Oregon Parenting Education Collaborative

Year 10 Executive Summary

2019-2020

The Oregon Parenting Education Collaborative (OPEC) is a multi-year initiative supported by The Oregon Community Foundation (OCF), The Ford Family Foundation, Meyer Memorial Trust, and The Collins Foundation in partnership with Oregon State University. OPEC supports expanded access to best practice parenting education programs for parents of children of all ages, with a focus on programs reaching parents of children prenatal to age six, as well as efforts to develop and strengthen regional parenting education "Hubs."

OPEC is unique in its collaborative, foundation-led approach in building a statewide infrastructure for parenting education through community-based non-profits and public agencies. The initiative was launched in July 2010. In 2019-2010, there were 16 regional parenting Hubs serving 35 Oregon counties and Siskiyou County, California.

The OSU evaluation team synthesized the following overarching lessons and impacts for the program year.

Quality Programming. Through the 2019-2020 Hubs and Programming Grant projects, the OPEC initiative reached a significant number of participants through programming (at right) and demonstrated a positive impact on families and communities. Outcomes included:

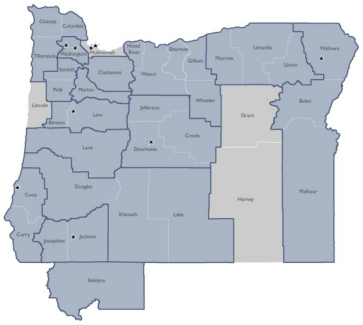
- expanded access to evidence-based programming to new geographic regions
- increased accessibility of parenting education for universal and targeted audiences
- reached a culturally and socio-economically diverse audience (59% of parents indicated using at least one service available to low-income families.)
- improved parenting skills and child outcomes

Regional Infrastructure. Hubs increased their organizational capacity to build an infrastructure for parenting education by:

- committing staff FTE to the coordination and leadership of parenting education in their region
- strengthening advisory groups
- training facilitators in evidence-based parenting education curricula
- developing social media tools to reach parents and community members
- leveraging over $3 million in new funding and in-kind donations this year

Collaboration and Coordination. The OPEC initiative enhanced the capacity of communities to effectively collaborate and coordinate efforts to offer parenting education programs. Overall the OPEC initiative has:

- strengthened partnerships to plan, market, and implement parenting programs
- increased community awareness and positive perceptions of parenting education
- increased the number of referrals to parenting education programs
- improved collaborations and coordination among partners
- increased availability of culturally-responsive programming
- enhanced support of parenting education by key community leaders
- maximized limited community resources



OPEC AT A GLANCE

Year 10 Program Highlights

2,655 parents participated in **275** parenting education series

916 new families reached with home visits

7,794 parents attended **347** workshops

19,894 adults and youth participated in **136** family activities

43,440 parent and youth contacts made through parent support activities

OREGON PARENTING EDUCATION COLLABORATIVE

For more information, see ORparenting.org

THE COLLINS FOUNDATION
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Increasing Positive Parenting Capacity

Parenting skills are critical to children's optimal well-being and development. Research has shown that effective parenting education can strengthen and support families and communities in the prevention of child abuse and neglect, promote protective factors, and lead to positive outcomes for both parents and children. Increasing positive parenting capacity among parents is the primary objective of the OPEC initiative. OPEC sites utilize a variety of strategies to engage parents in educational opportunities that lead to improved parenting outcomes including evidence-based parenting education series, workshops, home visits, parent support activities, and family events.

PROGRAMMING OVERVIEW 2019-2020

ACTIVITY	DESCRIPTION	TOTAL
OPEC Funded Parenting Education Series[1]	Parenting Series Completed	122
	Parenting Classes	1,204
	Parents Attended At Least One Class	1,449
	Parents Attended—Average	919
	Parents Attended 70% or More	826
	Children/Youth Attended	752
Other Parenting Education Series[2]	Parenting Series Completed	153
	Parenting Classes	1,451
	Parents Attended At Least One Class	1,907
	Parents Attended—Average	1,307
	Parents Attended 70% or More	1,218
	Children/Youth Attended	1,101
Parent Workshops	Number of Sessions	347
	Parents Attended	7,791
	Children/Youth Attended	3,129
Parent Support Activities	Number of Sessions	2,736
	Parents Attended	21,389
	Children/Youth Attended	22,051
Home Visits	Number of Home Visits	13,392
	Total New Families	916
	Total New Children	1,879
Family Activities	Number of Activities	136
	People Attended	19,894

[1] *OPEC Parenting Education Series* refers to series that are paid for partially or entirely from OPEC grant funds.
[2] *Non-OPEC Parenting Education Series* refers to other series supported by grantees that are not paid for by OPEC grant funds.

Improved Parent & Child Skills

Hubs and Programming Grant sites are required to administer the Parenting Skills Ladder (PSL), a retrospective pre-post survey, to participants completing a series of parenting education classes or home visits funded by the grant. Many Hub grantees and their partners also choose to use the PSL with non-OPEC funded classes. Using the PSL, parents assess their parenting skills before and after participation in a class series. During the past year, parents completing the PSL reported *significant improvement in parenting skills across all items of the survey.* The following table presents aggregate PSL data from 1,005 parents who participated in parenting education through Hub and Programming Grant sites during 2019-2020.

PARENTING SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Know normal behavior for my child(ren)'s age level	3.3	4.9***
Show my child(ren) love and affection frequently	4.6	5.6***
Listen to my child(ren) to understand their feelings	3.8	5.3***
Help my child(ren) feel good about themselves	4.1	5.4***
Set and stick to reasonable limits and rules	3.5	5.0***
Know fun activities to help my child(ren) learn	3.6	5.1***
Find positive ways to guide and discipline my child(ren)	3.5	5.1***
Play with my child(ren) frequently	3.9	5.1***
Protect my child(ren) from unsafe conditions	4.8	5.6***
Talk with other parents to share experiences	3.3	4.9***
Deal with the day-to-day stresses of parenting	3.4	4.9***
Understand my goals and values as a parent	3.7	5.3***

CHILD SKILLS	BEFORE PARTICIPATION	AFTER PARTICIPATION
Shows concern for others	3.7	4.8***
Willing to follow limits and rules	3.2	4.5***
Gets along with others	3.9	4.9***

Note: Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 1,005$.

Parent Satisfaction

PARENTING EDUCATION SERIES

98% of parents reported that the class series was somewhat or very helpful

98% of parents reported they would recommend the class series to others

PARENTING WORKSHOPS

98% of parents reported that the workshop was somewhat or very helpful

98% of parents reported that they would use the information from the workshop

DEMOGRAPHICS

of Families Completing Evaluations for Parenting Series and Workshops

2,152 parents

4,145 children

GENDER	
72%	Women
23%	Men
5%	Did not specify

RACE/ETHNICITY	
71%	White/Caucasian
20%	Hispanic/Latino
1%	Black/Afr. American
1%	Asian/Pacific Islander
3%	Native American
4%	Other/Did not specify

PARENT AGE	
11-80	Age range
37	Average age

PARENTING STYLE	
60%	With partner
26%	By themselves
14%	Did not specify

CHILDREN	
0-18	Age range
7	Average age
55%	Age 0-6 years
2	Children per family

LOW INCOME STATUS	
59%	Use resources for low income families (WIC, OHP, SNAP/TANF, Free/Reduced Lunch)

Increasing Organizational Capacity

[FOR PARENTING EDUCATION HUBS]

Staffing. During the past year, OPEC Hubs used an array of approaches in order to strengthen the capacity of their organizations and communities to implement and sustain parenting education efforts. Having ample dedicated FTE is essential to the capacity of organizations for building partnerships, leading coordination efforts, and implementing parenting education programming. Hubs reported that a total of **285 facilitators were trained** in parenting education curricula during the past year using both OPEC funds and partner resources. Hubs further increased their organizational capacity by making **340 sessions of professional development** opportunities accessible to facilitators and staff, enhancing their ability to offer high quality programming. In addition, Hub staff offered or co-sponsored **111 training sessions for other early childhood professionals** and partners in their region.

Governance. In addition to paid staff, organizations relied on members of their advisory council or board of directors to assist in determining priorities, meeting their goals and objectives, and providing oversight for fiscal and other management operations. Hubs held a combined total of **257 advisory meetings** during the past year. Websites and other social media tools were utilized to connect parents and community partners to programming.

Sustainability. During 2019-2020, the Hubs reported their sustainability efforts via the online reporting system and staff interviews. Hubs reported that their advisory councils were actively engaged in sustainability planning and that sub-committees with a focus on strategic funding were still meeting. Most Hubs are using multiple sustainability strategies that have built on their strengths, collaborative relationships, and the changing landscape of funding for early childhood and family services. During the past year, Hubs **leveraged $3 million in new funding and in-kind donations**.

ORGANIZATIONAL CAPACITY OVERVIEW

ACTIVITY	DESCRIPTION	HUB TOTAL
Facilitators Trained in Curricula	OPEC Facilitators Trained	56
	Other Facilitators Trained	229
Funds Leveraged	Funds Leveraged	$2,634,357
	In-Kind Leveraged	$454,166
	Total Leveraged	$3,088,523
Advisory Meetings	Number of Meetings	257
Professional Development	Professional Development Sessions for Facilitators	108
	Professional Development Sessions for OPEC Staff	232
Programs with Schools	Programs Held in School Facilities	1,448
	Programs in Collaboration with Schools	244

Increasing Community Collaboration

[FOR PARENTING EDUCATION HUBS]

Collaboration is an essential element in effectively meeting the needs of families and creating positive change within communities. Successful collaboration leads to a shared vision, a common language, and a reduction in the fragmentation of services. A key strategy in the coordination of parenting education programs is to strengthen the capacity of communities to support such programs. This strategy involves building relationships with multiple community partners, effectively marketing positive parenting within the community, improving coordination of community efforts in offering and promoting parenting education, and offering parenting education programs in collaboration with other entities.

Parent Recruitment. Hubs used a variety of methods to **recruit parents** to parenting education program offerings. Methods included newspaper articles and advertisements, TV announcements, newsletters, radio spots, flyers, and social media outlets such as Facebook. Hubs reported a combined total of **14 million potential contacts** with these strategies this year. In addition, Hubs initiated **awareness campaigns** with targeted messages on topics such as child abuse prevention, the importance of parenting, and the normalizing of parenting education. These campaigns utilized similar marketing methods and reached over **1.6 million potential contacts**.

Collaboration. OPEC programming involves a variety of community organizations that work collaboratively in offering parent education opportunities. Hubs reported collaborating with many different partners including: Early Learning Hubs, Educational Service Districts (ESDs), school systems, Healthy Families, Head Start, Migrant Head Start, Department of Human Services (DHS), Coordinated Care Organizations (CCOs), community action agencies, healthcare providers, juvenile departments, court and corrections systems, foster parent programs, tribal communities, preschools, child care providers, faith-based communities, relief nurseries, higher education institutions, libraries, service organizations, and other community non-profits (e.g., Boys and Girls Club, Family Resource Centers, YMCAs, museums, culturally-specific organizations).

Partnerships with Schools. Working with local schools, preschools, and Head Starts can be an effective way to reach and engage families. Hubs linked their programs with school districts through offering programs in school facilities, putting announcements and descriptions of parenting education programs in school bulletins and newsletters, and participating in school events and ongoing activities. As a primary partner, over **1,692 programs or class sessions were held in school facilities** or co-sponsored by schools but held in other facilities.

Supporting School Readiness through Parenting Education. Hubs supported parents' ability to prepare children for kindergarten through parenting education and positive parent-child interactions as well as activities specifically designed to enhance the home learning environment and to build relationships between families and schools. Hubs encouraged parent efforts to increase their children's early literacy skills and other school readiness skills by integrating these topics in parenting education series, workshops, or other parent support activities. In addition, Hubs offered or participated in workshops, parent-child interaction groups, or family activities focused on the transition to kindergarten.

OVERALL CHALLENGES

PARENTING EDUCATION HUBS

From Cancelled Parenting Programs in Response to the COVID-19 Pandemic

Shifting Parenting Education Programming Online

Reaching families with limited access to reliable phone and internet access and those unable to participate in virtual programs

Changing Needs of Families as the COVID-19 Pandemic Continued

Keeping Families Connected Despite Physical Isolation

Need for Flexibility in Staffing and Work Policies in Response to the COVID-19 Pandemic

Supporting Parenting Education Facilitators

Heightened Awareness of Systemic Racism and the Need for Increased Intention Supporting BIPOC Communities

Anticipated Declines in Funding

Limited Time and Resources to Support Marketing and Awareness-Building Efforts

Recruiting and Retaining Child Care Providers

Partnerships are More Easily Built, Supported, and Sustained in Person Rather than Virtually

Effectively Supporting Culturally-Specific Partnership Organizations

LESSONS LEARNED

PARENTING EDUCATION HUBS

From Crisis Comes Creativity and Innovation

Virtual Support is a Viable Way to Support Parenting

Intentionally and Actively Embedding an Anti-Racist Perspective into Programs and Partnerships is Overdue

Building Relationships with Partners is Foundational to a Lasting Initiative

Listen to and Learn From Families

Supporting Parenting Education Professionals is Critical to Quality Programming

Dedicated Time is Required to Effectively Market and Normalize Parenting Education Programs

There is Significant Need for Parenting Education for Families with Children of All Ages

Take Time to Celebrate Successes – Large and Small