



July 30, 2010

Mr. Harold Mayer
 Oscar G. and Elsa S. Mayer Family Foundation
 1 South Pinckney Street, Suite 312
 Madison, WI 53703

Dear Mr. Mayer,

Last year, we reached out to 138 struggling families. With your support, we gave hope to 174 young children facing challenging hurdles. Together, we made the commitment to keep children safe and families strong and now we are pleased to share our latest program results with you:

Fiscal Year 2009-2010: July 1, 2009 – June 30, 2010

#1: At least 70% of children will be developmentally on track in their social-emotional skills.	Result 88%
<u>Progress made:</u> We exceeded our goal by providing therapeutic classes for young children with developmental delays. Children improved their abilities in the following areas: self-regulation (ability to control emotional state), self-consciousness (to recognize/understand feelings), motivation (management of feelings in order to achieve objectives), empathy (identifying and decoding the feelings of others), and social ability (ability to relate and influence others). <u>Collaborative partnerships:</u> We worked with the Multnomah Early Childhood Program (MECP), an early intervention provider for children birth to five years of age who have developmental delays in any one of a number of areas, including cognitive, physical, communication, and social-emotional development.	
#2: At least 70% of children will be developmentally on track in their language and communication skills.	Result 86%
<u>Progress made:</u> We exceeded our goal by providing therapeutic classes for children with delays. Babies learn to speak in stages. First, they babble, and then they practice sounds and begin to speak words. As toddlers, they start to string words together. To improve delays in these areas, we surround children with language and encourage parents to do so at home. <u>Collaborative partnerships:</u> We worked with the Multnomah Early Childhood Program (MECP) to reverse language delays.	
#3: At least 75% of primary caregivers will demonstrate an increase in appropriate positive parent-child interactions.	Result 85%
<u>Progress made:</u> The first 33 months of life are critical to brain development. Positive parent-child interactions in these early years can significantly affect a child's future. We exceeded our goal by providing parent-child relationship-focused support through a variety of means: home visits, parent-infant classes, case management, child-parent psychotherapy, parenting education, and support groups. <u>Collaborative partnerships:</u> By working with Lifeworks NW we offered treatment and counseling services for parents struggling with mental health issues and addiction. <u>Additional accomplishments:</u> We offered Child Parent Psychotherapy to children with serious attachment issues to create positive bonds and encourage healthy attachment to their parents. We also initiated a Daddy's Support Group that encourages the father's presence in the child's life, improves interactions between	

children and their fathers, and fosters daddy's role as a mentor instead of simply a disciplinarian.	
#4: At least 70% of primary caregivers will demonstrate an increase in understanding child development by responding appropriately to behaviors.	Result 72%
<u>Progress made:</u> We reached our goal by working closely with clients in parenting classes, parent-infant classes, case management, and home visits. The curricula we use are considered strength-based because they consider the inherent qualities of the client and build on them. This approach is an empowering alternative to traditional therapies that typically describe the parent or family functioning in terms of shortfalls. We are attentive to caregiver involvement, providing learning opportunities to gain a better understanding of child development. By doing so, parents can create realistic expectations for themselves and their children. We also observe parent-child interactions to provide feedback and "mirroring" to guide the parenting process. Mirroring is a technique to help parents identify and reflect on their child's feelings, needs, and wishes.	

In addition to the outcomes described above, we focused attention on cognitive development over the past year. Cognitive abilities allow the child to process sensory information and are critical for school readiness. Infants and toddlers in our program built their skills to analyze, evaluate, retain information, recall experiences, and make comparisons. We also supported the development of motor skills. Fine motor skills were encouraged in the therapeutic classroom through activities such as cutting with scissors, opening and closing objects, and painting to ensure proper development and to promote the most functional use of a child's hands. Normal development requires that children are able to accurately and effectively use the small muscles (intrinsic muscles) in their hands. We also worked on gross motor skills. Babies start developing gross motor control from birth, beginning with the control of her head and torso, continuing until mastering sitting, crawling, standing and eventually walking, running, and jumping. Over the past year, children advanced their abilities in balancing, understanding their bodies, awareness of the left and right sides of the body, major muscle coordination, and spatial orientation.

As you can see in this report, our program is effective because we focus our attention on the entire family to build safe, secure, and nurturing relationships. These healthy relationships are vital to a child's learning and social-emotional development. With your support, parents are building strong attachments and bonding with their babies. Your investment in this work is making a difference. We are also encouraging infants and toddlers to overcome trauma-induced delays, regulate their emotions, and form close relationships. Early intervention in the first years of life is creating new futures for these children.

The best solution to child abuse and neglect is to prevent it from happening in the first place. Many Portland families have found hope for a better life because corporations, individuals, organizations, and foundations like yours come together to support our children. Thank you for your confidence in our work. Together we're building a community where children are thriving.

Sincerely,

Chris Otis, Executive Director

*Thank you
for your
support!*