

# Metro-Portland Regional Action Initiative Parenting Education Network Project

## Parenting Education Provider & Stakeholder Survey Summary

November 2011

### Prepared for:



### Prepared by:



Bea Kelleigh, Vice President  
Garrison Kurtz, President  
Kristin Wiggins, Affiliated Consultant  
Cameron Joy-Kurtz, Project Assistant

The Metro Portland Regional Action Alliance, project funders, The Oregon Community Foundation, Social Venture Partners Portland and the Portland Children's Levy, and the Dovetailing research team each extend our heartfelt appreciation to everyone who participated in these meetings for the generous contribution of their time and wisdom.

# Parenting Education Provider & Stakeholder Survey Summary

## **Table of Contents**

|   |    |
|---|----|
| Introduction .....  | 1  |
| Methodology .....   | 1  |
| Sample Description .....  | 2  |
| Key Findings .....  | 4  |
| Individual Findings - Strategic Value and Risks of Coordination.....        | 4  |
| Individual Findings - Vision for a Coordinated System .....                 | 6  |
| Individual Findings - Lead Organization Characteristics.....                | 8  |
| Individual Findings - Governance of a Coordinated Approach.....             | 10 |
| Individual Findings - Participation and Roles in a Coordinated System ..... | 11 |
| Appendix A - Parenting Education Provider & Stakeholder Survey .....        | 14 |



## Introduction

The Metro-Portland Regional Action Initiative (MPRAI), a regional collaboration of public and private funders and other stakeholders has been exploring the best way for funders to support parenting education in the metro Portland area. As part of their exploration, these partners are looking at the current “parenting education hub” approach funded by the Oregon Parenting Education Collaborative (OPEC) in 11 Oregon regions outside the Portland area. These efforts are focused on: building local capacity to coordinate parenting education programs and services; and increasing the quality of options.

Because Portland is larger and has more diverse populations and programs than the rest of the state, the MPRAI has commissioned research (funded by The Oregon Community Foundation, the Portland Children’s Levy, and Social Venture Partners Portland) to determine which elements of the current approach or which other approaches around the country might be beneficial in the metropolitan Portland area (Clackamas, Multnomah and Washington counties). The anticipated outcome of this research is a set of recommendations and options to inform one or more coordinating approaches in the Metro-Portland area as well as elements of their leadership and governance. Because providers and stakeholders who refer to and receive referrals from them are important players in supporting healthy families, Dovetailing has conducted a set of focus groups in settings where these professionals “naturally meet” (hence referral to them as “natural meetings”) as one way to gather information regarding their perspectives.

This is part of a larger research plan, conducted by Dovetailing, which includes: (1) a survey of parents; (2) facilitated conversations with “natural meetings” of parenting educators and other stakeholders; (3) a literature review; and (4) interviews with selected key informants. Those elements will be combined with this *Parenting Education Provider & Stakeholder Survey Summary* to form the basis of recommendations for the MPRAI.

At the inception of this project, entitled the Metro-Portland RAI Parenting Education Network Project, two fundamental beliefs guiding this work were articulated:

- All parents can benefit from education programs that help them build strong family relationships and do the best job they can as their child's first and most important teachers
- Every Oregon community should have a range of parenting education and support services

This *Parenting Education Provider & Stakeholder Survey Summary* includes the methodology used, findings and graphic representations of responses from 135 survey respondents in Clackamas, Multnomah and Washington Counties.

## METHODOLOGY

A twenty-question survey was developed, addressing elements of the research questions underpinning this project. Six questions were demographic in nature, assessing the types of services and clients served by respondents as well as their role. The remaining questions were designed to elicit the judgment and opinions of parenting educators and other professionals who refer families to parenting education services.

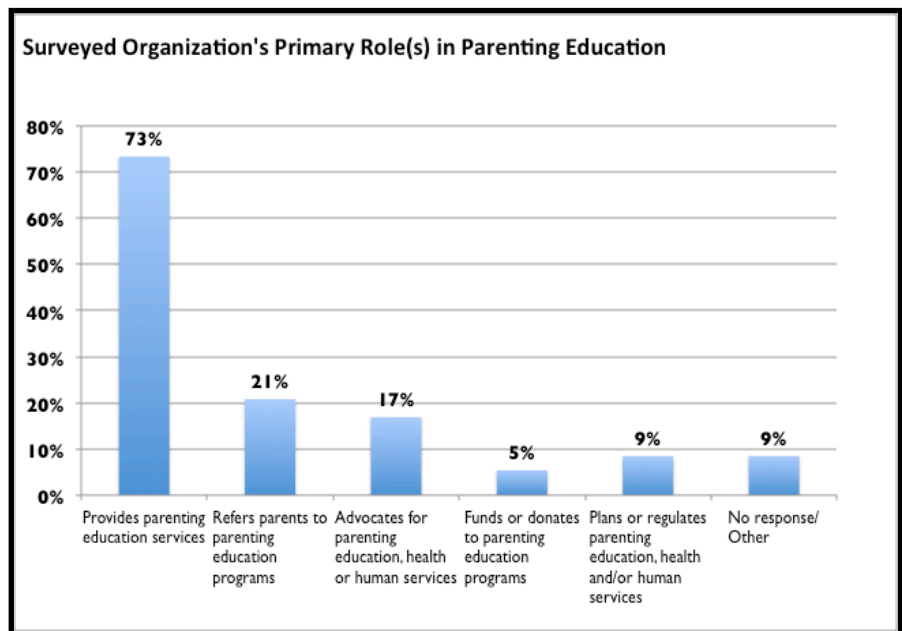
The Survey (Appendix A) was available online only. Potential respondents were identified by the project’s Steering and Advisory Committees who created a list of parenting education providers and system partners (such as social services providers and the courts.) The broad list was used as a conduit to access an array of providers and stakeholders who might be willing to complete the Survey. List members were emailed with a request to complete the Survey and forward the Survey to others with experience an insight regarding local parenting education services. Several follow-up emails were sent to ensure the best response possible. The Survey was open for 97 days from May 13, 2011 through August 17, 2011.

135 individuals responded, with 113 answering all questions. In some instances where a question had multiple parts (such as ranking of items), some respondents only completed part of an individual Survey question.

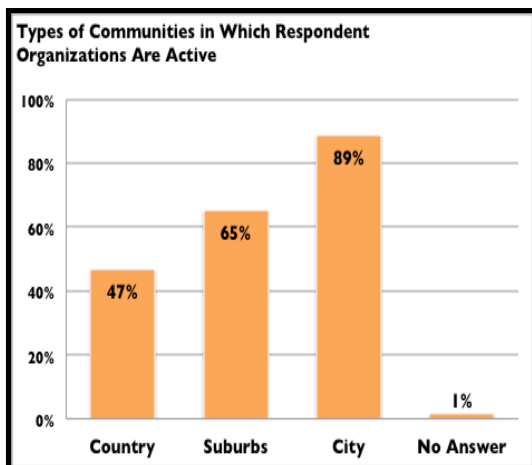
## Sample Description

### Roles in Parenting Education.

Survey participants were asked about the different roles they play in parenting education and given a series of choices as well as an open-ended opportunity to name additional roles. Many respondents (73%) provide parenting education services, while 21% refer families to others who provide services. Many respondents also play additional roles such as advocating (17%), funding/donating (5%) and planning/regulating (9%).

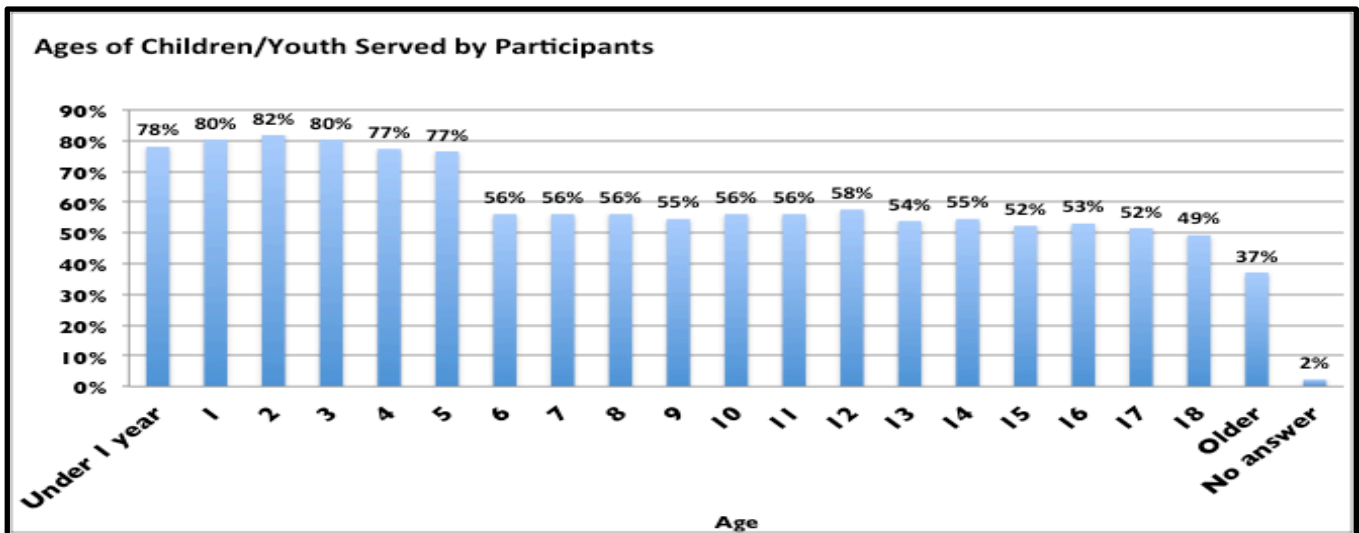


Some participants mentioned other roles that support healthy family functioning, such as domestic violence services, child care, community preschool and mental health services



Regional Representation. The 135 respondents were distributed across the region with 15% indicating that they serve families in Clackamas County, 47% in Multnomah and 19% in Washington. Nearly a fifth (19%) indicated that they deliver services to families across county boundaries.

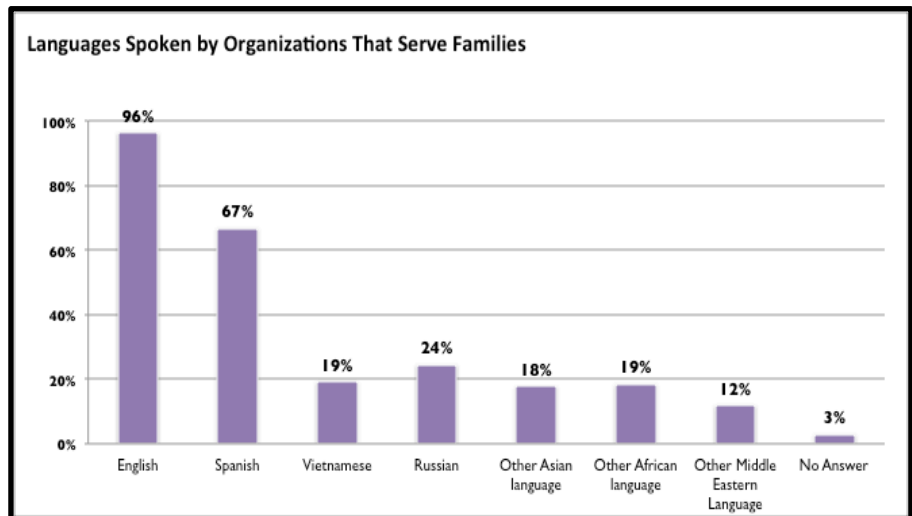
Respondents also deliver services across different types of metro area communities, with nearly half (47%) serving families in communities in “the country”, 65% in “the suburbs” and a large portion (89%) serving families who live in “the city.”



Families Served. Most survey participants serve families with children across a range of ages with slightly more serving families with young children under six years old. Families were asked the race and ethnicity of families served. Many respondents commented that they do not discriminate in the delivery of services, though many also clearly have a predominant clientele. Hispanic/Latino families were most commonly named (92.6%) and African-American/Black families least (68.1%). Several respondents noted that in addition to focusing services on racial and ethnic communities, they also focus services on specific population segments such as African or Slavic and Eastern European immigrants and GLBT (gay/lesbian/bisexual/transgendered) families.

Languages Spoken by Providers.

Nearly all respondents (96%) indicate that their staff members speak English, with a large segment (67%) having some Spanish-speaking staff. Many providers also reported having staff that speak other languages, such as Vietnamese, Russian and other languages. Several respondents indicated that they access interpreters for families who speak languages other than those mastered by their staff. One respondent also indicated that their organization is prepared to deliver services to families with American Sign Language as their primary language.



## KEY FINDINGS

- Providers and System Partners Are Passionate About Families.** Parenting educators and system partners believe in the power of parenting education and see a need for increased offerings. Efforts that focus on improving the funding level and methods to allow better meet families needs are likely to engage the highest support from them.
- Providers and System Partners Are Willing To Help.** The high level of willingness to take concrete action and the additional ideas for improving the system suggest that if the effort shows clear value, there are many partners and supporters to make things happen.

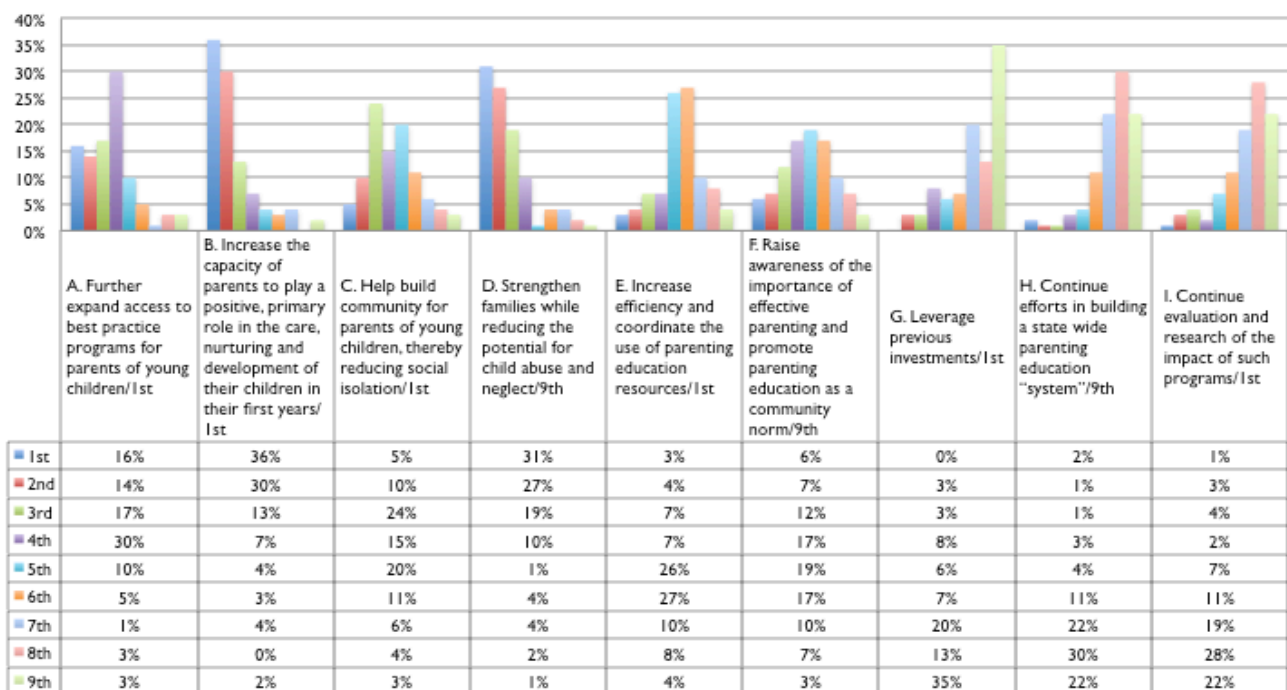
## Individual Findings

### Strategic Value and Risks of Coordination

Of the respondents (75%) that completed this section, a large portion (67%) chose one of the two outcomes most closely tied to the beneficiaries (“to increase the capacity of parents to play a positive role in the care, nurturing and development of children” and “to strengthen families while reducing the potential for child abuse and neglect”) as their first or choice. Nearly half (47%) chose “to further expand access to best practice programs for parents of young children.” It is clear that these respondents are focused on improving success for families. More difficult to reach, systemic goals related to system building, evaluation and leverage of previous investments were among the least frequently chosen. It should be noted that a substantial portion of respondents (25%) either chose not to respond or partially ranked goals for a coordinated system of parenting education in the metro Portland region. A few commented that this was because the goals are inter-related and cannot be advanced independently.

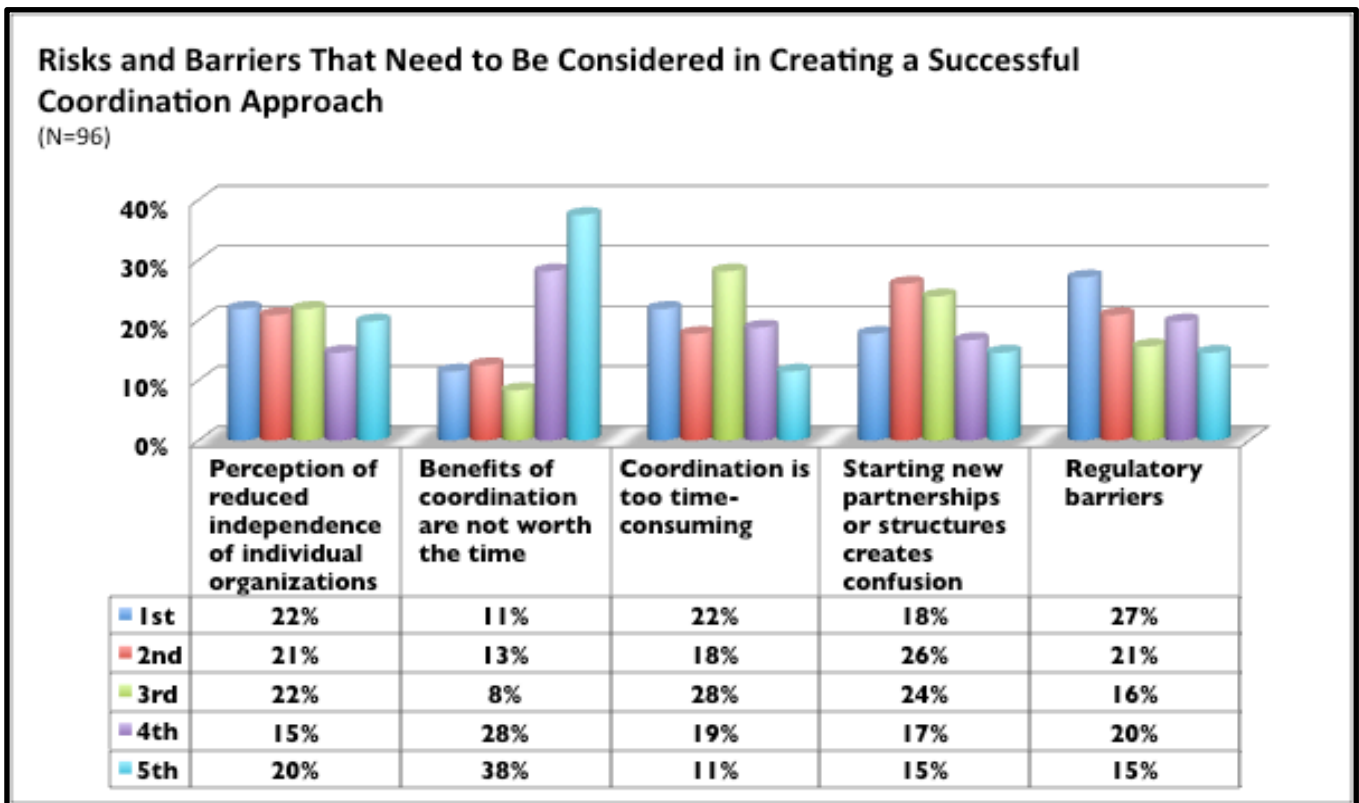
### Ranked Goals for a Coordinated Parenting Education Approach

(in order of importance)  
(N=100)



Several respondents offered comments about other goals that would drive improvements to a region parenting education system, among them:

- Increase access to parenting education services for vulnerable families;
- Strengthen the positive parenting things that families are already doing;
- Reduce stress/risk factors for families;
- Normalize parenting education and support in society;
- Effectively refer families to programs in which they will be warmly welcomed and their language and culture are reflected;
- Increase parenting responsibility and accountability;
- Increase the visibility of different types of services that support healthy families (e.g. domestic violence, literacy, etc.);
- Engage parents in decision making about program design;
- Increase effective interface of families with multiple agencies with which they interact;
- Increase the availability of high-quality parenting education options.



Survey participants were asked “What do you feel are the risks and barriers that need to be considered in creating a successful approach to coordinate parenting education in the Metro Portland area?” and provided with five options and the ability to name other risk/barriers. Ranking was relatively well dispersed among the options with “regulatory barriers” most frequently ranked first or second (48%) and “benefits of coordination are not worth the time” ranked in fourth or fifth significance by the majority (66%). Respondents clearly saw the benefits of coordination.

Many respondents used the opportunity to name additional barriers and risks that might be faced by a coordination effort. Many of them provide a sense of the need to take care in making changes to program design and funding approaches. Some of the risks and barriers identified include:

### Sample of Risks and Barriers Named by Participants

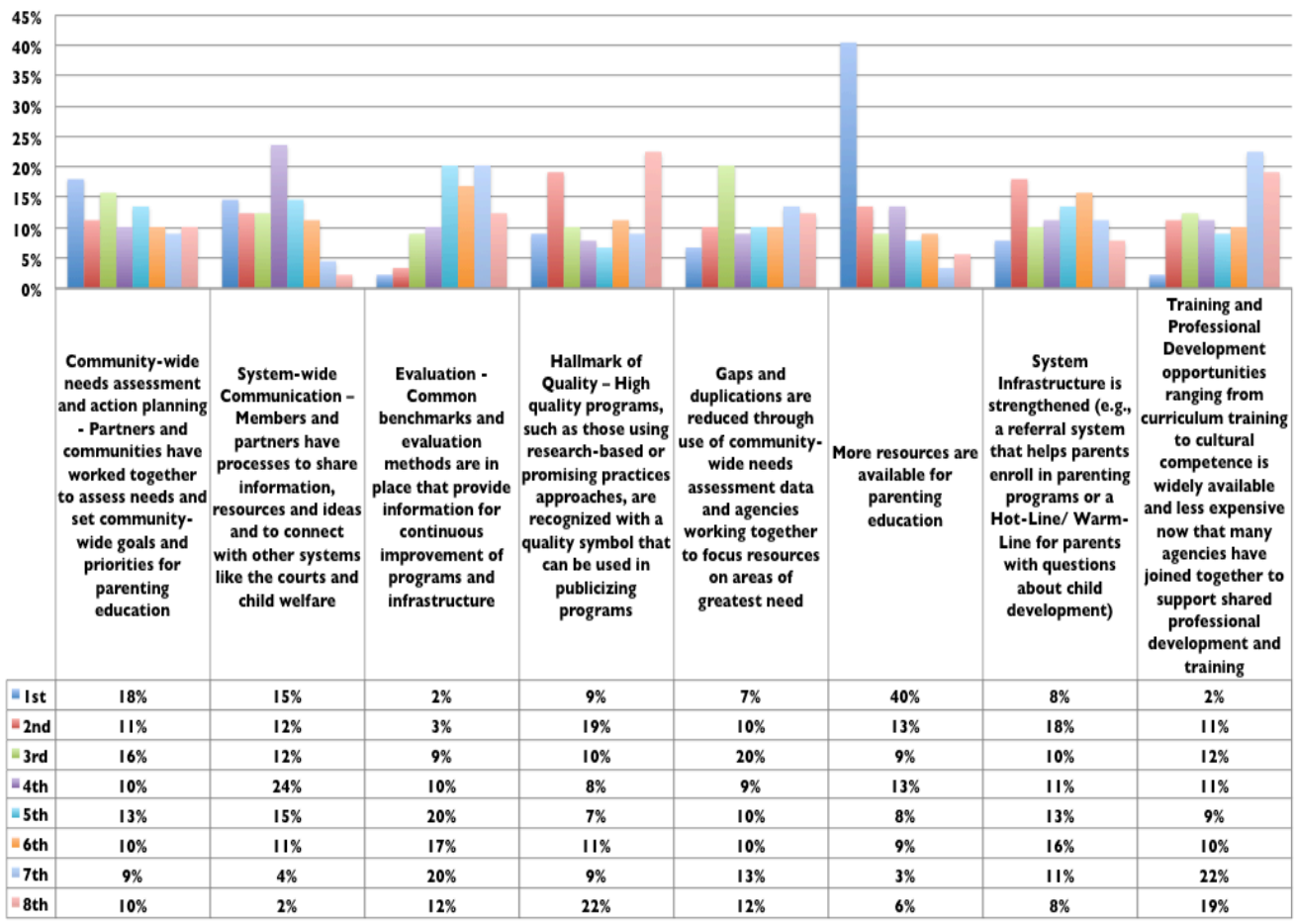
- Funding and contractual requirements
- An effort toward cost efficiency could rule out best practice or evidence based practices
- An organization could lose revenue if they refer to another agency
- Not enough attention to the levels of care from universal prevention to intensive that individual families need
- Parent coaching programs have competed for funding for so long that there are animosities from years of work that need to be broken down
- This may reduce the diversity of offerings
- Insufficient public / parent awareness of the need for and importance of universal parenting education
- Lack of standards for parent educators / parenting education
- We need an approach that incentivizes collaboration, currently multiple funding structures and competitive grant making lead to a lack of alignment between programs
- Transportation and space availability are huge issues
- Segregating benefits due to ethnicity
- Coordination does not increase capacity -- There may be reluctance to participate if there isn't a strong sense that capacity will be increased as a result
- Language remains a big barrier. For language minority parents and parents who are illiterate in their own language. Another barrier is the lack of cultural awareness of the providers and the experts providing culturally-sensitive and productive parent services
- Quality of programming and innovative programs are not rewarded; funding cycles are such that new programs get systems and practices in place, then funding disappears
- A coordinating effort requires the ability to share parent and child information across agencies which, although not impossible, is quite difficult in the current climate
- Identification and involvement of broad enough representation of services providers to ensure effective system development. Need for effective establishment of relationship development to ensure ongoing support for coordination.
- I think loss of control and liability concerns are an issue
- There may actually be reduced independence of individual organizations, not just the perception of this
- Theoretical divergence
- Not all populations of parents or educators match the targeted outcome
- Culturally-specific approaches need to be given careful thought in the early planning stages of any coordinated effort
- The non-data driven manner in which funding decisions have been made in the past by many entities has created political competition and territorial protection in service providers reducing effective agency collaboration

### **Vision for a Coordinated System**

Participants were asked about the signs of effectiveness that a coordinated system of parenting education in the region could achieve in five years. Not surprising given the *Survey* audience and the current economic pressures on human services, the most frequent first choice was “more resources for parenting education” with 40% of respondents choosing this. Besides increased resources, the most highly-ranked sign of success regarded community-wide needs assessment and action planning with 45% choosing “Partners and communities have worked together to assess needs and set community-wide goals and priorities for parenting education” as one of their top three signs of success.

### Five Year Sign of Effectiveness

Imagine that an effective Metro-Portland Parenting Education Network or networks have been active for five years. What have they done that is effective?



### Selected Comments Regarding Other Signs of Success Named by Participants

- Best practices do not always work for every one. There need to be a way to work with those that do not fit the mold in the best practices
- Early and universal parent education, in high schools would be an effective element in a comprehensive plan
- Parents in the community are aware of free/low cost/sliding scale based classes, available in the tri-county area, and know how to access them
- Not wasting time and money with too many planning meetings and not enough action or increase of actual classes or programs
- Parent reports regularly show increase in developmental knowledge and empathy for child as well as feelings of confidence and competency in parenting
- I think training and professional development is key, making them less expensive and more available is the most important element. Also, making sure the curricula address the full range of less severe and most severe levels of need
- More services for the at risk families that presently qualify & can not access services
- I would hope that evaluation and benchmark methods would consider the qualifications of the trainer and not only focus on particular parent training protocols (such as Incredible Years)
- Reduction in families continuing in domestic violence situations

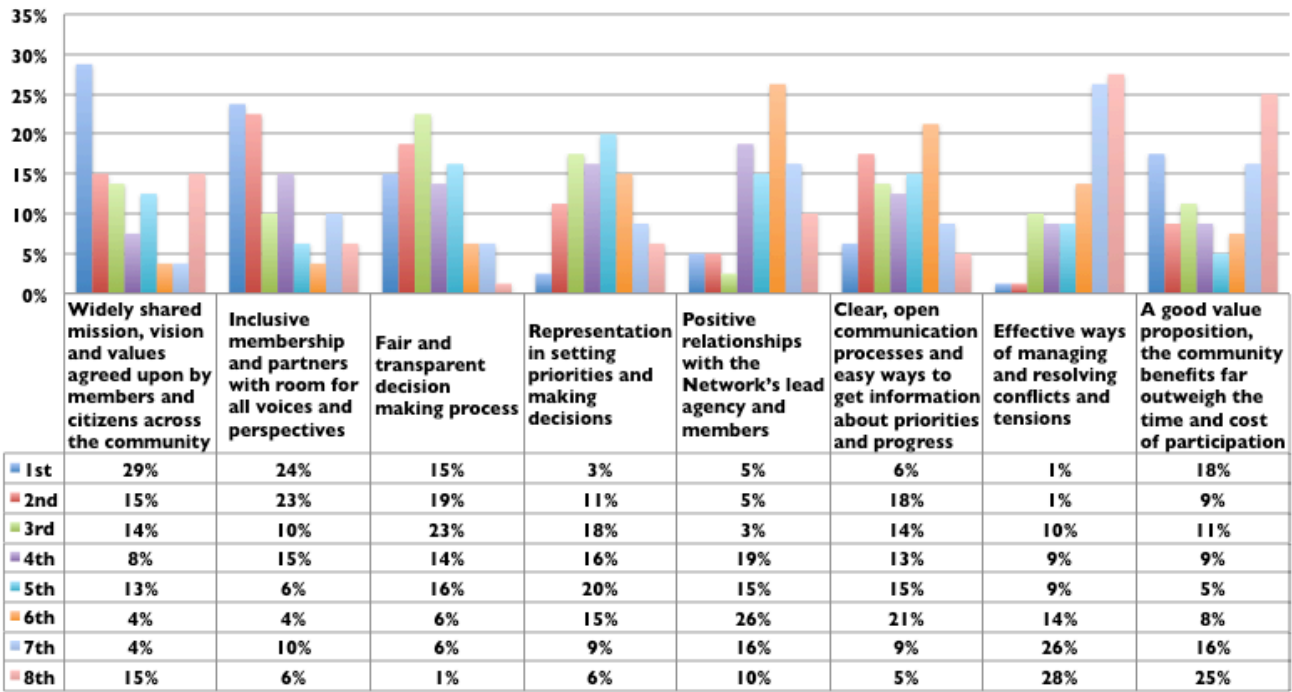
- More parents seek and engage in parenting education services every year
- All parents know who they can call and where they can go for parenting education
- A continuum of parenting education services is available and accessible to an increasing number of parents
- Parents report increased understanding of children's social-emotional needs and development, improved competence, confidence and enjoyment in parenting and in their parent-child relationships
- Centralized tracking of parenting class availability and immediate referral
- Higher academic achievement due to an improved home environment. Less DV calls to child protection agencies.
- Closer coordination between the ECE field and legislators, because until K-2 and P-K programs are valued at the same level by all the in the state -- a truly coordinated system will not happen!
- Keeping up on the changing needs, and distributing time and funds accordingly. Giving public thanks to all that support and fund the network.
- Service providers become culturally-competent to provide high-quality services to parents of diverse backgrounds
- System infrastructure involves parents in the decision making process
- Evidence-based curricula are promoted and supported financially and with training of group leaders. Attention to implementation/fidelity is promoted and incentivized.
- When parenting education is the norm for all families, not just the poorest and most desperate families. When all parents take parenting education classes, not seen as something that you do when things get so severe that you have no other choice.
- More networking with all programs available. Free marketing offered to all non-profits.
- Service providers are adept at where to refer parents so that parents don't get caught up in a never-ending maze of calling various agencies and being sent somewhere else. Parents are able to access services immediately rather have to wait several months due to waiting lists. Parenting options are diverse for parents; Culturally, geographically, times of day and days of week. Parenting services are not created only to be cut within one year due to lack of funding.
- Individual trainers and educators are effective and professional. Ethics are honored.

### **Lead Organization Characteristics**

Survey participants were asked to prioritize among different network characteristics that would be necessary to earn the trust of respondents and their communities. "Widely shared mission, vision and values agreed upon by members and citizens across the community" was most frequently chosen (29%) as most important, with "inclusive membership and partners with room for all voices and perspectives" (24%) and "fair and transparent decision-making process" (15%) next most often chosen. Each of these was also most frequently chosen among top three priorities. The selection of these three suggests that any effort to coordinate will need to create a broad tent with clear and transparent decision processes. It is important to note that literature in this area suggests that while a "big tent" might be created, that successful efforts result when action is taken when a critical mass of individuals comes to a common purpose. Notable among the findings on this question is that "positive relationships with members" and "effective ways of managing and resolving conflict and tensions" were not highly prioritized at the network level (in contrast to the highly prioritization of these skills for any lead agency).

**What characteristics will be important to a Network's ability to earn your trust and that of your community?**

(N=80)

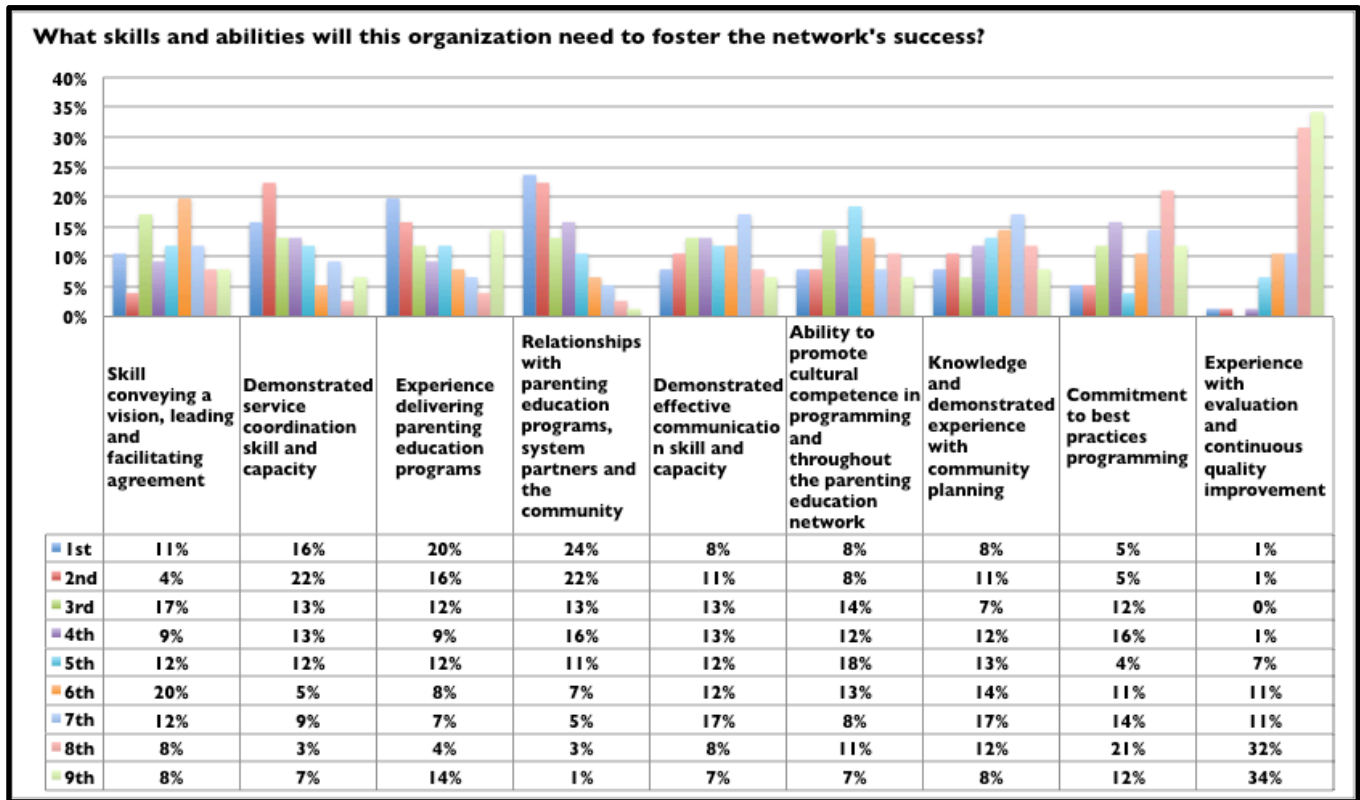


Selected Other Characteristics of a Successful Network Mentioned

A few respondents named additional characteristics of the network that have particular importance for the initiative's approach. Among them:

- Consumer representation in planning, development and evaluation. This needs to include low-income consumers and those representing varying cultural groups
- Flexibility in assessing outcomes and a willingness to understand and incorporate “difficult to measure” family situations
- Sustainable funding for the network
- Connectedness to other collaborative efforts
- Shared investment in each endeavor
- Culturally-competent decision-making guides and rules
- Skilled, committed leaders
- Action-focused, not just process-focused
- Efficient processes with little red tape
- Use of data-driven decision-making

When asked what skills and abilities a lead organization would need to foster network success, respondents most valued “relationships with parenting education programs and system partners and the community” (59% naming it in their *top three* choices), followed by “demonstrated service coordination skill and capacity” (51%) and “experience delivering parenting education programs” (48%). This seems to suggest that led organizations will need specialized knowledge about parenting education programs, relationships with existing players as well as specific skills in the role as coordinator.

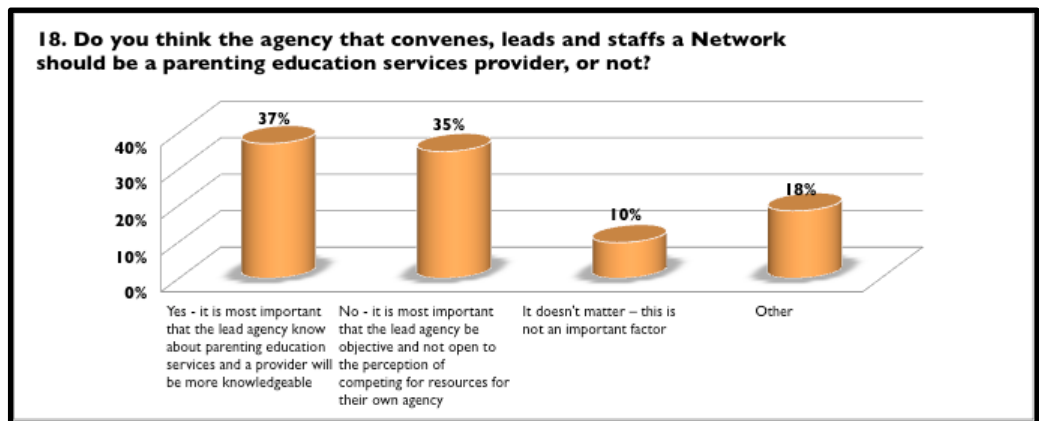


**Selected Other Comments Regarding Important Characteristics of Lead Agencies**

- Having staff who are known to be trained and competent
- Sense of humor
- Skill working with diverse staff
- Skill and understanding of how to work with low-income, at-risk and isolated families

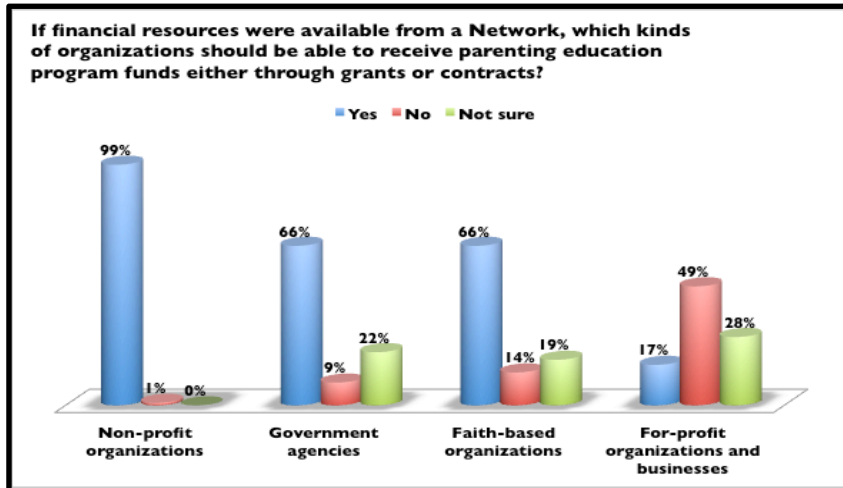
**Governance of a Coordinated Approach**

A common concern in collaborative efforts is that the lead organization has adequate awareness, experience and expertise to serve a coordinating function. However, this is balanced by a fear that the network lead will “out-compete”



network partners. Survey participants were asked: “Do you think that the agency that convenes, leads and staffs the Network should be a parenting education services provider or not?” Response was nearly identical in each direction with 37% saying “Yes” the lead should be a provider and 35% saying “No.” 10% said it did not matter and 18% responding “Other”, typically stating that it depends on the situation, but in any case, the organization must be knowledgeable, impartial and credibly seen as working in the common interest as well as in their own interest.

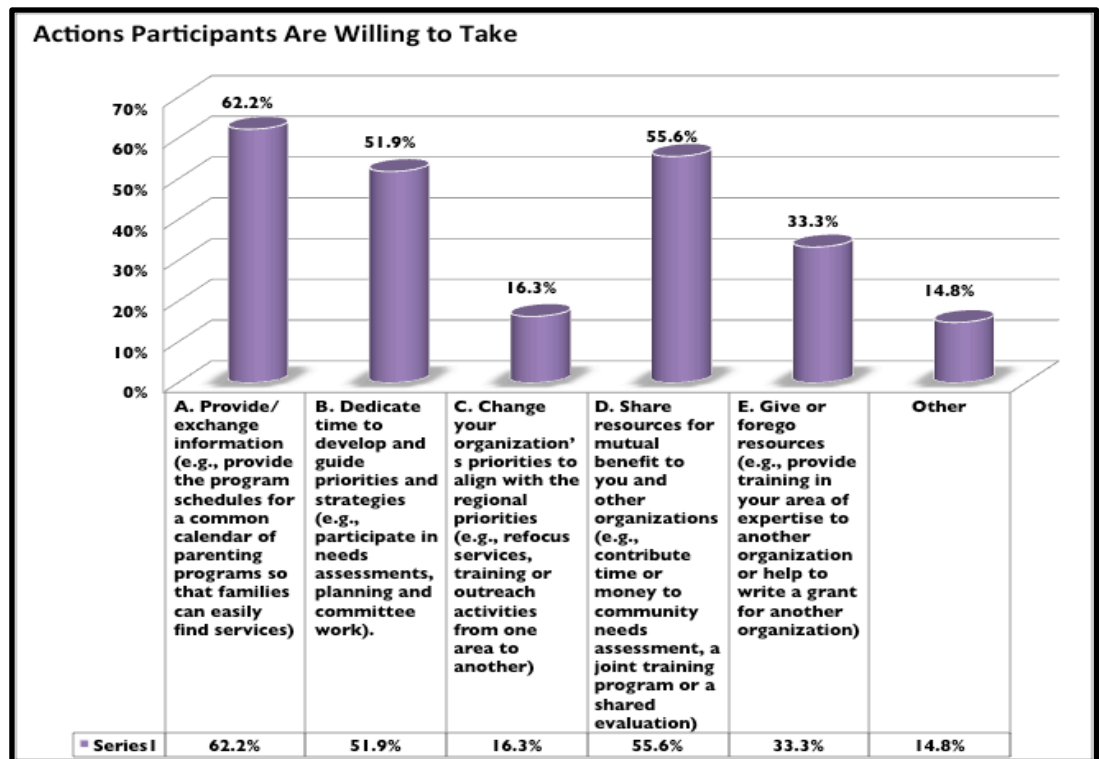
## Participation and Roles in a Coordinated System



Only 96 survey participants (of 135 total) responded to the question: “If financial resources were available from a network, which kinds of organizations should be able to receive parenting education program funds either through grants or contracts?” The intent of this question was to test comfort with allocation of scarce resources across sectors, as well as philosophical support for different types of organizations as part of the parenting education network.

All but one respondent thought that non-profits organizations should be able to receive funds, while government and faith-based organizations each were chosen by 66%. Only 17% of respondents thought that private organizations should be eligible to receive these resources. Several individual respondents completely excluded all sectors except one, indicating some additional work to understand the strengths and roles of different sectors might be beneficial as the network is built.

The best news in the Survey results is that a large portion of Survey participants are willing to take concrete action to better coordinate services in the region. 62% of respondents are willing to “provide and exchange information” and 52% are willing to “guide and develop strategies and priorities.” More notable was the fact that 56%



are willing to share resources of mutual benefit and 33% are willing to give or forego resources. Given the current economic climate, this is a notable level of support and cooperation on which a coordination effort can build.

### Selected Comments Regarding Other Actions Participants Are Willing to Take

- We provide workforce development training and parent training
- Advocate for the resources through lobby efforts both on a state and federal level for promising practice, evidence based and research based parenting programs
- Train/consult with other organizations re: working with children and parents who have experienced domestic violence
- I think that needs assessments are important for strategic planning. However, I would say that in Multnomah County we have had many, many needs assessments done in the last couple years and very little action to address the needs identified. I would hope we could move more quickly to action
- I assist with the 0-3 Subcommittee in Multnomah County. That subcommittee can be used as a forum for discussion about service coordination, particularly as it affects families with children at risk of or already in foster care
- Convene and facilitate assessment and planning processes, serve as communication hub for county, facilitate coordination, etc.
- Work with youth. Perhaps start a parenting group with our youth parents.
- Assess families' needs, then refer them to the program/agency that would best serve them
- Dedicate time to provide insight and education on culturally-appropriate services

## **Appendix A - Parenting Education Provider & Stakeholder Survey**

An electronic version of this survey was emailed to parenting education providers and organizations that refer families to or receive referrals from parenting education providers

### **Metro-Portland Regional Action (RAI) Initiative Parenting Education Network Project**

#### **Survey for Parenting Education Providers and Stakeholders**

*“What is the best way to strengthen the coordination of Parenting Education Services in Clackamas, Multnomah and Washington Counties?”*

This survey is part of the Metro-Portland Regional Action Initiative (RAI) *Parenting Education Network Project*, a joint initiative of The Oregon Community Foundation, the Portland Children's Levy and Social Venture Partners Portland to explore the best way to strengthen parenting education services in the Metro-Portland region.

The insights you share will shape how funders support coordination of parenting activities in the future. The perspectives and ideas gathered through the project will also provide useful information to parenting education programs and partners in the three counties.

The project builds upon the experiences of the Oregon Parenting Education Collaborative and early research conducted by Oregon State University and Portland State University. Because the Metro area is bigger, enjoys a more diverse population and has more parenting education providers than other Oregon counties, we are exploring what approach will work best for the Metro area.

The research is being conducted by Dovetailing, ([www.dovetailing.us](http://www.dovetailing.us)), a Seattle-based firm that specializes in connecting concepts, strategies and people. The larger research plan includes meetings and interviews with parenting education providers and stakeholders, two surveys (this one for parenting providers and stakeholders and another for parents) combined with examination of what has worked well in other parts of Oregon and across the nation. The Project will be completed in fall 2011. Visit The Oregon Community Foundation website for more about the Regional Action Initiative Parenting Education project (<http://oregoncf.org/resources/regional-map/metro-portland-rai>)

The survey includes 20 questions. It should take 8-10 minutes to complete. Project sponsors appreciate the gift of your time and insights.

## **YOU/YOUR ORGANIZATION**

### **I. Please describe your organization's primary role in parenting education services.**

*Check all that apply.*

//my organization's primary role in parenting education:

- A. Provides parenting education services
- B. Refers parents to parenting education programs
- C. Advocates for parenting education, health or human services
- D. Funds or donates to parenting education programs
- E. Plans or regulates parenting education, health and/or human services

If other, please specify

**2. In which Metro-Portland Counties is your organization active?**

*Check all that apply.*

- A. Clackamas
- B. Multnomah
- C. Washington

**3. In what types of communities is your organization active?**

*Check all that apply.*

- 1. Country
- 2. Suburbs
- 3. City

**THE FAMILIES YOU SUPPORT AND SERVE**

**4. What ages are the children/youth of the families that your organization supports and serves?**

*Check all that apply.*

- 1. Under age one
- 2. 1
- 3. 2
- 4. 3
- 5. 4
- 6. 5
- 7. 6
- 8. 7
- 9. 8
- 10. 9
- 11. 10
- 12. 11
- 13. 12
- 14. 13
- 15. 14
- 16. 15
- 17. 16
- 18. 17
- 19. 18
- 20. Older

**5. What is the race and ethnicity of families that your organization supports and serves?**

*Check all that apply.*

- A. American Indian or Alaska Native
- B. Asian
- C. Black or African American
- D. Hispanic or Latino
- E. Native Hawaiian or Other Pacific Islander
- F. White
- G. If other, please specify

**6. What language(s) do you speak with the families your organization supports and serves?**

*Check all that apply.*

- A. English
- B. Spanish
- C. Vietnamese
- D. Russian
- E. Other Asian language
- F. Other African language
- G. Other Middle Eastern language
- H. If other, please specify

**GOALS AND RISKS FOR COORDINATING PARENTING EDUCATION**

**7. Please rank the following goals for a coordinated parenting education approach in order of importance.**

*Rank the goals in order with “1” the most important and “9” the least important. Please suggest any additional goals in the next section.*

- Further expand access to best practice programs for parents of young children
- Increase the capacity of parents to play a positive, primary role in the care, nurturing and development of their children in their first years
- Help build community for parents of young children, thereby reducing social isolation
- Strengthen families while reducing the potential for child abuse and neglect
- Increase efficiency and coordinate the use of parenting education resources
- Raise awareness of the importance of effective parenting and promote parenting education as a community norm
- Leverage previous investments
- Continue efforts in building a state wide parenting education “system”
- Continue evaluation and research of the impact of such programs

**8. Do you have any other goals that you hope a coordinated approach to parenting education can achieve?**

**9. What do you feel are the risks and barriers that need to be considered in creating a successful approach to coordinate parenting education in the Metro Portland area?**

*Place potential risks in order with “1” as the biggest risk and “5” as the smallest risk. Share any additions or changes in the space for comments.*

- A. Perception of reduced independence of individual organizations
- B. Benefits of coordination are not worth the time
- C. Coordination is too time-consuming
- D. Starting new partnerships or structures creates confusion
- E. Regulatory barriers

**10. Do you see any other barriers or risks in coordinating parenting education?**

## **PARENTING EDUCATION COORDINATION EFFECTIVENESS AND YOUR INVOLVEMENT**

**11. Imagine that an effective Metro-Portland Parenting Education Network or networks have been active for five years. What have they done that is effective?**

*Rank accomplishments in order with “1” the most important and “9” the least important.*

- A. *Community-wide needs assessment and action plan* - Partners and communities have worked together to assess needs and set community-wide goals and priorities for parenting education.
- B. *System-wide Communication* – Members and partners have processes to share information, resources and ideas and to connect with other systems like the courts and child welfare.
- C. *Evaluation* - Common benchmarks and evaluation methods are in place to provide information for continuous improvement of programs and infrastructure.
- D. *Hallmark of Quality* – High quality programs, such as those using research-based or promising practices approaches, are recognized with a quality symbol that can be used in publicizing programs.
- E. *Gaps and duplications are reduced* through use of community-wide needs assessment data and agencies working together to focus resources on areas of greatest need.
- F. *More resources* are available for parenting education.
- G. *System-wide Communication* – Members and partners have processes to share information, resources and ideas and to connect with other systems like the courts and child welfare.
- H. *System Infrastructure* is strengthened (e.g., a referral system that helps parents enroll in parenting programs or a Hot-Line/ Warm-Line for parents with questions about child development).
- I. *Training and Professional Development* opportunities ranging from curriculum training to cultural competence is widely available and less expensive now that many agencies have joined together to support shared professional development and training.

**I2. Are there other signs of effectiveness you would hope for?**

**I3. Which of the following types of actions would your organization be willing to take in order to make a big difference in the well being of families in your community?**

*Check all that you/your organization might be willing to do. Share any additional comments in the space below.*

- A. Provide/ exchange information (e.g., provide the program schedules for a common calendar of parenting programs so that families can easily find services).
- B. Dedicate time to develop and guide priorities and strategies (e.g., participate in needs assessments, planning and committee work).
- C. Change your organization's priorities to align with the regional priorities (e.g., refocus services, training or outreach activities from one area to another).
- D. Share resources for mutual benefit to you and other organizations (e.g., contribute time or money to community needs assessment, a joint training program or a shared evaluation).
- E. Give or forego resources (e.g., provide training in your area of expertise to another organization or help to write a grant for another organization).

If other, please specify

**PARENTING EDUCATION NETWORK CHARACTERISTICS AND LEADERSHIP**

**I4. What characteristics will be important to a Network's ability to earn your trust and that of your community?**

*Rank the following characteristics in order of their importance to a Network's success. Place the goals in order with "1" as the most important and 8 as the least important. Please share any changes you suggest in the next section.*

- A. Widely shared mission, vision and values agreed upon by members and citizens across the community
- B. Inclusive membership and partners with room for all voices and perspectives
- C. Fair and transparent decision making process
- D. Representation in setting priorities and making decisions
- E. Positive relationships with the Network's lead agency and members
- F. Clear, open communication processes and easy ways to get information about priorities and progress
- G. Effective ways of managing and resolving conflicts and tensions
- H. A good value proposition, the community benefits far outweigh the time and cost of participation

Comments (Text Box)

**I5. What other characteristics will be necessary to earn your trust and that of your community?**

**16. What skills and abilities will this organization need to foster the Network’s success?**

Rank the following agency capacities and characteristics in order of their importance to the Network’s success with “1” as the most important and “8” as the least important. Please share any changes you suggest in the next section.

- A. Skill conveying a vision, leading and facilitating agreement
- B. Demonstrated service coordination skill and capacity
- C. Experience delivering parenting education programs
- D. Relationships with parenting education programs, system partners and the community
- E. Demonstrated effective communication skill and capacity
- F. Ability to promote cultural competence in programming
- G. Knowledge and demonstrated experience with community planning
- H. Commitment to best practices programming
- I. Experience with evaluation and continuous quality improvement

**17. What other skills and capacities will be necessary (Optional)?**

**CONSIDERATIONS IN DEVELOPING A PARENTING EDUCATION NETWORK**

**18. Do you think the agency that convenes, leads and staffs a Network should be a parenting education services provider, or not?**

Please check one of the following.

- A. Yes - it is most important that the lead agency know about parenting education services and a provider will be more knowledgeable
- B. No - it is most important that the lead agency be objective and not open to the perception of competing for resources for their own agency
- C. It doesn't matter – this is not an important factor

If other, please specify

**19. If financial resources were available from a Network, which kinds of organizations should be able to receive parenting education program funds either through grants or contracts?**

Please check “yes” for each type of organization that you think should be eligible for funding through grants or contracts.

|  | Yes | No | Not Sure |
|--|-----|----|----------|
| A. Non-profit organizations                |     |    |          |
| B. Government agencies                     |     |    |          |
| C. Faith-based organizations               |     |    |          |
| D. For-profit organizations and businesses |     |    |          |

**20. Are we missing important opportunities due to how parenting education services are currently delivered/coordinated?**

Please check one of the boxes below. If you check yes, please share what opportunities are being missed in the space for comments.

- A. No
- B. Yes If yes, please specify

■ Thank You --