized for them) with practices, strategies or cultural norms (which should be open for change). Values do not change. On your paper, write down the five core values you have selected. Now ask yourself: “If the circumstances changed and I would be penalized for holding this core value, would I still keep it? If you can’t honestly answer yes, then it’s not core and

The Seven Key Leadership Principles

- 1 Successful leaders create a “vision” that becomes the basis for their actions and decisions. The vision might be living the golden rule, service to the community, encouraging creativity, commitment to education, dedication to a religious, moral or ethical code.
- 2 They communicate this vision clearly so others understand it and want to make it part of their own behavior.
- 3 Leaders are true to their vision, especially in challenging times. We say they “walk the walk and talk the talk.”
- 4 Leaders build trust and loyalty by being honest and fair-minded.
- 5 They are courageous and are not afraid to stand up for what they believe in.
- 6 Good leaders are open to learning and demonstrate a respect for new ideas.
- 7 Leaders learn from their mistakes and are not afraid to admit their failures.

Excerpt from *Seven Key Rules of Parent Leadership: Being a Role Model for Your Children in Difficult Times*: www.suite101.com/content/seven-key-rules-of-parent-leadership-a97327

Attunement and Parenting

Courtesy of Joshua Arvidson, MSS, LCSW, Anchorage Community Mental Health Services.

Role of Care Giving in Early Childhood Social and Emotional Development:

- ✧ Co-Regulation and provision of comfort and soothing as a means of developing infants' basic capacities to:
 - Develop awareness of internal experience
 - Self-soothe and modulate distress
 - Experience the world as a safe and predictable place
 - Experience the caregiver as a safe and predictable source of soothing and comfort

Attunement is the process of reading and responding to the child's cues in a way that:

- ✧ Identifies and responds to basic needs
- ✧ Strengthens child's ability to express themselves
- ✧ Enables the parent to respond in ways that organize experience for the child
- ✧ Shapes positive behaviors, relationships and interaction.

should be dropped. Review your final list. Share your list with the participants at your table. Share the commonalities within your group and your values in life/work.

- ✧ **Personal Mission Statement Worksheet:** Divide into teams, complete the worksheet on page 36 of the Appendix and discuss.

Knowledge of Parenting and Child Development

We chose to invite a well-respected local presenter to address this protective factor. Our speaker, Joshua Arvidson of Anchorage Community Health Services, discussed attunement and parenting. His notes are to the left. As a planning group, discuss the kind of parenting information that would be useful for your parents and seek out a person in your community that is known for their expertise in this area. Your local mental health center, family support agency, or Child Care Resource and Referral Network may have good suggestions for you.

Social Connections: Community Café Harvests

Using the standard format for Alaskan Community Cafés, parents skilled in hosting cafés organized the two-hour event. The parent hosts determined the dyad questions and the Community Café questions before the event. Parents spent approximately 15 minutes paired up with one other parent on the initial dyad question, “Who do you go to in times of need?”

Following the debrief on their experience, parents were asked to sit among parents they wanted to get to know. The first Community Café question was asked and parents were given 35 minutes to converse about the question. Materials were provided on each table for those who wanted to write, draw, scribble, etc. Once time was given, the participants shared their experience and what was learned and discovered.

For the next 35 minutes, the process was repeated. At the end of the second question conversation, the parent hosts conducted a Harvest of the ideas and experiences shared by the



parent participants. The Harvests (wisdom harvested from Café participants) were recorded and published on the Alaska Children's Trust website as well as provided in this toolkit on pages 37 and 38 of the Appendix, as examples of our powerful Parents Day Café.

Concrete Supports in Times of Need: Resource Tables

In support of the protective factor, Concrete Support in Times of Need, our team decided to have two venues available.

Larger Group – Longer Day: Seven local organizations were asked to be present during our Parent's Day for the last hour and a half of the day. The types of organizations engaged were those with a contact person who had been involved with Strengthening Families or would have supportive materials for parents that would be positive and empowering. The resource persons were asked for a brief description of what they wanted to share with the parents during Parent's Day. Based on this information, a checklist was developed with title and full descriptors of the resource table contents (see page 39 in the Appendix).

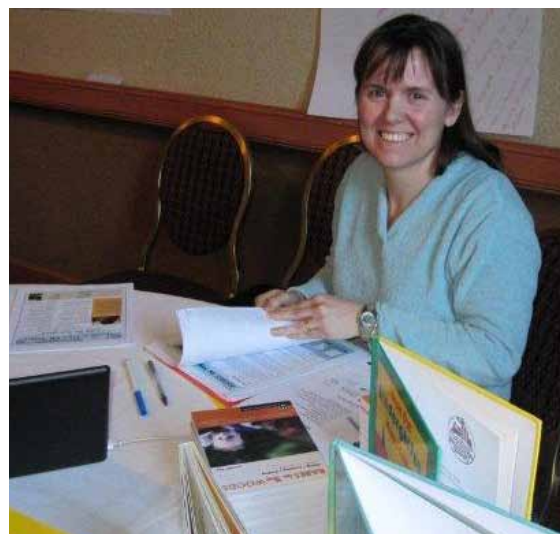
Using the checklist as a guide, parents selected four to five tables to visit over the period of an hour and a half. Parents visited each table for 15 minutes and then were asked to shift to the next table of their choice. Incentives in the form of free give-away items such as children's books signed by the author, massage certificates, healthy foods recipes and snack items, resource books and listings, and library activities, including toys and books for infants and toddlers, were an enormous HIT!

Parents had an opportunity to debrief after the resource event and share what each learned and gained (incentive-wise).

Smaller Group – Shorter Day: A table was available for resource materials gathered before the Parents Day event. Donations from local organizations were collected and "give-away" items were distributed. This resource event was very much more low-key, but still generated interest among the parent participants.

Points to Consider

- ✧ Create an environment that is warm and welcoming: music, table coverings, centerpieces, gift bags, etc.
- ✧ Greet participants as they enter the room.
- ✧ Have a colorful agenda and materials packet at each place on the table; sign-in sheet at the door.
- ✧ Provide a "walk-through" of the day, follow the agenda; go through logistics (i.e. bio breaks, snack/lunch breaks, etc.)
- ✧ Before each activity, present a "transition" activity that relates to the upcoming activity (use of YouTube links, networking activity, etc.).
- ✧ Close the day with an activity that connects the participants to what was learned and shared.



Points to Consider

- ✂ Before the close of the day, share with participants the follow-up plans being made.
- ✂ Pass out the session evaluation *or* have an online evaluation ready to be sent to the participants. Ensure that participants' e-mails are clearly marked on the sign-in sheet.
- ✂ Give the evaluation deadline of two weeks after Parent's Day.
- ✂ Gather and synthesize the evaluation data.
- ✂ Conduct a follow-up meeting to share the results of Parent's Day.

Follow Up and Evaluation

Rather than end Parent's Day, never to connect again, there were expectations for continued follow-up. Parents who participated (with their permission) were added to the Learning Network listing for participation in monthly Strengthening Families Learning Network teleconferences. Personalized Strengthening Families note cards were mailed thanking parents for their participation. During the day, networking among the parents was encouraged and occurred naturally.

An online evaluation survey link was e-mailed two days following Parent's Day to each of the participating parents. The results of this survey were collected and a follow-up to the success of the days was presented during the Strengthening Families Learning Network the following month.

The evaluation asked participants to rank their experience on a scale from 1 to 5, with 1 being the lowest and 5 being the highest.

Large Group Evaluation Questions

- ✂ The workshop focused on my strengths and leadership potential.
- ✂ I was able to take my vision statement and begin applying it after the Parent's Day event.
- ✂ I gained new information about child development and parenting.
- ✂ The information I gained on child development and parenting I intend to share with others.
- ✂ I was able to connect with other parents through the Community Café.
- ✂ I became aware of new services in the community available to me.
- ✂ The portfolio folder was helpful.
- ✂ When available, I would be interested in participating Community Cafés.
- ✂ As a parent, I would be willing to host a Community Café.
- ✂ Facilitation of the meeting was...
- ✂ I would rate my own contributions to the meeting as...



Small Group Evaluation Questions

- ✂ I gained new information about parental resilience.
- ✂ The information I gained on parental resilience I intend to share with others.
- ✂ I gained new information about social connections.
- ✂ The information I gained on social connections I intend to share with others.
- ✂ I gained new information about child development and parenting.
- ✂ The information I gained on child development and parenting I intend to share with others.
- ✂ I gained new information about concrete supports in times of need.
- ✂ The information I gained on concrete supports in times of need I intend to share with others.
- ✂ I gained new information about social and emotional competence of children.
- ✂ The information I gained on social and emotional competence of children I intend to share with others.
- ✂ I was able to connect with other parents through the Community Café.
- ✂ When available, I would be interested in participating in Community Cafés.
- ✂ Facilitation of the meeting was...
- ✂ I would rate my own contributions to the meeting as...



Points to consider

- ✂ Explore ways to continue to connect the participants with Strengthening Families Activities statewide and locally.
- ✂ Share (with permission) the participants' e-mail addresses so that they can be included in webinars, learning networks, etc.
- ✂ Plan on having team members share the results of the Parent's Day during their next Community Café event.

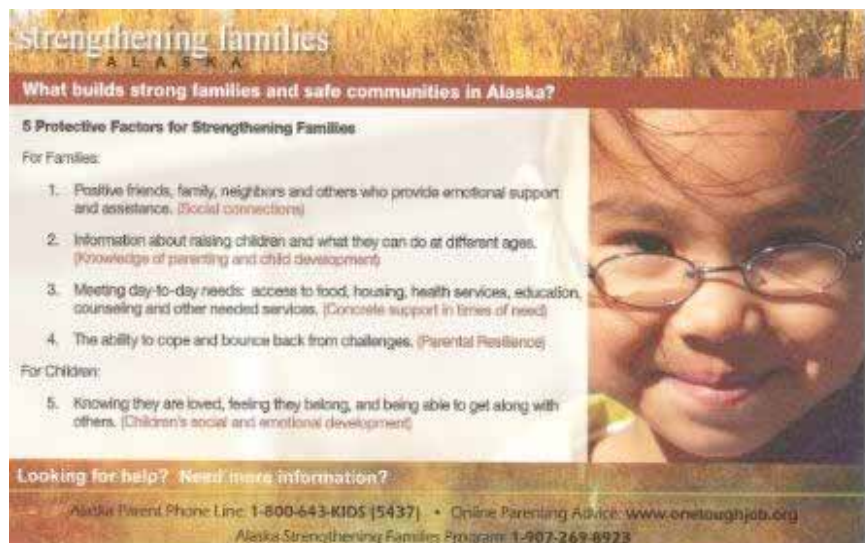
Continuing the Momentum

Participants of both Parent's Day events were invited to join the monthly Strengthening Families Alaska Learning Network teleconference. The schedule of topics and speakers follows:

- ✂ January – Support for Families with Special Needs: Christina Eubanks, Hillcrest Child Development
- ✂ February – Forming Relationships with Child Welfare Agencies: Beth Snyder, ASD
- ✂ March – Engaging Men in the Program: Ronnie Brown, KCI
- ✂ April – Customize the Physical Space: Angie Lantz and Molly Brown, BP Early Learning Center
- ✂ May – Mental Health Consultation and Social Emotional Competence for Young Children and their Families: Erin Kinavey, EI/ILP and Josh Arvidson, AMHC

Note Card Follow-Ups

Personalized Strengthening Families note cards were mailed, thanking parents for their participation. Below is an example of this note card.



Invitation to Monthly Community Café Teleconferences

Participants of both Parent's Day events were also invited to join the monthly Community Café teleconference. Below is the initial invitation sent to all Alaska Community Café leaders, hosts, and participants.

<p>Alaska's Community Cafés <i>Continuing the Conversations</i></p>		
Who:	Statewide Community Café Hosts	
When:	Monday, February 28th 3:00 - 4:00 pm	
What:	Monthly teleconference to share your café experiences, questions, and innovative strategies for implementing Community Cafés in your programs and communities.	
Where:	1-888-909-7654, passcode: 330029#	

Please respond by accepting or declining the Outlook meeting request, or email jeanette@gardinerbusiness.com.

Alaska Strengthening Families Leadership Team

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strengthening families

A L A S K A

The goal of **Strengthening Families Alaska** is to prevent child abuse and neglect by embedding the Strengthening Families Protective Factors (SF/PF) framework into the daily work of all individuals, organizations and systems that touch the lives of young children and their families.

http://hss.state.ak.us/ocs/families_default.htm

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strengthening families

A L A S K A

Parents Day

I Have Hope and I'm Not Afraid to Use It!

Anchorage Association for the Education of Young Children

Anchorage Hilton Hotel

Saturday | February 5th | 8:00-4:30

8:00 - 8:30 Registration, Coffee

8:30-9:30 Conference Keynote Presentation
Treasures from the Heart– What You Do Does Make a Difference!
Clarissa Willis, Ph.D., author, consultant, and professional development specialist from Winston-Salem, North Carolina

MORNING SESSION

Discover the Parent Within

Take Charge and Make Intentional Choices

Tap Into Your Leadership Skills

Find the Balance in Doing the Most Rewarding Yet Toughest Job Ever

PROTECTIVE FACTOR: Resiliency

9:45-11:45 Icebreaker

Logic Model for Parents

Leadership Skill Development for Parents

YouTube Video: Herding Cats

Sheila Wray

Shirley Pittz

Charlie Johanson-Adams

11:45 - 1:00 Luncheon Provided by AEYC



AFTERNOON SESSION

Take Home New Ideas and Tools for Parenting

Connect with Community Resources

PROTECTIVE FACTOR: Knowledge of parenting and child development

1:00 - 2:00 Attunement and Parenting Josh Arvidson, ACMHS
YouTube Video: Dad....I'm Watching You

PROTECTIVE FACTOR: Social Connections

2:00 - 3:00 Connecting With Other Parents Community Café Katrina Letner &
Brook Hoffbauer

YouTube Video: The William Tell Overture Mom's Song

3:05 - 3:20 BREAK

PROTECTIVE FACTOR: Concrete Supports in Times of Need

3:20 - 4:15 Informational Tables - 15 minute presentations (Choose 3 each to visit)

- Early Literacy: Karin Halpin, Alaska Parent Information & Resource Center (AKPIRC)
- Quick Meals and Good Nutrition: Jenny Bonicatto, Extension Food and Nutrition Program
- Physical Exercise/Getting Out: Jan Aist, local author
- Infant & Adult Massage: Leticia Leite-Sanchez & Kaneyo Hirata, KCI
- Community Resources: Katrina Letner, Kids' Corps, Inc.
- Early Learning Guidelines Parent Activity Cards: Kaerin Stephens, Best Beginnings
- Ready To Read Tub for Parents: Terrie Chang, Anchorage Public Library

4:15 Closing Exercise – Wrap it up with HOPE!

Evaluation & YouTube Video: Reflections of Motherhood



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A L A S K A

Parent Day

Saturday, March 12, 2011 | Goldbelt Hotel | Juneau, Alaska

JUST FOR PARENTS: HOPEFUL AND EMPOWERED!

8:30am - 10:30 am Registration and Sign-In at the Goldbelt Hotel Conference Room
Coffee / Tea

MORNING SESSION

Discover the Parent Within

Take Charge and Make Intentional Choices

Tap Into Your Leadership Skills

Find the Balance in Doing the Most Rewarding Yet Toughest Job Ever

PROTECTIVE FACTOR: Resiliency

10:30 - 11:45am	Icebreaker Strengthening Families Walk-About Early Literacy	Sheila Wray Shirley Pittz Karin Halpin Alaska Parent Information & Resource Center (AKPIRC) Abbe Hensley Best Beginnings
	Early Learning Guidelines (ELG) Parent Activity Cards	

11:45 – 1:00pm Luncheon Provided by AEYC-SE

AFTERNOON SESSION

Take Home New Ideas and Tools for Parenting
Connect with Community Resources

PROTECTIVE FACTOR: Knowledge of Parenting and Child Development

1:00 - 2:00	Hopeful and Empowered Parent/Child Relationships	Kathleen Rhea Juneau Youth Services
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PROTECTIVE FACTOR: Social Connections and Concrete Supports in Times of Need

2:30 - 3:55	Connecting With Other Parents Community Café Hosted by: Amanda Mallott & October Moynahan
3:55	Closing Comments & Evaluation

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The Alaska Children's Trust & the Office of Children's Services would like to thank the National Alliance of Children's Trust & Prevention Funds for its support of this event through a grant from the Doris Duke Charitable Foundation.



Just for Parents

*I Have Hope and
I'm Not Afraid to Use
It!*



Saturday | February 5, 2011
8:00am - 4:30pm
Hilton Hotel | Anchorage
Lunch Provided!

In this day-long, fun-filled workshop at the Anchorage Association for the Education of Young Children's Conference, parents will be invited to join in activities and discussion on how to:

- Discover the parent within
- Take charge and making intentional choices
- Tap into leadership skills
- Find the balance in doing the most rewarding yet toughest job ever
- Connect with other parents
- Find community resources
- Take home new ideas and tools for parenting

The SFI PARENTS DAY held from 8:00 am - 4:30 pm includes a variety of speakers, discussion groups, and activities **JUST FOR PARENTS.**

Lunch is provided

RESERVE your space now!

Simply complete the attached registration form and submitting it to your early care and learning provider. **We look forward to welcoming you!**

*The day will start with a conference keynote presentation: **Treasures from the Heart- What You Do Does Make a Difference!** by Clarissa Willis, Ph.D., author, consultant, and professional development specialist from Winston-Salem, North Carolina*

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A L A S K A

JUST FOR PARENTS

I Have Hope and I'm Not Afraid to Use It!

Anchorage Association for the Education of Young Children
Anchorage Hilton Hotel

Saturday | February 5th | 8:00-4:30

* REGISTRATION FORM *

Name: _____

Early Care &
Learning Program:
(if applicable)

Address: _____

City: _____

Alaska

Zip Code: _____

Telephone #: _____

Email: _____

In case of emergency, please contact:

Name: _____

Telephone #: _____

Special dietary
needs

Mobility needs

I UNDERSTAND A SPACE HAS BEEN RESERVED FOR ME ON THIS DAY. IF FOR SOME REASON I AM UNABLE TO ATTEND, I WILL LET MY PROVIDER KNOW AS SOON AS POSSIBLE SO MY PLACE CAN BE OFFERED TO ANOTHER PARENT.

Signature: _____ Date: _____

❖ Please complete form and return it to your early care and learning provider.❖

The Alaska Children's Trust & the Office of Children's Services would like to thank the National Alliance of Children's Trust & Prevention Funds for its support of this event through a grant from the Doris Duke Charitable Foundation.



Just for Parents

*Hopeful and
Empowered*

*Saturday March 12,
2011
Goldbelt Hotel*

WELCOME PARENTS, to this daylong, enriching parent workshop offered in conjunction with the Southeast Alaska Association for the Education of Young Children's Conference. Parents are invited to join in activities and discussion on becoming hopeful and empowered through:

- Discovering the parent within
- Taking charge and making intentional choices
- Tapping into leadership skills
- Finding the balance in doing the most rewarding yet toughest job ever
- Connecting with other parents
- Finding community resources
- Taking home new ideas and tools for parenting

The SFI PARENTS DAY held from 10:30 am - 4:00 pm includes a variety of speakers, discussion groups, and activities **JUST FOR PARENTS**.

Lunch provided by Abby's Kitchen!

RESERVE your space now!

Simply complete the attached registration form and submit it according to the instructions.

We look forward to welcoming you!

Begin your day by stopping in at the Goldbelt Hotel Conference room (follow the signs) to sign in for SFI PARENTS DAY. Sign-In begins at 8:30 and ends at 10:30am. We will begin our session promptly at 10:30 am. For you early risers, we invite you to join the AEYC-SE Conference at 8:30 am in Centennial Hall to listen to a conference keynote presentation: *Natural Playscapes: Creating Outdoor Play Environments for the Soul* by Leon Smith. Leon works with the agency "Earthplay" designing custom natural play environments for preschools, child care centers, and communities around the country. If you are attending this early morning session, you will need to walk over to the Goldbelt Hotel for the SFI PARENTS DAY by 10:30 am.

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JUST FOR PARENTS

Hopeful and Empowered

A parent workshop offered in conjunction with the Southeast Alaska Association for the Education of Young Children Early Childhood Conference

March 12, 2011 | 10:30am-4:00pm

Goldbelt Hotel Conference Room | Juneau, Alaska

Only 20 available spots! Register Now!

Registration deadline March 9, 2011

* REGISTRATION FORM *

Name: _____

Early Care &
Learning Program:
(if applicable)

Address: _____

City: _____

Alaska

Zip Code: _____

Telephone #: _____

Email: _____

In case of emergency, please contact:

Name: _____

Telephone #: _____

I UNDERSTAND A SPACE HAS BEEN RESERVED FOR ME ON THIS DAY. IF FOR SOME REASON I AM UNABLE TO ATTEND, I WILL CONTACT Sheila Wray @ (907) 957-3916 AS SOON AS POSSIBLE SO MY PLACE CAN BE OFFERED TO ANOTHER PARENT.

Signature: _____ Date: _____

Return this form in one of the following ways:

- ❖ Email OR scan to: swray@threadalaska.org
- ❖ Fax to: thread, Attn: Sheila Wray: 907-265-3191

If you have questions about registering please call Sheila at: (907) 265-3109

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A L A S K A

Name (Please Print!)	Organization	Address	Phone/Email

Parental Resilience

*The ability to cope and bounce
back from challenges.*

Parental Resilience

The ability to cope and bounce back from challenges

- Serious “mama bear”
- My mom: put up with my sister’s antics. Shepherded me through school
- Persistent – problem solver
- We support each other
- Openly talk
- Take “it” when I need a break
- Identify a trusted person
- Conversation with self – change your self-talk
- Connections – resources
- *A sign of strength is to ask for help*
- Observing others like my own mom
- Writing
- Singing
- Laughing
- Praying
- Talking with loved ones
- Talking with people who believe in me
- Music
- Oils
- Dancing
- Tea
- Being conscious of my five minute mental break in chaos
- Reading
- Reminding ourselves that things (good and bad) happen. What makes you stronger helps shape who you become when you deal with it.
- Long bath after the kids go to bed
- Win at appropriate times
- Recognize what situations bring out my parental temper tantrums so can stop them before they start
- My son inspires me (us)
- Self-talking – affirmations
- Pausing
- Coffee with a friend
- Walk with my dog
- Nails
- Pedicures
- Lipstick
- Meditation, yoga, centering
- Quite “sit” time (reflection)
- Thinking about my strengths in all areas
- Writing affirmations

Knowledge of Parenting & Child Development

*Information about raising
children and what they can do at
different ages.*

Knowledge of Parenting and Child Development

Information about raising children and what they can do at different ages

- Know where and what I can do to move my child in development – can do, isn't doing (rewards responsibility).
- What skills do they already possess?
- Getting to know your child.
- What works for one may not work for others.
- Balancing expectations (understanding).
- Learning what is beneath the behavior.
- What do we do to respond to these expectations?
- Using “gateways” (interests) to get to engage your child.
- Google.
- Own child observations.
- Our parents as guides.
- Onetoughjob.org
- Talk to my children's teachers
- Subscribe to a website about child development
- Working Mother magazine
- Parenting books and speakers
- Internet, other moms with kids same age, other moms who have been there, grandparents, mom or dad
- Parenting classes or coaches
- AAYEC or other webinar trainings or services
- Higher ed classes
- Talking with co-worker for reassurance that kids do these things and it's ok or normal
- Sometimes my child's actions tell me what he needs
- My daycare provider
- Grandma's/sisters/friends Onetoughjob.org
- Pediatrician
- thread

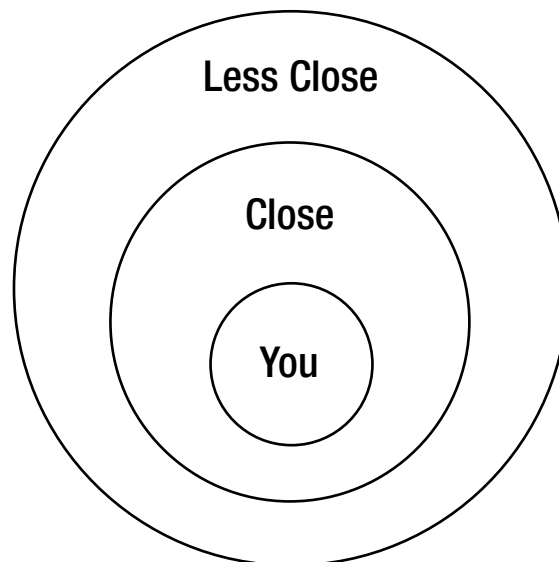
Social Connections

*Positive friends, family,
neighbors, and others who
provide emotional support and
assistance.*

Social Connections

Positive friends, family, neighbors, and others who provide emotional support and assistance.

- Friends
- Pre-natal yoga group
- Mom's group: Group Connections
- Tight community
- Sister, mom (family)
- Juneau Parents
- Partnerships for Children and Families
- Social and/or independent
- Being a different kinds of parent
- Kathleen: 523-6533
- Church
- Dinner with husband at home (kids sleeping)
- Phone calls with friends, neighbors
- Family: mom, grandma, sisters, brothers, uncles, etc.
- Potlucks with other families
- Facebook
- Meet friends for lunch
- Playgroups that match current stresses (i.e. 3 kids, money, twins, values)
- Making relationships, friendships with daughter's teachers (CU1 Learning Center)
- Father-in-law "Dr. Positive"
- Playgroups, community schools
- Move and dinner night with friends and family or both
- Talk with parents on playground
- Book group
- Anchorage [meetups.com](https://www.meetups.com)
- Groupon: coupons to get out at cheaper cost
- Co-workers
- Zumba class
- Gym



Concrete Supports In Times Of Need

*Meeting day-to-day needs – access to food,
housing, health services, education,
counseling.*

Concrete Supports in Times of Need

Meeting day-to-day needs- access to food, housing, health services, education, counseling.

- Internet
- Early childhood teachers
- Family members
- Doctor's resource list – pediatricians
- Confidence builder
- Trust
- Know where to call
- *211 (sponsored by United Way)
- *Parent Line: 1-800-643-5437 (staffed 9 am – 9 pm or leave message)
- My husband
- Childcare
- WIC
- Friends with and without children
- Childcare assistance
- My mom
- Work
- Health services
- Avente
- SLP – Nancy Lords
- Preschool (ASD)
- TEFRA
- Food – green smoothies
- My sister
- PIC (Infant Learning)
- Having one go-to person
- Thinking: What do I really need? What would be most helpful?
- ASKING for what I need
- Denali KidCare
- Catholic Social Services
- Best Friends – turn to her teachers
- Life coach
- Family 211
- Parent warmline
- Church

Social Emotional Competence of Children

*Knowing they are loved, feeling they belong,
And being able to get along with others.*

Social and Emotional Competence of Children

Knowing they are loved, feeling they belong and being able to get along with others.

- Starts with attachment
- Primary prenatal: the foundation on how they (children) relate
- (Regulate) managing stress, body
- Secure
 - * Relationship-based
- Insecure attachment:
 - * Broken: dads never there
 - * Separation – not predictable
 - * Trauma
- We are wired early on
- Safety
- Model and practice, practice
- Cope – emotional self-regulation
- Take care of ourselves
- Focus on building yourself up as a parent
- Lots of touch
- Listening
- Getting down to their level
- Praise and good job
- Singing with them
- Acknowledge their feelings
- Spending TIME with them
- Being consciously present
- Laugh with them
- Tell them what they do well
- Talk open with them
- Be honest
- Clear expectations
- My son is incredible and he will always know that
- Playgroups, social with children and parents
- Respond to needs:
 - * Comfort
 - * Safety
 - * Food
 - * Listening
 - * Guidance
- Set positive boundaries
 - * Guide them in love, not fear
 - * Okay to say “no”
 - * Having “girl time” with daughter
- Spend time with them (they measure love in ‘time’)
- Having one-on-one time with them
- Let my children express their feelings that way
- Provide opportunities for child to give to community with time and talent
- Engage her in conversations to talk about how she feels; praise her

BUILDING YOUR VISION

VISION

The mental image of your organization's ideal. It is the process of looking to the future and creating the most desirable scenario for your team.

"Not much happens without a dream. And for something great to happen, there must be a great dream. Much more than a dreamer is required to bring it to reality, but the dream must be there first."

Robert Greenleaf



ABOUT VISIONING

- ♦ Process of building desired scenario for the future.
- ♦ Requires getting outside the day- to- day perspective, examining your organization from an external perspective, and deciding what your team could look like, how it would operate, and what it would be doing at its optimum.
- ♦ Tells or shows that the organization would ultimately become.
- ♦ Purpose is to free up and liberate team members from the routine and imperfection of present operations, and to create an inspiration for what to make come true.
- ♦ Mind's way of conceptualizing a possible reality.
- ♦ Calls team forth to a new future.
- ♦ Focuses on future and not the present or past.
- ♦ Pointed toward some desired end state, not how to get there.
- ♦ Allows the team to touch its spirit.

"There is a dream dreaming us."

African Bushman

Core Values List

Adaptability	Courage	Gratitude	Patience
Acceptance	Creativity	Growth	Performance
Adventure	Dignity	Health	Perseverance
Agility	Education	Heroic	Playfulness
Authenticity	Efficient	Honesty	Professionalism
Awareness	Empathy	Hope	Prosperity
Balance	Empowerment	Humility	Purposefulness
Beauty	Enjoyment	Humor	Quality
Being Humble	Ethical	Independence	Relationship(s)
Brilliance	Excellence	Innovation	Resiliency
Camaraderie	Fair	Integrity	Responsibility
Career	Faith	Joyfulness	Self Respect
Cautious	Family	Justice	Spirituality
Choice	Financial Security	Leadership	Support
Collaboration	Fitness	Loyalty	Teamwork
Commitment	Flexibility	Non-enabling	Trust
Community	Freedom	Nurturance	Unconditional Love
Contribution	Generosity	Open-mindedness	
Compassion	Good Attitude	Partnership(s)	

Personal Mission Statement Worksheet

A personal mission statement is like a philosophy of life. It is a creed that directs and energizes your every action. It focuses on what you want to be as well as what you want to do, and articulates the values and the vision on which being and doing are based. To develop your own mission statement, answer the following;

What are the major accomplishments I've had in my life and what were the motivations behind them?

Who are leaders that have inspired me in my life, and why?

What principles (guidelines for behavior) do I want to center my life around?

How do I utilize my strengths?

Create a 25 word (or less) statement that will move you into action.

There are no obstacles – only solutions.

On the Internet try The Franklin Covey Personal Mission Statement Builder

<http://franklincovey.com/customer/missionform.html>

Social Connections: Community Café Harvests

Dyad Question: Who do you go to in times of need?

Community Café Question: What do I need to leave behind in order to rediscover community?

- Keep connecting and building closer relationships with the adults you meet through social connections
- Check the facts when you are comfortable with the other kids' parents
- Knock-knock
- Ensures safety
- Be models for your children
- Easy to address issues and challenges when you have support from other parents
- Interconnectedness sets the norm
- When we know other parents it allows us to support each other in real tangible ways
- Asking for help is a sign of strength
- Alaska kids (on Facebook)
- Moms night out
- Saturday with dads at Providence
- Can be tough to find a good fit social group
- Social connections change over time
- Where are the playgroups?
 - * Might start at your child's center or school
 - * St. Johns, Tuesday, 10 am
- Parents as Teachers
- H2Oasis
- Anchorage Outdoor Family Network
- Stroller Strides at the dome
- Arctic Playground
- Focus match up play dates
- BBQ Fridays
- Ask for help – realize you can't do it all
- Know your community, what's out there?
- What resources are available?
- Check in with friends in similar situations
- If answers/support don't feel right, move and keep looking
- Role modeling; being a good friend
- Learn by example
- Comfortable bouncing thoughts off them as a parent
- Being in tune with what our kids like/dislike
- Keeps the kids accountable as far as behavior
- Keeps a familial feel to friendships
- Know who is influencing your kids
- Kids respond to adults that are not their parents
- Have someone to vent to
- Feel more comfortable
- Play dates
- School friends
- Neighbors
- Spouses' relationships
- Work
- Children
- PTA
- Family activities
- Volunteer
- Kids
- School: teachers, parents
- Time together
- Friends of friends
- Activities
- Friends of school/parents
- Normalize issues/support

Social Connections: Community Café Harvests (cont.)

- Family values
- Role model
- What is Good Enough?
- Repairing the weak link: fix it mentally
- Parenting = Guilt: How we choose to look at parenting; it's a perception
- Environments: let go of the "no"
- Fake it 'til you make it
- Self-doubt
- 15 months nursing school
- Good enough Parent
- LOVE
- Frustration
- Discussion
- Broken links for families
- Fear of asking

Deny the Fear!

- Ask for help – sign of strength
- Action (response) vs. reaction
- The more we get together, the happier we'll be
- Let go of guilt: good enough parent
- Open the door/get out there/all in together
- All need each other/connect
- Leave frustration behind: government lacks priority on family
- IKE
- Good enough
 - * Open
 - * Fake it 'til you make it
 - * Leave self-doubt/woe is me
 - * Know we all are going through this together
 - * Fear of asking for help
 - * Grace in receiving
- Open the door!

Listening & Listeners

- Receive more information
- Very enjoyable, feel validated
- Hard to not respond with solution
- Personally learned something while sharing
- Difficult; only one person talking! (whoa!)
- Aware of non-verbal cues

Larger Group Session Format

The larger group session invited community partners to staff an informational table where participants learned of available resources. Parents were encouraged to visit four or five tables for 15 minute presentations. Below is the description of the six community partners who participated.

☐ Early Literacy

Karin Halpin, Alaska Parent Information and Resource Center (AKPIRC)

Karin Halpin with the Alaska Parent Information and Resource Center (AKPIRC) will share a variety of free resources available to families on how to strengthen your child's literacy skills.

☐ Quick Meals and Good Nutrition

Jenny Bonicatto, Expanded Food and Nutrition Education Program

Learn about the Cooperative Extension Service's "Quick Meal" class, how to make casseroles out of anything, receive an overview of the My Pyramid, and find brochures about the Expanded Food and Nutrition Education Program.

☐ Physical Exercise/Getting Out

Jan Aist, local author

Movement and the outdoors, what better a topic to explore today with a local author and outdoor enthusiast. Jan will share her adventures and skills and you'll receive a signed book!

☐ Infant & Adult Massage

Leticia Leite-Sanchez and Kaneyo Hirata, Kids' Corps, Inc.

Massage, the art to relaxation.

When parents are relaxed, children become relaxed. Learn some techniques for massage that will help your whole family and you'll feel GREAT when you leave this session!

☐ Community Resources

Katrina Letner, Kids' Corps, Inc.

There is always something new to learn about our community. Resources, websites, and much, much more will be shared. Come and discover places you have never been before!

☐ Early Learning Guidelines (ELG) Parent Activity Cards

Kaerin Stephens, Best Beginnings

Want to know more about how your child develops? Kaerin Stephens from Best Beginnings will share newly released Parent Activity cards that align with our Alaskan Early Learning Guides. Come to this session and leave with more knowledge and a packet!

☐ Ready To Read Tub for Parents

Terrie Chang, Anchorage Public Library

Today's focus for Terrie Chang is on Infants and Toddlers. She will share tips and strategies to encourage infant/toddler time with parents. Terrie will have "lap books" for our little ones, and she will also demonstrate how you as parents can help your early care and learning program receive a Ready to Read Tub!

Smaller Group Session

The smaller group session had a resource table available for parents to browse and gather information from during the day.

Consent for Self-Disclosure Form



State of Alaska
Department of Health and Social Services
Name of Division _____
Address _____
Address _____
Phone Number _____

CONSENT FOR SELF-DISCLOSURE OF INFORMATION, VIDEO, AUDIO, PHOTOGRAPH OR OTHER MEDIA

Name of Participant: _____

Description of Information or Media That May Be Used or Released: _____

Purpose of the Use or Release of the Information or Media Is: _____

Special Instructions for Limitations on Uses or Disclosures: _____

I hereby give my permission for the Department of Health & Social Services, [Name of Division or Program] to use, release and re-release the information, video, audio, photograph or other media as described above. I understand that this consent is voluntary. I understand that my refusal to sign will not affect the ability of the participant to obtain treatment, payment, eligibility for benefits or other services from the Department of Health and Social Services.

I understand the stated purposes for the use or release of the information or other media as described above. I also understand that the information or media described above **WILL BE MADE PUBLIC AND MY IDENTITY MAY BE DISCLOSED**. I understand the information or media is no longer protected by federal or state privacy regulations once I have consented to its use and release. I relinquish all rights, title and interest to the information or other media as described above. I understand that I may request a copy of this signed consent.

If I am signing on behalf of the participant named above, I verify that I am a personal representative of the participant and have the legal authority, in accordance with state law, to act on behalf of the participant.

Signature of Participant or Legal Representative
(Or Witness if signature is by mark)

Date

Printed Name of Legal Representative or Witness

Description of Legal Representative's Authority

THIS CONSENT DOES NOT AUTHORIZE THE DISCLOSURE OF INFORMATION OR MEDIA BY ANYONE OTHER THAN THE PARTICIPANT NAMED ABOVE OR THE LEGAL PERSONAL REPRESENTATIVE OF THE PARTICIPANT NAMED ABOVE. A HIPAA-compliant DHSS Authorization To Release Information (Form 06-5870) must be completed and signed by the participant or the participant's legal personal representative in order to authorize any disclosures not made directly by the participant or the participant's legal personal representative.

Resources

The following pages list various resources that were instrumental in the success of our two Parent's Day events in Alaska.

YouTube Video Links

See sample agendas for when videos were shown.

- ✂ *Jessica's Affirmation* –
www.youtube.com/watch?v=qR3rK0kZFkg
- ✂ *Reflections of Motherhood* –
www.youtube.com/watch?v=taDqKWWPDAY
- ✂ *Dad...I'm Watching You* – www.youtube.com/watch?v=0MMEwl9dCt8
- ✂ *What a Mother Has to Do in 24 Hours* – www.youtube.com/watch?v=GE6EkAvV4-Y&feature=related

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- ✂ Brook Hoffbauer, Parent
- ✂ Emily Coate, Association for the Education of Young Children, Southeast (AEYC-SE)
- ✂ Karin Halpin, Alaska Parent Information and Resource Center (AKPIRC)
- ✂ Katrina Letner, Parent
- ✂ Mandy Mallot, Parent
- ✂ October Moynahan, Parent
- ✂ Panu Lucier, Alaska Children's Trust
- ✂ Sheila Wray, thread (Child Care Resource and Referral)
- ✂ Shirley Pittz, State of Alaska ECCS Program Officer
- ✂ Steve Su-wing, Parent
- ✂ thread (Child Care Resource & Referral)

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The Strengthening Families Alaska Toolkit was developed by:

- ✂ Charlie Johanson-Adams, Leading EDGE Consulting
- ✂ Jeanette Gardiner, Gardiner Business Support Services



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