

## **“Finding of the Parenting Education Summit”**

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### **Important Research**

- ✓ Nick Carter, “See How We Grow”
- ✓ Dr. Charles Nelson, Brain Development
- ✓ Rhea Simpson, MIT Children’s

### **Challenges in Parenting Education**

- ✓ Limited recognition of field
- ✓ Stigma
- ✓ “Educating the customer”
- ✓ Funding
- ✓ Professional development
- ✓ Normalizing parenting education
- ✓ Not acceptable for parents to reach out for education
- ✓ Paraprofessional vs. professional
- ✓ Validation of parenting educators
- ✓ EBP/Best practices
- ✓ Overwhelming for parents (what’s right? So many programs!)
- ✓ Issues with special populations, i.e. teen parents
- ✓ Keeping parents engaged
- ✓ Helping staff balance parenting education and case management
- ✓ Issues in affluent communities
- ✓ How to define ourselves (occupational ID)
- ✓ Cultural competency
- ✓ Funding and evaluation
- ✓ Seeing parenting education as a universal need
- ✓ Parent as a child’s first teacher
- ✓ Parents understanding their role
- ✓ Parents believe that they’re supposed to be “born parents”

### **Challenges Identified at the Summit**

- ✓ Program evaluation
- ✓ Societal and economic stressors
- ✓ Cultural diversity
- ✓ Content and process
- ✓ Funding, fees and compensation
- ✓ Curricula issues
- ✓ Parent follow-up
- ✓ Supporting fathers
- ✓ Knowledge and skills for parenting educators

- ✓ Standards and certification
- ✓ Public awareness and appreciation

### Issues Identified

- ✓ “Every single parent can benefit from parenting education, some more than others.”
- ✓ Major challenge = we’re not bringing young people into the field
- ✓ What’s the different between parenting education and family support? Parenting services?
- ✓ Buzzword = family engagement, parent engagement

### Breakouts

#### Content and Process

- ✓ Use NPEN’s definition of parenting education
- ✓ Programs must have evidence and evaluation
- ✓ There must be core standards/core or essential elements of any parenting education program
- ✓ Parenting education programs need to connect families with community supports
- ✓ How do we deal with the “pre-education” parents?
- ✓ There’s no “one size fits all”
- ✓ Parents identify what they think that they need
- ✓ Address the issue collaboratively
- ✓ Parenting educators need to participate in summits and be community advocates for parenting education
- ✓ Link parenting educators with funding opportunities
- ✓ Wide range of content:
  - Topics: discipline, communication, school success
  - Personal growth themes, reflection on values
  - Problem-solving
  - Share information and experiences
- ✓ Strength-based
  - Valuing parents’ instincts and knowledge
- ✓ Technology
  - New vehicles for content distribution
- ✓ Parallel Work
  - Educators are models for relationships, listening, empathising, problem-solving
  - Modeling: multi-directional
  - Self-understanding = better understanding of children

- ✓ Skills more important than content
  - Relationship are key!
- ✓ Universal benefit
- ✓ Summary: A lot of good content already exists. Adapting content to meet the needs of parents and the quality of relationships and communication between parenting educators and parents are key to success.

### Knowledge, Skills and Certification

- ✓ Need lead agency
- ✓ Look at both professional and non-professional track
- ✓ Points for experience, points for book learning
- ✓ Need a “larger view” of parenting education
- ✓ Establish a professional identity
- ✓ Core competencies and standard needed
- ✓ Embedding parenting education in training of other professions
- ✓ Distance learning
- ✓ Communicate, network, partnership
- ✓ Minnesota – certification process, not based on academic background
- ✓ National leadership
- ✓ Compensation related to training, credentials, etc.
- ✓ Inclusive vs. exclusive
  - Credentialing
  - Career ladders
  - Peer-to-peer
- ✓ How do we establish a professional identity?
  - What comes first? Credentialing or identity?
  - Do they exist without each other?

### Public Appreciation and Awareness

- ✓ Big “P” = media
  - Actively endorsing use of community supports

- Normalizing effects
- ✓ Little “p” = consumers
  - Stigma (historical)
  - Mandatory, institutional relationship
  - Word of “education”
  - Sharing the playing field
  - Parent “coaching”
  - Power of the word-of-mouth
  - Co-facilitation, peer groups
- ✓ Parenting ed = stigma
- ✓ Use the same language
  - Define parenting education
- ✓ Philosophy
  - Who decides philosophy
- ✓ Multi-media
- ✓ Technology
- ✓ Unified field
- ✓ Recognized value of parenting education
  - Social policy, funding, credentialing
- ✓ Create national umbrella organization (sustainability)
  - Cohesive, collaborative
  - Inclusive vs. exclusive
    - Who joins?
- ✓ Summary: In some cases, there is no awareness. In other cases, awareness exists, but with different meanings and interpretations.

### Program Evaluation

- ✓ Some have built-in evaluation process
- ✓ CTF has process
- ✓ Should this be under an organization? NPEN?
- ✓ Funding is an issue
- ✓ Need accurate measures
  - Are tools culturally biased?
  - Are tools measuring for our intentions?

- ✓ Work with funders, re: importance of parenting education
  - Realistic outcomes
  - Realistic research design
- ✓ Must evaluate process and outcomes
- ✓ Discovering unintentional side effects/consequences of programming
- ✓ Build bridges between academic institutions and community organizations
- ✓ What to do with discovered failures?
- ✓ Don't reinvent the wheel: share ideas!
- ✓ Tap into research resources

### Universal Issues

- ✓ Unite and communicate
  - Build on best practices
  - Don't reinvent the wheel
- ✓ Cultural competency
- ✓ Funding
  - How to find funding
  - Provide efficacy
  - Communicate to funders