

LINN-BENTON COMMUNITY COLLEGE PARENTING SUCCESS NETWORK



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For almost 40 years the Linn-Benton Community College Parenting Education Department has provided parenting education and training for parenting educators. Building upon its role as catalyst and collaborator, the Department now serves as the coordinator of the Parenting Success Network, the OPEC Hub project, for Linn and Benton counties. The project seeks to expand and improve parenting education opportunities through coordinating parenting education services and increasing the use of best practices, while also facilitating parents' access to resources through media promotion and a centralized contact point.

Programming Overview

Activity	Description	2010-2011 Total
OPEC Parenting Education Series	Parenting Series Completed	4
	Parenting Classes	40
	Parents Attended	24
	Children/Youth Attended	20
	Contact Opportunities (parents & youth)	440
Non-OPEC Parenting Education Series	Parenting Series Completed	93
	Parenting Classes	791
	Parents Attended	936
	Children/Youth Attended	801
	Contact Opportunities (parents & youth)	14,641
Parent Workshops	Number of Workshops	4
	Parents Attended	99
	Children/Youth Attended	74
Parent Support Activities	Number of Sessions	0
	Parents Attended	0
	Children/Youth Attended	0
Family Activities	Number of Activities	5
	People Attended	1,167
Total Contacts	Total Contacts for All Parenting Activities*	16,421

*Total Contacts includes parents and youth contacted during all parenting education series, parents and youth who attended workshops, parents and youth who attended parent support activities, and people who attended family activities.



Strengths

History of successful implementation of parenting education programs

Infrastructure of LBCC

Utilization of evidence-based curricula with trained facilitators

Progress Toward Goals

Goal: Expand access to proven parenting education programs & parenting education professional training

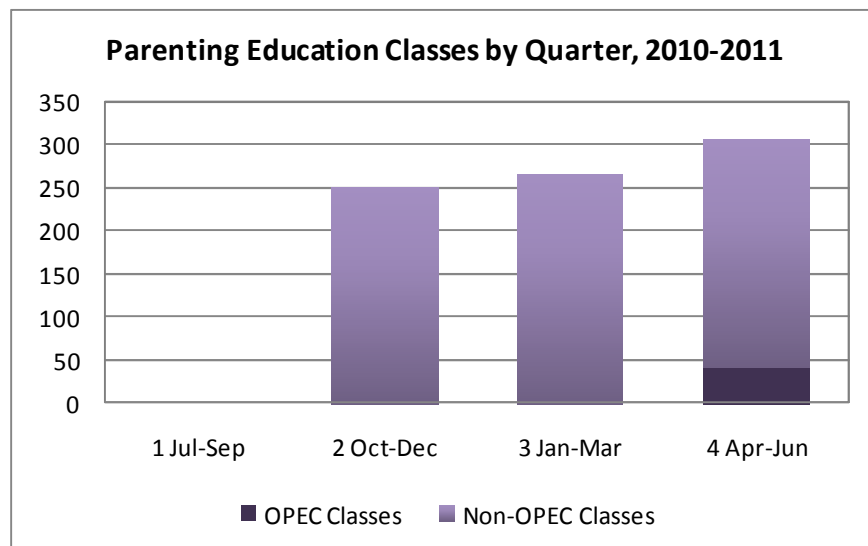
- New partnership with Albany school district. Began planning for non-OPEC class for teen parents, to be held in spring.
- Worked with partners and held four OPEC-funded classes in the spring.
- Signed MOU's with each organization. Handled publicity for classes to ensure wide public awareness. Focus for MPAP classes on underserved populations: rural Linn County, teens, and Spanish-speaking Benton County.
- Purchased two curriculum sets with LBCC funds: "Haga de la Paternidad un Placer" and "Parenting: The First Three Years".
- Reported number and characteristics of parents attending via PSL's; numbers and characteristics of parents receiving tuition scholarships out of OPEC funds not well tracked.
- Began planning (set date, recruited speaker) for spring training for parenting educators.

Goal: Build a stronger, more coordinated parenting education system

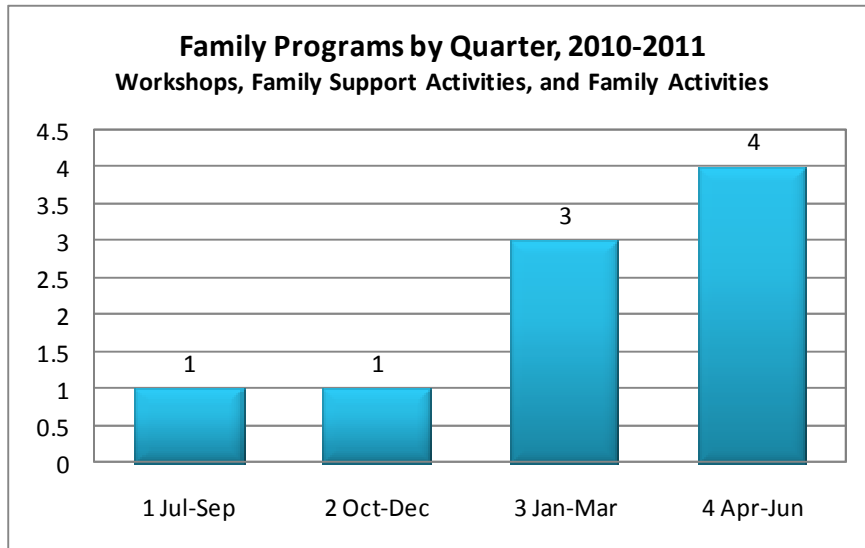
- Completed 11 Benton Early Childhood Committee meetings (one advisory group)
- Recruited members to Strategic Planning Committee (Hub governing group) and prepped materials for first meeting.
- Created Strategic Plan for the Parenting Success Network (Hub) through monthly meetings of Early Childhood Committees and Strategic Planning Committee.
- Trained Family Connections staff to field all calls (regarding classes), handle all class sign-ups, and begin using this system.

(continued on next page)

Parenting Classes



Family Programs



Challenges

Building a decision making Advisory Group for the two counties

Recruitment of participants for classes offered in Spanish

Communication system to keep partners informed

Progress Toward Goals (continued)

Goal: Build a stronger, more coordinated parenting education system

- Investigated options for website and print media campaign development.
- Distributed organization surveys to 46 programs and 6 pastors/faith organizations (who forwarded survey to their list-serves); analyzed data and identified program delivery strengths and gaps; discussed how to articulate project mission to public; and began planning public awareness campaign.
- Conducted six meetings with Hub Strategic Planning Committee and recruited additional members.
- Distributed parent surveys through community organizations (i.e., Early Childhood Committee members, Albany & Corvallis Libraries, pre-schools, SRF, 'Corvallis Parents and Friends' list-serve and website); analyzed data and identified programming strengths and gaps; decided on priority areas to address.
- Developed name and logo for the project: "Parenting Success Network."
- Held first annual Parenting Educator Celebration; developed list of competencies and conducted survey exercise to determine self-identified skill gaps and the relative importance of addressing these gaps; and use information to design future facilitator trainings.
- Chose Nurturing Parenting curriculum to add to region's repertoire.
- Scheduled facilitator training in Nurturing Parenting for November 2011 to address Year 2 logic model goal.
- Created identity for project by developing name and logo.
- Designed and launched website.



Parent Satisfaction

Parenting Education Series

92% of parents reported that the class was somewhat or very helpful

89% of parents reported that they would recommend the class to others

Capacity Overview

Activity	Description	2010-2011 Total
Facilitators Trained In Curricula	OPEC Facilitators Trained	0
	Non-OPEC Facilitators Trained	5
Funds Leveraged	Funds Leveraged	\$23,050
	In-Kind Leveraged	\$6,195
Advisory Meetings	Advisory Board Meetings	27
Programs with Schools	Programs in Collaboration with Schools	348



Lessons Learned

- ◆ Need to put more effort into regular communication with partners/potential partners. Though regular oral communication of progress and requests for input worked well at Early Childhood Committees, this was not sufficient to generate active commitment and support.
- ◆ Goals take longer to achieve than we expected.
- ◆ Some survey questions did not quite collect the information that would have been most helpful in our analysis of existing services and gaps.

Plans for 2011-2012

- ◇ Conduct six to nine classes targeting identified priorities and populations: high risk, rural universal, Spanish-speaking and maintaining consistency in rural communities served this year.
- ◇ Conduct two to four workshops for universal populations cultivating cultural norm that everyone can benefit from parenting education and promoting use of other resources (e.g. website, class series, etc).
- ◇ Explore feasibility of on-going support groups for both high risk and universal populations.
- ◇ Increase number of organizations actively engaged in Network planning. Clarify partnership options and alter Strategic Planning Committee membership if deemed appropriate.
- ◇ Train 20 to 30 facilitators in Nurturing Parenting curriculum.
- ◇ Purchase Nurturing Parenting curriculum.
- ◇ Convene 2nd annual Parenting Educator Celebration/In-service.
- ◇ Increase resources for educators posted on website.
- ◇ Reach out to wider circle of partners and potential partners. Issue invite to fall parenting "summit" with Dr. Bavolek and increase regular updates on project.
- ◇ Begin promoting collaboration between agencies serving high-risk families in order to improve transitions and optimal service usage.



Demographics of Families Served through Parenting Series and Workshops

Number of Parents: 161
Number of Children: 325

Gender
 19% Men
 78% Women
 3% Did not specify

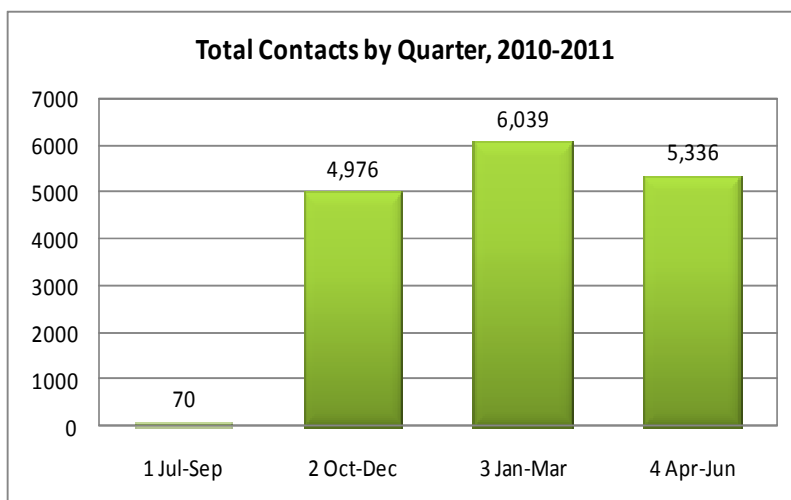
Race/Ethnicity
 80% White/Caucasian
 2% Black/Afr. American
 14% Hispanic
 0% Asian
 2% Native American
 2% Other/Unspecified

Age
 Age Range: **17 to 57**
 Average Age: **32**

Parenting Style
 73% With Partner
 25% By Themselves
 2% Did not specify

Children
 Average Age: **6**
 Age Range: **0 to 18**
 Age 0-6 Years: **67%**
 Children per Family: **2**

Total Contacts



Improved Parent and Child Skills

The retrospective *t*-test design revealed **significant improvement in parenting skills across all items.**

Parenting Skills	Before Participation	After Participation
Know normal behavior for my child(ren)'s age level	3.3	4.6***
Show my child(ren) love and affection frequently	4.9	5.5***
Listen to my child(ren) to understand their feelings	3.8	4.9***
Help my child(ren) feel good about themselves	4.2	5.1***
Set and stick to reasonable limits and rules	3.4	4.5***
Know fun activities to help my child(ren) learn	3.8	4.9***
Find positive ways to guide and discipline my child(ren)	3.6	4.7***
Play with my child(ren) frequently	4.2	4.9***
Protect my child(ren) from unsafe conditions	5.2	5.5***
Talk with other parents to share experiences	3.4	4.7***
Deal with the day-to-day stresses of parenting	3.6	4.5***
Understand my goals and values as a parent	4.1	5.1***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate parenting skills improved after the parenting education series, $p < 0.05$. $N = 162$.

On the Parenting Skills Ladder, parents also rated changes in their child's behavior before and after participating in the parent education classes and other activities. The retrospective *t*-test design revealed **significant improvement in child skills across all items.**

Child Skills	Before Participation	After Participation
Shows concern for others	3.7	4.5***
Willing to follow limits and rules	3.2	4.1***
Gets along with others	4.0	4.6***

Note. Dependent *t*-tests were used to calculate significance levels. ***Significant results indicate child skills improved after the parenting education series, $p < 0.05$. $N = 162$.



Quotes from program participants

"I am a lot more patient with my child. I am doing more educational activities with him."

"I feel more connected with my baby."

"My children listen to me more because they believe I will do what I say now."

"I am more thoughtful about my behavior and what I am modeling."

"I feel more confident as a parent and more aware of my children's development."