

Vitality



Focus on infant and child mental health

When a child's needs are not met, consequences can last a lifetime

Teachers see it all too often: a young child melting down and reacting inappropriately — even violently — to everyday occurrences such as being told to put his or her toy away.

Some would see the episode as a result of the child making bad choices, and opt for punishment. Mental health specialists see it differently — as a matter of brain chemistry that requires outside intervention for the entire family.

As the long-lasting impact of a child's early brain devel-

opment is better understood, infant and child mental health, or how well a child develops socially and emotionally, is a topic getting more and more attention.

Research clearly shows that the greatest period of brain development in a person's life happens in the first three years. Challenges such as substance abuse, difficult relationships or poverty can disrupt a parent's ability to consistently nurture and respond to the child. If a child's needs are not met during this time, the consequences can last a lifetime.

"The bodies of children with consistently unmet needs go into more of a survival mode, and it literally alters their brain chemistry," explains Alison Hinson, Douglas Education Service District's behavior services coordinator. "It is a full chemical and developmental change that happens in children. We can repair that, but it takes very specific strategies."

There is now a large amount of evidence in the area of neuroplasticity, which

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Happy Camp. See page 8.

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➔ **Community Vitality**

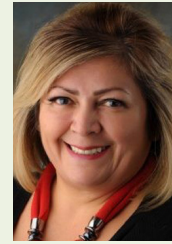
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New staff join Foundation

Two new staff members have joined The Ford Family Foundation. **Laura Isiordia**, a community leader from Woodburn, has been hired as the Foundation's fourth



Isiordia



Williams

field coordinator, a field-based position. **Levi Williams** comes onboard as an associate program officer for Children, Youth and Families.

Born and raised in Mexico, Isiordia immigrated to Oregon in 1985. She began working as a farmworker while attending school. Most recently, she served as the executive director for CAPACES Leadership Institute in Woodburn, which provides leadership development and capacity building for Latinos and Latino organizations.

"Laura's experience enhances our outreach efforts in Latino communities," says Roque Barros, director of the Ford Institute for Community Building.

Before coming to the Foundation, Williams was the executive director of Kellogg Springs Camp in Douglas County. In seven years, he grew the camp, managed staff and supported a board of directors from across the Pacific Northwest.

"Levi has a deep passion for rural communities and the needs of children and families," says Keavy Cook, director of the Children, Youth and Families department at the Foundation.

Williams assists with the Foundation's strategies to support strong families and healthy children. He is working with Foundation grant-seekers and other organizational partners from rural Oregon and Siskiyou County, Calif. Williams also conducts site visits of grant-seekers and advises grantees. ■

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Educational leadership

Douglas ESD collaborates and builds relationships

When The Ford Family Foundation offered county school district superintendents the use of its conference center for their monthly meeting, Michael Lasher eagerly accepted.

"It was a new venue for the superintendents, a change of view and scenery that helped them think in new ways," says Lasher, superintendent of the Douglas Education Service District, which convenes the meetings.

Soon, the superintendents began to invite Jeneen Hartley, the Foundation's program officer for youth development and education. "It was obvious that Jeneen and the Foundation were eager to help districts," Lasher says, "And the fact that the Foundation was coming to the table allowed people to think about solutions."

Today, the Douglas ESD and its member districts work with the Foundation on several projects, from early learning initiatives to professional development for teachers.

"It's a true partnership, both in the depth of the relationship and in its reciprocity," says Analicia Nicholson, the ESD's director of student services. "If



PHOTO: MIKE SULLIVAN

The Douglas Education Service District and its member districts are working with The Ford Family Foundation on several projects, from early learning initiatives to professional development for teachers. Taking leadership roles in the collaboration are Alison Hinson, Michael Lasher and Analicia Nicholson of the Douglas ESD.

we have an idea, we'll call Jeneen and ask her what she thinks, and together we come up with solutions."

Regional delivery

The Douglas ESD plays a strategic role in providing services and programs that benefit the county's youth inside and outside of school, from newborn to age 21. That kind of regional delivery system is a boon to rural school districts, which often lack the resources to offer their own programs. The Douglas ESD, which serves as

a regional coordinating entity, can be responsive to a district's needs while avoiding expensive duplication of services.

Collaboration extends those benefits by allowing community partners to bring ideas and support. And it's not just a matter of money — it's a matter of relationships. The Douglas ESD is

heavily involved in countywide initiatives that address critical issues such as early childhood education, mental health and career technical education.

Identifying gaps

Establishing these critical relationships enables the Douglas ESD to reach out to other groups in the community to see who is doing what and identify

gap areas, then work with other organizations to find solutions.

These partnerships have produced a host of innovative programs. The Ready, Set, Learn Behavior Intervention Program (see next page), was developed by the Douglas ESD in partnership with local districts, mental health professionals and the Foundation. The Douglas ESD, the Foundation and the business community all work together on the Business Champions for Kids program, which provides services and technical support for Douglas County employers seeking to support work-family balance.

"As educators, we tend to think that foundations are like banks that you ask for money. It took me a little while and some coaching to realize that the Foundation is in the same business I am — trying to make the community better," Lasher says. "They want to be a real partner. That was a valuable lesson for me to learn."

A request by member districts for regionalized professional development resulted in a collaborative effort by the Douglas ESD and the Foundation that brought a county-wide workshop around trauma-informed education to the Douglas County Fairgrounds in October. More than 600 Douglas County educators attended, representing all but one of the 13 districts served by the Douglas ESD.

The Foundation and the Douglas ESD are currently working with the Institute for Research & Reform in Education (IRRE) on a data-based school

improvement project. IRRE's Measuring What Matters team collects existing education data and teacher and student surveys from the 13 Douglas County districts. The resulting reports provide an analysis specifically designed to help school leaders and educators examine key elements of instructional quality and locally identify areas to take action on improvement.

"The other thing I noticed is that the ESD and the Foundation are often at the table with the same partners," Nicholson says. "We are familiar with each other. We can advocate for each other. We can reach out to other groups in the community to see who is doing what and identify our gap areas."

"The Foundation's involvement has really helped produce a much better conversation at the superintendents' level," Lasher says. "We always have skin in the game, but we know they are a partner and willing to put money in the solution. It allows Ford to be a real part of the conversation." ■

A collaboration between the Douglas ESD and The Ford Family Foundation brought a workshop around trauma-informed education to Douglas County. More than 600 educators attended.

Ready, Set, Learn: Behavior Intervention Program

Three years ago, Douglas County school superintendents declared a crisis resulting from the lack of mental health services available to youth. Many children were coming to school with severe behavioral issues, and teachers and their districts were often at a loss in how to deal with it.

The process of designing a program to combat the issue began with facilitation, led by the Douglas Education Service District, to identify root causes and potential solutions. From there, the Douglas ESD took the lead role in designing the solution in collaboration with county school districts. The Ford Family Foundation contributed financial support.

The result was Ready, Set, Learn Behavior Intervention Program, available to area school districts through the Douglas ESD's regional delivery model.

The program deploys a team of behavior specialists to work with families, students and schools. Students enrolled in the program generally spend two weeks to four months, receiving

Students enrolled in the program generally spend two weeks to four months, receiving intensive services that help them learn to manage stress and frustration.

intensive services that help them learn to manage stress and frustration. They also acquire the skills they need to attend class. The Douglas ESD and districts share the costs.

In its first year, the Ready, Set, Learn Behavior Intervention Program enrolled 23 youth from ages 5-13. Forty-eight percent of participants at least doubled their time at school; 43% are maintaining success in their current placement; 21% were referred to a more intensive level of placement, such as behavior-based classrooms or day treatment programs.

Now in its second year, the program has served 24 students, with more referrals expected as the school year continues. It also has expanded to serving preschoolers who are demonstrating social-emotional-behavioral challenges which put their preschool placements at risk.

"Districts are very pleased with the program," says Michael Lasher, Douglas ESD superintendent. ■



Career follows a roundabout path

Difficulties and detours help Ford Opportunity Scholar define her own road to success

Judy Cornish was a divorced mother of three children and an immigrant from Canada when a friend talked her into registering for community college in Coos Bay.

"I had just gotten out of an abusive relationship where I was told how stupid I was for 16 years," she remembers now, some 23 years after that turbulent time. "And I was convinced I was going to flunk out."

She quickly found out that wasn't true. After receiving her associate degree from Southwestern Oregon Community College, she moved to La Grande. There, she became a Ford Opportunity Scholar and enrolled in Eastern Oregon University. She finished her language degree in June of 1999

Life is convoluted, and I don't think we should expect it to be easy or work out the way we wanted it to.

— Judy Cornish

with a 4.0 grade point average, winning four major awards.

With that, Cornish embarked on a career journey that wasn't exactly straight, but the bumps in the road all contributed to her current success and fulfillment.

After graduation, she received offers from more than 30 law schools, based on her high LSAT scores, as well as a scholarship offer from the Monterey Institute of International Studies. Unwilling to uproot her son as he was entering high school, she decided to work in La Grande as a psycho-social skills trainer for the mentally ill.

After a year, though, she faced a use-it-or-lose-it situation with her scholarship, and in a lightning fast decision, she decided to enroll at Lewis & Clark Law School in Portland.

Two weeks later, she was sitting in class. "It was really difficult," Cornish says. "For the first year at least, I felt so out of place — a 40-year-old single mom whose previous education had given her little if any preparation for the study of American law."

Law degree

She persevered and graduated from Lewis & Clark in June of 2003, embarking on a law career that included two years as a clerk at the Oregon Tax Court and the Oregon Supreme Court and then a stint at a respected divorce firm in Portland, and finally a couple of years in her own practice.

In the end, law proved not to be a good fit for Cornish. "I had eight years in and I tried to make



Business owner, author and Ford Opportunity Scholar Judy Cornish graduated from Eastern Oregon University in 1999.

it work, but it wasn't a good personality fit," she says. "It was really uncomfortable for me to work with people whose issues had progressed to the point of needing defense, rather than earlier when crafting creative solutions was possible. By nature, I'm more of a coach than an advocate."

At the end of 2008, she closed all her cases, wrapped up her practice, sold her condo in Portland and moved to Moscow, Idaho, where she felt an affinity with the mountains and the weather.

It wasn't long before her offer to look after a neighbor's elderly parent turned into a rewarding and groundbreaking career, one that owes some thanks to her experience in law school.

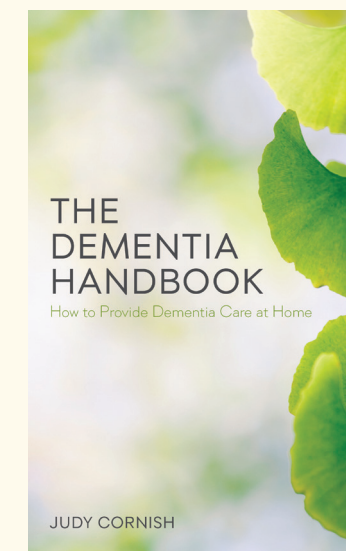
Today, Cornish owns an in-home care business serving people with compromised cognitive ability, Palouse Dementia Care. She also is the founder of Dementia & Alzheimer's Wellbeing Network (DAWN), a pioneering method of caring for people with dementia. The DAWN Method targets the emotional distress that accompanies

cognitive decline so that behaviors are avoided and caregiver stress is minimized.

Cornish says she has her law school experience to thank for that. "The DAWN method came from my experience of going into law school so abruptly, where my intuitive thinking skills were of no value," she says. "Law is so focused on the use of rational thought. If I hadn't gone through such an abrupt change, I would not have recognized what I was seeing all my clients go through. They were experiencing the opposite: losing their rational thinking skills and being forced to function with only their intuitive thinking skills."

The Dementia Handbook

Cornish's proprietary DAWN Method has resonated with caregivers, who laud it for helping improve clients' quality of life and ability to remain in familiar surroundings. Her 2017 book, *The Dementia Handbook: How to Provide Dementia Care at Home*, is one of Amazon's top-



selling books on the subject and she recently delivered a TEDx Talk in Spokane on the subject.

The road to success hasn't been easy or direct for Cornish, but she says that's okay. "Life is convoluted," she says. "And I don't think we should expect it to be easy or work out the way we wanted it to. We should expect difficulties and detours, and just keep on carrying on." ■



Judy Cornish discusses care for dementia patients at her TEDx talk in Spokane in December 2017.

Storm Tharp, Cadre, 2017



Art show spotlights Oregon

It's an Oregon-only exhibit at New York's CANADA gallery

Nine Oregon artists got a delicious bite of the Big Apple recently, with an Oregon-only exhibition of their work at New York's CANADA gallery. It is the first time an exhibition consisting solely of Oregon artists' work has been brought to the epicenter of the New York art world.

Last summer's exhibition was curated by Stephanie Snyder, director of Reed College's Douglas F. Cooley Memorial Art Gallery, and Wallace Whitney, a painter and one of the founders of the CANADA gallery.

The invitation to exhibit in New York grew out of a relationship fostered by The Ford Family Foundation's Visual Arts program.

The Cooley, along with several other Oregon art institutions, is an official partner of the Foundation's Visiting Curator and Critics program, which provides funding for national

There was a moment when I walked into the back gallery, and it was jam-packed with people — you could hardly move.

— Heather Watkins

curators and critics to consult with Oregon visual artists.

In 2016, Snyder invited Whitney, with whom she has worked before, to travel to Oregon to conduct 18 studio visits and meet with curatorial peers and other arts administrators.

"Wallace developed a genuine respect and appreciation for our community and the quality and the breadth of the work created here," she says.

His visit was timed to coincide with the Portland-based Converge 45 visual arts convening, where he served on a panel of contemporary arts leaders. The gathering included works by some of the Foundation's Hallie Ford Visual Arts Fellows.

"I asked him what he thought about curating a show in his space in New York City," Snyder says. "I really wanted

to give that opportunity to the great artists in our region who haven't had the chance to show in New York yet."

Career connections

The exhibition budget included plane tickets for each artist, giving them the opportunity to make career connections as well as time to visit other galleries in the New York area. The Foundation also supported some of the costs to prepare and ship some of the works to the city.

The exhibition, titled "Tomorrow Tomorrow" (from a song by Portland musician Elliot Smith), opened in June. The nine artists showed very large work and very small work in mediums ranging from painting to sculpture to photography to textiles.

Three Hallie Ford Fellows in the Visual Arts were included

in the exhibition: MK Guth, Michelle Ross and Storm Tharp.

More than 300 people, several of them representing major art museums, crowded the space on opening night. "The opening was joyous," says Portland artist Heather Watkins, who showed her large-scale fiber sculptures. "There was a moment when I walked into the back gallery, and it was jam-packed with people — you could hardly move."

"The response was so beautiful and so positive — it was amazing," Snyder says. "I was told that it was the finest, most interesting group show they'd seen in New York in a long time."

Commercial success

The show was a commercial success, with four of the artists posting immediate sales. Oth-

ers have new opportunities resulting from the exposure. For example, a curator from the Whitney Museum of American Art collected textile work from Demian DinéYazhi' and is including him in an upcoming New York show. Several other artists have pending shows as well.

"Things are starting to percolate for the artists, several of whom are working with New York institutions," Snyder says. "Wallace and I remain in touch and we'll continue to work together."

For Watkins, who makes large-scale fiber sculpture, the show offered an opportunity to stretch her artistic muscles. "For this exhibition, I worked at a much larger scale than I had before," she explains. "CANADA's gallery space invited a massive, physical presence. This opportunity allowed me to push my materials to inhabit space in exciting new ways."

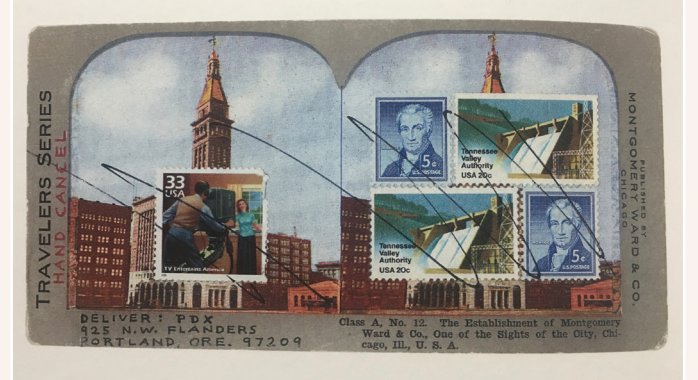
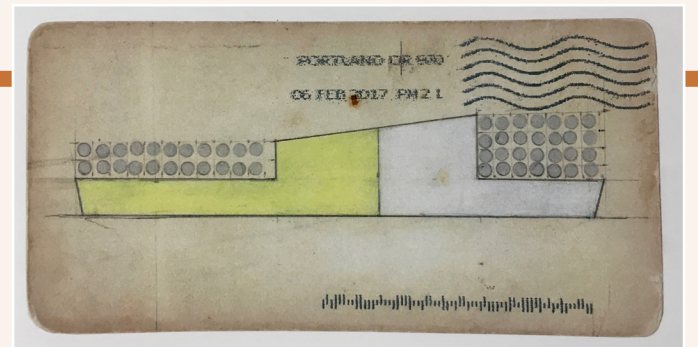
The exhibition benefited the artists in intangible ways as well. "Working on this exhibition together in New York allowed us to see our community and our work from a new vantage point, individually and collectively," Watkins says. ■



Installation view, Jessica Jackson Hutchins, Storm Tharp

The official exhibit description

CANADA is pleased to announce "Tomorrow Tomorrow," a group exhibition featuring Demian DinéYazhi' and Noelle Sosaya, MK Guth, Jessica Jackson Hutchins, Kristan Kennedy, Evan La Londe, Charlie Perez-Tlatenchi, Michelle Ross, Storm Tharp, and Heather Watkins. These nine artists are preoccupied with physical abstraction, changeability, and working with materials to shape space with emotional purpose. Hailing from Portland, Oregon, the artists are part of a highly collaborative artistic community with a history of migration, mysticism, indigenous strength, and literary soul-searching. ■



Cards featured in *Inland Waterways Correspondence* by D.E. May

Catalog of D.E. May art published

The Ford Family Foundation has supported the publication of numerous catalogs since the inception of the Visual Arts program in 2010. "Most catalogs are produced in association with a specific exhibition," says Anne Kubisch, president of The Ford Family Foundation. "But occasionally there comes a time for a publication on the merits of the body of work and the artist's lifework."

Such is the case with *Inland Waterways Correspondence*, a collection of images by Salem artist D.E. May. The catalog was recently published by Marquand Editions with an essay by Linda Tesner, director of the Ronna & Eric Hoffman Gallery of Contemporary Art at Lewis & Clark College.

Stereo-view cards

May, whose work is collected by museums and individuals, has worked as an artist in the Salem area for 40 years. In recent years, he has been creating artwork out of old stereo-view cards, those stiff cards with a

double image on one side and a blank reverse side.

May uses the non-picture sides to create varied forms of a boat-like object. He embellishes the printed side with a handwritten address and old stamps, and then mails them to his gallery, PDX Contemporary Art.

"I suppose I have always been drawn to the non-archival," he explains in his artist's statement for PDX Contemporary Art. "The work I do may not be here forever, but it will probably see us out."

May received a 2013 Hallie Ford Fellowship, an award he credits with changing his artistic mindset. "Before The Ford Family Foundation entered my life, most projects that I contemplated seemed to exist only at the conceptual level," he explains. "That mindset has utterly changed. Possibility has a new force behind its meaning."

"What once seemed unimaginable has now become conceivable and gloriously within reach." ■

Happy Camp: Builds on rich history

Activities include a community center, highway improvement efforts and cycling trails

Happy Camp, California, is a remote community of about 1,200 people, nestled at the base of the Marble Mountains on the banks of the Klamath River. The nearest population centers are Yreka, about 70 miles away, and Grants Pass, Oregon, a two-hour drive over a seasonal road. The former gold rush town is located in the aboriginal territory of the Karuk Tribe of California, which is headquartered there.

It's a town rich in history, but not in material goods. Happy Camp's economy has struggled due to changes in the timber industry, and its population and average income have steadily declined in recent years. But that isn't stopping a dedicated group of community volunteers from launching a

The people who live here love Happy Camp and support their community in any way they can.

— Abby Yeager



Above: Happy Camp, California, population about 1,200 people, sits at the base of the Marble Mountains on the banks of the Klamath River. Right: Abby Yeager with her son.



bevy of initiatives to revitalize the town and serve its residents.

"Happy Campers have a very frontier mentality," says 15-year resident Rita Manley King. "We're used to doing everything on our own, because we know we won't get help from the outside."

Community Action

Abby Yeager has first-hand experience with the challenges faced by Happy Camp residents. When she graduated from Happy Camp High School in 2003, there were about 120 students at the school. Today, there are fewer than 60.

"Happy Camp is a wonderful place to live and raise children but it is a struggling, rural community," says Yeager, the executive director of Happy Camp Community Action (HCCA), a nonprofit dedicated to youth, community and economic development. "When logging ended in the late '90s, the industry wasn't replaced with anything sustainable, and the community has suffered from the lack of jobs. The people who live here love Happy Camp and support their community in any way they can. More than anything I want to make a last-

ing difference here, no matter how big or small."

Yeager, a Ford Scholar, chose to return to the area with her family in 2012, after receiving her master's degree and working in Redding for a few years.

The nonprofit Yeager leads opened the Happy Camp Com-

munity Center in 2017 at the site of the former Family Resource Center, which operated several social services programs. When the center closed, the building, along with a gift of \$30,000, was donated to HCCA, which continues to offer several of the same programs. These include work by a behavioral specialist contracted through the California Mental Health Services Act, youth education groups aimed at increasing self-worth and decreasing truancy, and the Why Try curriculum designed for at-risk students.

Farmer's Market

Residents can come to the center for help filling out applications for CalFresh, the state's food stamp program, or to participate in the children's play groups hosted there. And the community center is combating food insecurity with the area's first certified farmer's market, which Yeager helped establish in 2016.

The center recently received a regional grant that enables it to provide monthly commodity distributions throughout the year. Previously, residents could only tap that resource quarterly. The grant also enables the center to include fresh vegetables with the food boxes during the growing season.

It hosts monthly Siskiyou County veterans services sessions and a weekly veterans social. The center has also hosted a 10-week budgeting class provided by Tribal Temporary Assistance for Needy Families



A farmer's market at the Happy Camp community center helps combat the area's food insecurity problem.

(TANF) and a weekly Parenting Now series.

The Karuk Tribe received a Foundation grant last year to construct a new health facility, which will provide services to tribal and non-tribal residents.

"Happy Camp is a community of a lot of people with big hearts and big ideas," says Crystal Aston, the Foundation field coordinator based in Mt. Shasta. "They don't sit around wishing things would happen — they just dive in."

Hope for Happy Camp

Other initiatives are being launched under the umbrella of the Hope for Happy Camp nonprofit, led by Rita Manley King. Community organizers are busy right now getting the community engaged in brainstorming ideas for a Highway



96 improvement project being considered by the California Department of Transportation. If approved, the work to create a green space median through town would begin in 2024.

Another effort centers around saving the town's airport, which is slated for shut-down by the Siskiyou Board of Supervisors.

Organizers are also planning to offer a grant-writing class at the Happy Camp computer center, which is located at the high school and funded by the Karuk Tribe. "That way we can really get some skills and build capacity to get more penetration into the grant market so we can get more cash flow," says Manley King.

Finally, the Trees-N-Trails project is focused on creating a tourist economy by grooming existing mountain cycling and hiking trails around the valley, in partnership with the U.S. Forest Service. On volunteer days, townspeople bearing hand tools gather for work and to enjoy a gourmet farm-to-table lunch. This summer, 120 miles of local trails received an initial grooming from crews on standby for fighting forest fires.

It's a lot of activity for a small town. "We have cowboys, Indians, environmentalists, hard-right fundamentalists, pot growers, but when there is a problem, people will set aside their differences and go for it," Manley King says. "We've got challenges, and we're addressing them, and doing it in a pleasant proactive way. And it seems to be working." ■

Oregon Student Success Center

Common strategies to help students

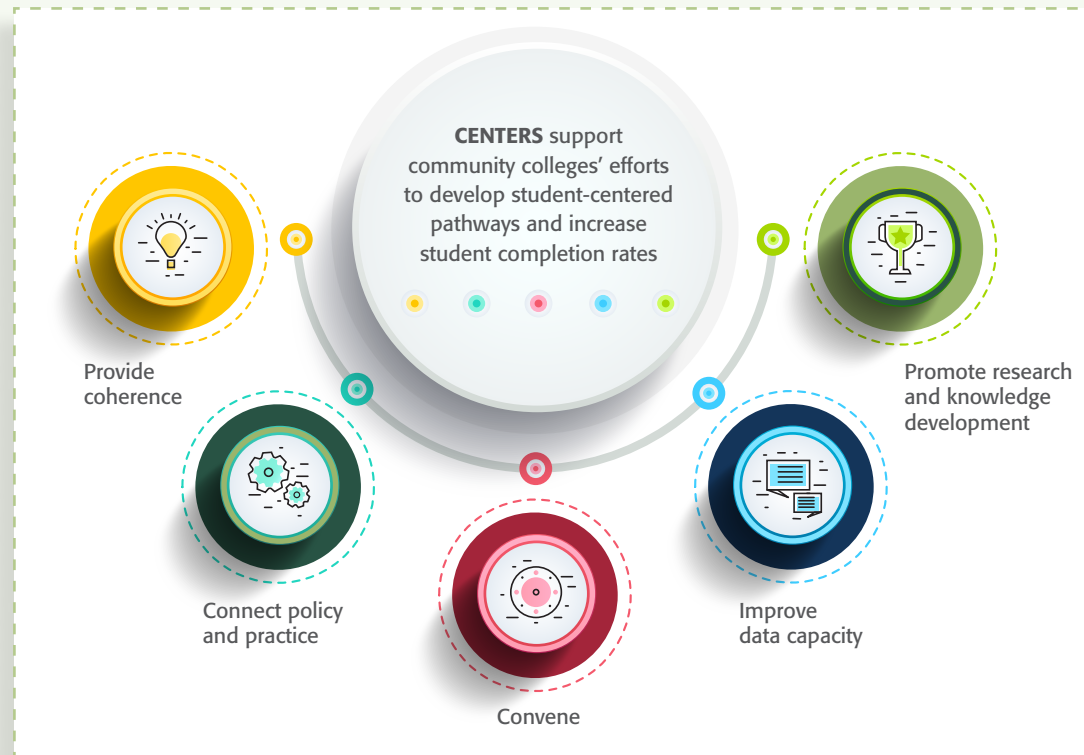
College can be a daunting experience. It is especially challenging for rural youth, who may be entering an unknown environment unprepared. Many rural youth are first-generation college students who are encountering new experiences unfamiliar to their parents and adult members of their support system. One recent report identified three major “tripwires” that impede post-secondary success for rural students: growing up



Brand

in a low-income community, the hidden costs of preparing for and applying to college, and “college and career unreadiness,” or the perception that students are not adequately prepared for the challenges of college and career.

As a first-generation college student from a town of 200 in Iowa, Elizabeth Brand knows all of this first hand. Brand has spent the last 25 years — her entire professional career — in student affairs, seeking to make the transition easier for students.



“I get it, I understand a lot of the hurdles they go through,” Brand says. “I have a passion for our students and making sure they have the supports necessary to help get through this journey.”

As the executive director of the Oregon Student Success Center, Brand has high hopes of even greater success for the state’s community college students. The Oregon Student Success Center, now in its second year, provides a mechanism for the state’s community colleges to convene learning opportunities and work together on common strategies that improve student success. The Center is housed in the Oregon Community College Association, with financial support from The Ford Family Foundation and The Oregon Community Foundation.

Trauma-informed education

For example, in the wake of recent events such as school

shootings and uncertainty over DACA (Deferred Action for Childhood Arrivals), educators wanted to address ways of treating students who were feeling unsafe or vulnerable. The Center contracted with REL Northwest to create a postsecondary guide for trauma-informed education, and then convened faculty from across the state for hands-on training. Workshop materials are now available on the Center site.

“A lot of things we do in administration puts up a lot of barriers and we don’t mean to, we don’t realize it,” Brand says. The Center can help figure out what’s working and help colleges do better for students.

The Center is also helping facilitate a discussion by community college leaders about implementing multiple measures for placement, so that standardized tests are not the only way students are placed

into classes. This is especially important for community college students, who may be several years out of school. Standardized tests often underplace these students, discouraging them and potentially adding terms to their community college education. With multiple measures, students are placed in college courses based on a variety of indicators, including assessments, high school courses and GPAs.

“Some colleges have fully implemented this, and we hope we can get others to make it a widespread practice across the state,” Brand says.

Guided Pathways

A major initiative coming from the Center in the near future is called Guided Pathways, which provides community college students with a clearly structured road to their academic goals. Colleges do this by redesigning their offerings to

simplify students’ decisions, and offering built-in progress monitoring, feedback and support at each step along the way. Instead of a college offering 140 majors, for example, a school could condense them into five groups, with career counseling that starts when the student starts school.

This spring, five community colleges will launch Guided Pathways at their institutions, participating in a two-year educational process facilitated by the Oregon Student Success Center. Support from The Ford Family Foundation will allow colleges to participate free of charge, including a small stipend to help with expenses.

A second group of colleges will launch their Guided Pathways work in 2019, and by the end of 2021, Brand hopes to have 13 of the 17 community colleges in the state engaged. ■

A major initiative coming from the Center in the near future is called Guided Pathways, which provides community college students with a clearly structured road to their academic goals.

Resources offer insights

Get the tools you need to help make a difference in your community with Select Books from The Ford Family Foundation. We provide these resources at no charge to residents of Oregon and Siskiyou County, Calif.

Keep them, share them. The only requirement is providing us with your feedback on the publication ordered.

Here are three books from the Select List:

The Deepest Well: Healing the Long-term Effects of Childhood Adversity by Nadine Burke Harris. 273 pages. ©2018.

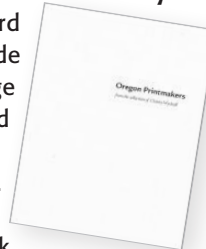
Dr. Nadine Burke Harris engagingly weaves stories from her pediatric practice with scientific insights to reveal how childhood stress can lead to lifelong health problems — and what we can do about it.

The Adverse Childhood Experiences Study: How Are the Findings Being Applied in Oregon? by David Mandell. 16 pages. ©2014. A landmark study demonstrated strong links between Adverse Childhood Experiences and a host of adult problems. In this 16-page report, author David Mandell explores how the study is informing work with children and families in Oregon.



Oregon Printmakers from the Collection of Christy Wyck-off by Josephy Center for Art and Culture. 58 pages. ©2017.

The pages of this book are filled with prints by 33 Oregon visual artists who use a variety of print processes and visual languages to explore diverse subjects and concerns. There are limited copies of this book. ■



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Mental health

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shows that the brain is resilient and can actually rewire itself with the right kind of therapeutic interventions.

To understand the extent of the problem, developmental pediatrician Sherri Alderman points to the fact that almost half of babies born in Oregon qualify for Medicaid. “While poverty, in and of itself, does not absolutely determine early childhood outcomes, it is undeniably a major stressor for families,” says Alderman, who serves as president of the Oregon Infant Mental Health Association. “How we as a society support infants and toddlers living in poverty at a time when their brains are developing requires resources, policies, and opportunities for parents and caregivers.”

Impact on rural

Although the issue of infant and child mental health is a critical one for the entire population, rural areas in Oregon face special challenges. Geographic

isolation makes convenient access to care much more difficult. “It’s not that people don’t want help,” Hinson says, “but it could be that they don’t have gas money, child care or the ability to take sick days.”

Rural areas typically have a higher rate of poverty and inter-generational trauma. There is often a lack of awareness about the complexities of the issue on both sides of the equation — primary care providers and the families.

“We sometimes see bias in rural areas on both sides,” Hinson explains. “At times there’s a lack of trust on the family side, especially when factoring in the stigma of mental illness.” On the flip side, the people doing the work, many of whom might be professionals from an urban area who might bring their own biases, may have a lack of understanding about the constraints families are facing and the choices families are making.

Rural communities also have strengths, Alderman points out. “The dedication and passion that rural citizens have for their communities builds greater capacity for serving families there.”

Primary care

Dr. Ajit Jetmalani, director of the Division of Child and Adolescent Psychiatry at Oregon Health & Science University, says that the children’s mental health system has many serious challenges in Oregon. However, he says he’s encouraged by an expanded emphasis on supporting mental health in the primary care medical environment. “The premise is that if you intervene early at critical moments the impact is much broader,” he says.

OHSU, for example, has part-



The Oregon Psychiatric Access Line about Kids (OPAL-K) provides primary care providers in Oregon with free, same-day, child psychiatric phone consultation.

nered with Oregon Pediatric Society and Oregon Council of Child and Adolescent Psychiatry to offer the Oregon Psychiatric Access Line about Kids. OPAL-K provides primary care providers in Oregon with free, same-day, child psychiatric phone consultation. That’s a boon to those outside the metro area, who make up about 25% of the calls, with the biggest users in Jackson and Deschutes counties.

Another initiative that holds great promise for rural areas, Jetmalani says, is a new program called ECHO, Expanding Community Health Outcomes. Funded by the Oregon Office of Rural Health, the program connects primary care providers with OHSU specialists for a live, weekly virtual classroom that provides case-based learning and lectures on common child mental-health challenges.

Collaboration

The importance of collaboration in the realm of infant and child mental health resonates with Hinson. As behavior services coordinator, she directs the ESD’s mental health and be-

havioral intervention programs, including Ready, Set, Learn (see sidebar, page 4).

“The thing that works is relationship, the human connection,” she says. “The people with the greatest impact in this work all suffer from the same overwhelmed resources, lack of time, deficit of funding, at this go-go-go pace.”

And while the situation might be daunting, the successes are rewarding. “You get a referral from the school, and a child has to be tutored one day a week because he is so violent and disruptive. We come in, make a plan, work with the family, and the child creates new skills and new abilities,” Hinson says.

“Nothing makes me happier than when I walk into a classroom and someone says, which one are you working with? When someone can’t figure out who he is, we’ve done it right.” ■

Credentialing system for rural professionals

Oregon recently joined 25 other states in offering an infant mental health endorsement for professionals. The certification is funded in part by Oregon Health Authority’s Maternal and Child Health section and The Ford Family Foundation and is offered through the Oregon Infant Mental Health Association. The Foundation funds the Rural Oregon Infant Mental Health Endorsement Initiative to ensure that rural professionals have an opportunity to access the credential.

Endorsement is a credentialing system that recognizes the knowledge and ability of professionals who work with infants and young children. This process uses a nationally recognized set of standards and competencies that define best practice and guide professional development across disciplines.

Four levels

Endorsement at four different levels is granted to early childhood professionals from all disciplines demonstrating relevant education, training and work experience, and who have received reflective supervision, a relationship-based guidance strategy.

“When I learned that Infant Mental Health Endorsement model was being adopted by

Oregon, I also learned that a few states that had been implementing the model for several years had zero rural endorsees,” says Christy Cox, the Foundation’s senior program officer for early childhood development. “Given the Foundation’s commitment to rural communities, we asked to partner with ORIMHA to make sure that didn’t happen here.”

Now in its third year, the initiative will enable ORIMHA to provide rural endorsement specialists to serve all Oregon counties, as well as provide for reflective supervision groups in rural counties.

“The endorsement begins Oregon’s process of recognizing in a concrete way how highly specialized the workers are in this field,” says Dr. Sherri Alderman, ORIMHA’s president.

Alderman says it also fosters collaboration. “In my work, I connect with other pediatricians, social workers, home visiting, all throughout the system of care. This endorsement validates my place in that world and encourages a common approach for connecting with fellow professionals regardless of discipline.”

In Oregon, 39 professionals in 13 counties have received the credential, with 141 more in the process. For more information, visit the ORIMHA website. ■



Learn more at www.oraimh.org/



Resources: Infant and child mental health

May is Mental Health Month 2018: Mental Health America and its affiliates have led this annual observance since 1949. The 2018 theme is Whole Body Mental Health. MHA’s May is Mental Health Month Toolkit, posted on its website, (www.mentalhealthamerica.net/may) includes information on increasing understanding of how the body’s various systems impact mental health based on recent research. From food to fitness to gut flora, the toolkit dives into the elements that make up personal wellness.

Oregon Health Authority: The mission of OHA is to help people and communities achieve optimum physical, mental and social well-being through partnerships, prevention and access to quality, affordable health care. Its website is a portal to a wealth of information, including information on its mental health crisis lines (www.oregon.gov/oha) and links to different agencies that provide mental health services to children.

National Alliance on Mental Illness: The Oregon chapter of NAMI is a statewide grassroots organization dedicated to improving the quality of life for individuals living with mental illness, as well as their families and loved ones. Its website (namior.org) provides links to educational programs, peer support groups and specialized newsletters. The group also operates a helpline at (800) 343-6264. ■



Shifting the focus to rural

Needs of rural Oregon become a top priority for Business Oregon

Economic development is not a one-size-fits-all approach. Rural areas in particular face challenges and situations not replicated in urban areas, but even within those regions, needs are different.

The state's economic development department—Business Oregon—and its director Chris Harder kept that in mind when crafting the 2018-2022 Business Oregon Strategic Plan, which maps out a course of action for the agency. That course contains priorities and strate-

“The rural-urban divide is real,” says Chris Harder, director of Business Oregon, “but it’s also important to hone in on why those things are happening. Not all rural communities are in decline; some are thriving, so we know it’s not just a one-size-fits-all solution.”



An unmanned aircraft takes off from Pendleton UAS Range, one of Oregon’s three FAA-approved unmanned aircraft system (UAS) ranges. The other two are in Warm Springs and Tillamook. “It’s a fast-growing industry, and Oregon businesses want to be a part of it,” says Melisa Drugge of Business Oregon.

gies developed to specifically address the shifting economic landscape, changing demographics, and unique strengths of Oregon’s industries, businesses, and entrepreneurs.

“Oregon has diverse and distinct regions that dictate a regional approach to economic development,” says Harder. “Our strategic plan is built with this in mind.”

The yearlong process of developing the plan began with a fact-finding mission that identified the most pressing economic development challenges confronting the state of Oregon. Not surprisingly, rural Oregon topped the list. Nearly all of Oregon’s recent growth has been in metro areas, and over the last 15 years, employment in urban Oregon grew 12 percent, while remaining flat in rural Oregon.

As a result, for the first time, the Business Oregon Plan explicitly identifies the needs of rural areas as one of its top five priorities, which it describes as “cultivate rural economic stability.”

“Sustainable rural development is vital to the economic, social, and environmental viability of Oregon,” says Kathleen Flanagan, program officer for Community Economic Development at The Ford Family Foundation. “Calling out the needs of rural in Business Oregon’s strategic plan is a critical step in working towards a more inclusive economy in which all Oregonians share in the benefits of economic growth.”

“The rural-urban divide is real,” Harder says, “but it’s also important to hone in on why those things are happening. Not all rural communities are in decline; some are thriving, so we know it’s not just a one-size-fits-all solution.”

Business Oregon identified four strategies to support its rural priority:

- Enhance local economic development capacity in distressed rural communities
- Promote an environment that supports entrepreneurship and small business growth
- Expand business development to include non-traded

sector companies and organizations; and

- Connect rural communities to urban markets through targeted infrastructure investments.

One of the agency’s first steps in this area was to increase the number of regions from nine to 12 to reflect rural diversity, and then hire regional development officers to staff them. “These people live and work in those regions, and are intended to be point people for the local community trying to engage with us on infrastructure and business enterprises,” Harder says. “It’s the first time in a long time that we’ve had so many development officers out in the field, and that’s a new shift for us that is very important.”

Eastern Oregon

For Melisa Drugge, the Eastern Oregon regional development officer, the recent change meant she went from 10 counties to serving four. “It basically broadens the categories I address, but shrinks the areas I do that in,” she says. “Now I feel like I can get involved at a level where I can add value and not just give referrals and info by email.”

“I think it was bold for our agency to say we know this area is not densely populated



but we need more people doing good work because there is less capacity.”

Drugge, who also helps support the entire network of regional officers, has always worked in the field, and she knows the value of providing skilled assistance at the local level. A lot of her work has been with businesses in the unmanned aerial systems industry. One of Oregon’s three FAA-approved UAS (unmanned aircraft system) ranges is in Pendleton; the other two are in Warm Springs and Tillamook. “I work directly with the Pendleton test range on projects relating to recruiting companies here, as well as the best way to market Oregon to more businesses in this field,” she says. “It’s a fast-growing industry, and Oregon businesses want to be a part of it.”

Harder says the next step to supporting rural communities is to build the capacity of the regional offices. “Our business finance teams do a lot of work around loans and grants,” he says, “and we are starting to staff those functions regionally as well.” ■

The Deepest Well

Continued from page 16

physical and sexual abuse, neglect, violence in the home, and parental separation or divorce.

“The body remembers,” she writes. “Twenty years of medical research has shown that childhood adversity literally gets under our skin, changing people in ways that can endure in their bodies for decades.”

Burke Harris uses storytelling to take readers on her journey of discovery, weaving hard scientific data with vivid stories from her pediatric practice in a low-income area of San Francisco. And while the scope of the problem is huge, Burke Harris says there are solutions.

Early detection, she says, is critical. Identifying those at risk for toxic stress with early screening for Adverse Childhood Experiences (ACEs) can both catch related illnesses early on, and, by treating the underlying problem, prevent future illnesses. Of course, not all adult illnesses are due to adverse conditions in childhood, but screening can help those at risk.

“If we put the right protocols into place in pediatric offices across the city, country, and world,” she says, “we could intervene in time to walk back ... damage and change long-term health outcomes for the roughly 67% of the population with ACEs and their children.”

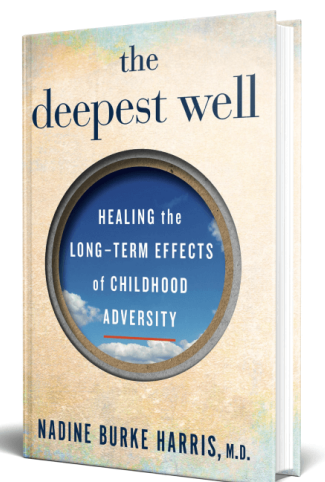
Not all bleak

Burke Harris takes pains to point out that things are not all bleak. “I know that the long-term impacts of childhood adversity are not all suffering,” she says. “In some people, adversity can foster perseverance, deepen empathy, strengthen the resolve to protect, and spark mini-superpowers, but in all people, it gets under our skin and into our DNA, and it becomes an important part of who we are.”

Burke Harris winds up her book by returning to the stroke saga and a real-world plot twist (we’ll let readers discover that on their own) that brings the book home.

“I believe that when we each find the courage to look this problem in the face, we will have the power to transform not only our health, but our world,” Burke Harris concludes. ■

This book is available free to residents of Oregon and Siskiyou County, Calif., through The Ford Family Foundation Select Books Program (www.tfff.org/select-books).



BOOK REVIEW

Childhood adversities

Negative experiences in childhood create life-time risks

Readers are immediately drawn into Dr. Nadine Burke Harris's new book, *The Deepest Well*, with a compelling account of a 43-year-old man who is suffering a stroke. He's young and healthy, and doctors are perplexed why someone with no risk factors is suddenly at risk of dying.

But unbeknownst to the principals in this true story, the man does have a risk factor — a big one that meant he was twice as likely to have a stroke as someone without

that factor. The culprit? Childhood adversity.

The research resulting from the landmark Adverse Childhood Experiences Study (ACES) demonstrates with startling clarity that negative experiences in childhood become, for adults, a significant risk factor for many of the country's most deadly diseases. In the case of Burke Harris's opening saga, the patient had had a difficult childhood with a schizophrenic mother. Other adverse experiences include

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This book is yours for the asking

See page 11.



**THE Ford Family
FOUNDATION**

MISSION

Successful citizens and vital rural communities

CORE VALUES

Integrity: Promoting and acknowledging principled behavior

Stewardship: Responsibility to give back and accountability for resources and results

Respect: Valuing all individuals

Independence: Encouraging self-reliance and initiative

Community: Working together for positive change



Dr. Nadine Burke Harris uses storytelling in *The Deepest Well* to take readers on a journey about the lifetime effects of childhood adversity. She weaves hard scientific data with vivid stories from her pediatric practice.

