Promoting Best Practices in Parenting Education:
The Louisiana Parenting Education Network (LAPEN)
PROMOTING BEST PRACTICES IN PARENTING EDUCATION

EXECUTIVE SUMMARY
2013

The Louisiana Parenting Education Network (LAPEN), a program of the Louisiana Partnership for Children and Families (LA Partnership), works throughout the state with hundreds of professionals dedicated to improving the quality of parenting education in Louisiana. The focus on parenting education began with the state’s BrightStart/Early Childhood Comprehensive Systems grant in 2004. A survey of statewide-funded parenting programs confirmed the need for an organization to support parenting educators and in 2008 LAPEN was launched. In 2009, the LA Partnership published “Investing in Early Childhood, the Road Map to Economic Success for Louisiana” and identified LAPEN as one of five comprehensive efforts designed to promote children’s health and development between the ages of birth through five. In 2010, LAPEN piloted the implementation of the evidence based Triple P Positive Parenting Program and in 2011, LAPEN was funded by the Governor’s Early Childhood Advisory Council/BrightStart to provide infrastructure and support for parenting educators and to continue the implementation of Triple P.

LAPEN is led by a volunteer Guidance Team composed of a dedicated group of parenting educators, representatives of state agencies and other key stakeholders. There is no fee to join LAPEN and membership is open to anyone interested in ensuring high quality parenting education services in the state.

LAPEN’s accomplishments include:

- The creation of a Professional Development System for parenting educators, composed of a website, Parenting Educator Registry, Core Competencies, Code of Ethics and a Professional Development Portfolio. The Parenting Educator Registry is a searchable database that holds information on professionals in Louisiana that provide parenting education and use over 40 different parenting models and/or curriculum. Over 50% of those registered have a masters degree or higher. LAPEN’s website provides a map showing the location of parenting educators statewide in addition to current research in the field.

- An Annual Summit for Parenting Educators, attended by over 150 professionals, featuring nationally recognized experts in the field of parenting and providing an opportunity for parenting educators to build their skills outside a specific parenting program or curriculum. LAPEN’s 7th Annual Summit will be held on January 22, 2014. LAPEN conducts regional trainings to promote local networking and specifically to provide outreach to rural and underserved areas.

- The pilot implementation of a statewide, evidence-based approach for parenting education using the Triple P Positive Parenting Program that has trained 148 professionals in 63 agencies and garnered state and national recognition. LAPEN developed a system for coordinating peer support meetings, which Triple P recommends to ensure fidelity to the model. LAPEN customized the Triple P database to track the implementation of Triple P.
LAPEN’s impact on the field of parenting is widely recognized. In 2010, the National Center for Children in Poverty identified LAPEN as a model state-level initiative that could be replicated to increase professional development of parenting educators focused on evidence-based practices. LAPEN staff and Guidance Team members hold leadership roles in state and national activities, with one LAPEN Guidance Team member serving as Chair-Elect of National Parenting Education Network (NPEN). Presentations on LAPEN and its work with Triple P have been provided at numerous local, state and national conferences. LAPEN’s Program Director and another LAPEN Guidance Team member were interviewed for a Triple P training film that will be released worldwide.

Louisiana has no licensure or certification required for parenting educators. LAPEN conducted a statewide survey that identified considerable interest (91% of respondents) in a post-graduate Parenting Education Certificate. LAPEN worked with LSU and Tulane’s Schools of Social Work, and the LA Department of Children & Family Services to design a certificate program based on the LAPEN Core Competencies. Plans are being finalized to offer the certificate in 2014 through the LSU School of Social Work’s Continuing Education.

LAPEN is recognized as a resource for the professionals in the parenting field and the number of parenting educators in the Parenting Educator Registry has doubled in the last three years. LAPEN receives frequent inquiries from agencies and funders seeking assistance in identifying parenting curricula to implement. LAPEN continues to focus on expanding the use of evidence based models and has demonstrated the impact of such focus in its successful implementation of Triple P statewide. Both the LAPEN website and the Parenting Educator Registry contain valuable resources and the potential to make this information available for broader usage holds great promise.

LAPEN is studying options for continued organizational sustainability due to a shift in the operations of its current umbrella agency. LAPEN is meeting with other nonprofit organizations, many of whom are partner agencies, to discuss potential options including forming its own nonprofit and/or for locating program operations within an existing nonprofit. Over the next six months, the LAPEN Guidance Team will review options with its members, funders and partners to ensure continued operations.

LAPEN has raised the bar for parenting educators by providing training, resources and support. This is an important body of work that deserves continued support.

For more information on the Louisiana Parenting Education Network (LAPEN), go to: www.lapen.org
Introduction

This report documents the development of the Louisiana Parenting Education Network (LAPEN), its current activities and accomplishments, and organizational impact on the field of parenting in Louisiana. The final section recommends opportunities for continued program growth to support parenting educators in Louisiana.

LAPEN, a program of the Louisiana Partnership for Children and Families, is the only statewide network for parenting educators and works with over 300 professionals dedicated to improving the quality of parenting education in Louisiana.

BrightStart Focus on Parenting Education

Beginning in 2004, the federally funded Early Childhood Comprehensive Systems grant, called BrightStart in Louisiana, began studying parenting education as one of its five priority areas in Louisiana. A subcommittee of BrightStart, the Parenting Education and Family Support Workgroup, conducted an extensive study of Louisiana laws and compiled a listing of all legally mandated parenting education programs in Louisiana at that time. The study found that four state agencies, the Departments of Social Services (now Children and Family Services), Education, Health and Hospitals, and Safety and Corrections, were required by law to offer parent education and/or training as a component within a range of programs including public assistance, STEP, TANF, Kinship Care, Foster parenting, family literacy, Parents as Teachers, developmental disabilities and prison pre-release. Further, the study found that various judicial districts required parenting to be provided in family matters related to custody and visitation.

BrightStart conducted a survey of state-funded parenting education programs in December 2006 – January 2007. The survey found that several nationally recognized parenting education models were being used, including Nurturing Parenting Programs®, HIPPY, and Parents as Teachers, along with a number of other curriculums such as Active Parenting NOW, Right from Birth, STEP, Effective Black Parenting and others. However, few programs reported that they were accredited, credentialed or certified in anyway. Of those that reported they were, few reported fulfilling specific requirements for that distinction. A large number of programs (41%) reported no specific training requirements for their parenting educators prior to teaching, and a large number (45%) reported no specific annual training for their educators. Survey results concluded that
no criteria were in place for determining qualifications of parenting educators as neither licensing nor credentialing is available. Further, the report revealed that no state agency coordinated parenting education resources. No statewide organization existed to provide support for parenting educators.

To strengthen parenting education in Louisiana, the BrightStart Parenting Education and Family Support Workgroup made the following recommendations:

1) Assure that parents in all areas of the state have access to quality parent education programs through review of existing program curricula, funding sources, and provider expertise.
2) Establish or enhance outreach and coordination of local parenting resources targeting those populations who would benefit most from enhanced support and education.
3) Develop a statewide, evidence-based approach for parenting education programs including programs that address the needs of special populations such as parents of children with special health care needs, parents of children with developmental disabilities, teen parents, single parents, grandparents, fathers, and incarcerated parents.
4) Establish statewide performance standards and quality measures that include cultural competency for parenting education programs.
5) Establish a system for developing competencies for parenting program educators especially in the area of infancy and early childhood.
6) Increase accessibility to parenting information resources through the development of a geographic map of parenting programs, local directories of parenting resources, and on-line access to directories of parenting resources.

Louisiana Parenting Education Network (LAPEN) Formed in 2008

The BrightStart Parenting Education and Family Support Workgroup determined that the first step in accomplishing the recommendations should be the development of an association to support parenting educators. The BrightStart Workgroup convened a summit in 2008 that studied national parenting education efforts through the National Parenting Education Network (NPEN) and identified objectives to guide the work of the proposed Louisiana association. Summit speakers included Mary Kay Stranik, NPEN Board Chair, as well as representatives from the Arkansas Parenting Education Network. Over 150 professionals attended the summit, which was co-hosted by the Louisiana Children’s Trust Fund and Prevent Child Abuse Louisiana. The summit agenda and overview can be found on the LAPEN website at www.lapen.org, under “Our Work/Summits”. A copy of the PowerPoint notes from the first LAPEN meeting is located in the appendix, page 20 to page 25.
Following the summit, the Louisiana Parenting Education Network (LAPEN) was formally launched under the organizational umbrella of the Louisiana Partnership for Children and Families. LAPEN’s mission was to advance the field of parenting education and to provide leadership and infrastructure to support Louisiana’s parenting educators from every field. Professionals from differing backgrounds and training comprise the membership of LAPEN and share the common interest in providing high quality and effective parenting education. LAPEN’s initial goals were developed and remain the same:

1) To develop and support a statewide network of parenting educators who offer parenting education services.
2) To promote best practices in parenting education.
3) To provide and promote continuing education and professional development opportunities for parenting educators.

In 2009, the Louisiana Partnership for Children and Families published "Investing in Early Childhood, the Road Map to Economic Success for Louisiana" and identified five comprehensive efforts designed to promote children’s health and development between the ages of birth through five. As one of the initiatives, the Roadmap recommended “improving the quality of parenting education in Louisiana by enhancing training, resources and technical assistance for parenting educators through strengthening the Louisiana Parenting Education Network.”

Beginning in 2010, LAPEN, through the Louisiana Partnership for Children and Families, led efforts to coordinate Triple P Positive Parenting Program in Louisiana. In 2011, the Louisiana Partnership for Children and Families was awarded a grant from the Governor’s Early Childhood Advisory Council/BrightStart to assist LAPEN in providing infrastructure and support for parenting educators and to assist in the implementation of evidence based models of parenting education including the Triple P Positive Parenting Program. The BrightStart grant funds provided support for LAPEN and Triple P continued training and technical assistance.
LAPEN Activities and Accomplishments

The LAPEN Guidance Team, formed in 2008, continues to lead the program. The Guidance Team includes many dedicated volunteer leaders, without whose effort LAPEN would not exist today. The Guidance Team meets on a regular basis to plan the annual summit and develop the annual LAPEN program plan. The Guidance Team consists of the immediate past Director of LAPEN, parenting educators representing geographic regions throughout the state, the National Parenting Education Network (NPEN), BrightStart, the Department of Children and Family Services (DCFS), and the private/faith-based community. The names of the original LAPEN Guidance Team members as well as the current membership can be found in the appendix, page 18-19. In 2011, Lenell Young, M.A., a member of the Guidance Team, accepted the role of LAPEN Program Director and became the first full-time staff for the program.

LAPEN is the only statewide association for all Louisiana parenting educators, and as such, any individual, organization, agency or business interested in the goals, vision, and mission of LAPEN is invited to participate. There is no membership fee but interested professionals are encouraged to become members of the Louisiana Partnership for Children and Families. Currently, LAPEN reaches almost 2700 individuals with its emails and other informational materials.

To accomplish the recommendations set out by BrightStart, LAPEN focused on a Professional Development System for parenting educators, composed of a website, parenting education registry, core competencies, code of ethics and the professional development portfolio.

In 2008, the LAPEN website was launched to provide up-to-date resources for parenting educators and to facilitate communication and networking among these professionals. The LAPEN website hosts the Parenting Education Registry which provides a searchable database to identify parenting educators, including their location, training and areas of expertise. The information is obtained by self-report. The Parenting Education Registry currently contains information on 307 professionals. A recent review of the database can be found on the LAPEN website. This review shows that over 50% of the registered

“LAPEN has taken parenting education to a different level in this state, with its focus on evidence based practices and our work to educate others about the need for credentialing.”

-LAPEN Guidance Team Member
parenting educators hold a master’s degree. Among the parenting educators are licensed social workers (25%), teachers (15%) and Certified Parenting Program Specialists (15%). Demographics on the gender, cultural/ethnic backgrounds and location of registered parenting educators are below.

**Demographics:**

<table>
<thead>
<tr>
<th>GENDER</th>
<th>Number 2013</th>
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<tbody>
<tr>
<td>Female</td>
<td>287</td>
<td>93%</td>
</tr>
<tr>
<td>Male</td>
<td>20</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>307</td>
<td>100%</td>
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</tbody>
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**Parenting Education Registry By Gender**

- Female: 287
- Male: 20
### Ethnic Cultural Background:

<table>
<thead>
<tr>
<th>Ethnic Group</th>
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<th>% 2013</th>
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</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>11</td>
<td>3.6%</td>
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<tr>
<td>Black/African American</td>
<td>124</td>
<td>40.4%</td>
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<tr>
<td>Asian</td>
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<td>1.0%</td>
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<tr>
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<td>4</td>
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<tr>
<td>Other</td>
<td>8</td>
<td>2.6%</td>
</tr>
<tr>
<td>White</td>
<td>140</td>
<td>45.6%</td>
</tr>
<tr>
<td>Undetermined</td>
<td>17</td>
<td>5.5%</td>
</tr>
<tr>
<td>Total</td>
<td>307</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Ethnic Cultural Background Pie Chart:

- **American Indian or Alaskan Native**: 3.6%
- **Black/African American**: 40.4%
- **Asian**: 1.0%
- **Hispanic or Latino**: 3%
- **Multi-racial**: 5%
- **White**: 46%
- **Other**: 1%
- **Undetermined**: 5.5%
Because parenting educators include practitioners from a variety of backgrounds, training and experiences, LAPEN recognized that high quality standards were needed in order to support the field as it continued to grow. The LAPEN Core Competency Committee worked over a two-year period to develop a set of core competencies to guide parenting educators in their professional development and in 2009, the LAPEN Core Competencies were presented at the LAPEN Annual Summit. Led by Dr. Betty Cooke, NPEN Consultant, and a volunteer team of state experts, the Committee researched models in other states, including Connecticut, Wisconsin, Texas and North Carolina. Nine core competencies defining knowledge, skills and attitudes for parenting educators were adopted. The core competencies identify critical information that is important for parenting educators and provides a guide for professional development.
The competencies are appropriate for parenting educators working with families with children birth through eighteen. The Core Competencies are listed below and can be found on the LAPEN website.

- Child and Lifespan Development
- Dynamics of Family Relations
- Guidance and Nurturing
- Health and Safety
- Diversity in Family Systems
- Professional Practice and Methods
- School and Child Care Relationships
- Community Relationships
- Assessment and Evaluation

To assist parenting educators in tracking their professional development experiences, LAPEN developed a Professional Development Portfolio, modeled after the Wisconsin portfolio. The tool is available online and can be downloaded from the LAPEN website. The portfolio provides a tracking tool that allows parenting educators to document the core competencies attained through their participation in workshops. LAPEN distributed the portfolio binders at one of the annual summits and recommended a range of ways in which parenting educators could use the Professional Development Portfolio, such as setting professional development goals, planning parenting education development opportunities, developing curriculum and networking with agencies and professionals that provide parenting.

As the final component of the Professional Development System, LAPEN adopted the Minnesota Council on Family Relations Code of Ethics for its parenting educators. The document is available online at the LAPEN website and offers a thoughtful and balanced approach to understanding ethical principles and a concrete process for using them to address difficult ethical issues and dilemmas.

“LAPEN provides a way to legitimize the role of parenting educators and gives a platform for professional development.”

-LAPEN Guidance Team Member
To support parenting educators in their professional development, LAPEN convenes an **Annual Summit for Parenting Educators** that features nationally recognized experts in the field of parenting. LAPEN has held six summits since 2008 with an average attendance of over 150. Each summit brings together parenting educators and family support professionals from across the state to provide training on best practices in the field of parenting. Past trainings have focused on the development of core competencies for parenting educators, ethics, social media usage, strategies for improving skills and fatherhood parenting perspectives. The LAPEN Annual Summit provides an opportunity for parenting educators to build their skills outside a specific parenting program or curriculum. Summit participants provide significant input in identifying topics for future presentations.

2013 LAPEN Summit:

*Stephanie Romney, Ph.D., Director, Parent Training Institute, Department of Public Health in San Francisco CA, addresses the attendees (above).*

*Attendees visiting with exhibitors and sponsors to pick up educational materials (left).*
LAPEN frequently conducts **regional trainings** to promote local networking with parenting educators and specifically to provide outreach to rural and underserved areas of the state. Past regional trainings included presentations by Dr. Stephen J. Bavolek and the FRIENDS National Resource Center for Community Based Child Abuse Prevention that focused on evaluating outcomes of prevention programs. Both presentations were supported by the Louisiana Children’s Trust Fund and Prevent Child Abuse Louisiana. LAPEN continues to partner with state and local agencies in designing training for parenting educators.

Agendas and presentations for LAPEN annual summits and regional trainings can be found under the “Our Work” tab of the LAPEN website at [www.lapen.org](http://www.lapen.org).

To forward its recommendation of developing a statewide, evidence-based approach for parenting education, BrightStart convened state agencies and private funders to study the possibility of launching a pilot effort using the **Triple P Positive Parenting Program**. Triple P has a substantial evidence base, including 43 controlled trials addressing efficacy, effectiveness and dissemination and 22 service-based field evaluations. The program is used in over 20 countries in North America, Europe, Australia and Asia. A significant study by the Centers for Disease Control and Prevention found lower rates of substantiated abuse cases, child out-of-home placements and reductions in hospitalizations and emergency room visits for child injuries in nine study counties in South Carolina where Triple P parenting interventions were implemented. Triple P offers a comprehensive system of parenting and family support that includes five levels of increasing intensity.

**Triple P Positive Parenting Program levels**

- **Level 1** – media and communication strategy targeting all parents
- **Level 2** – brief individual or seminar-based consultation with parents
- **Level 3** – intensive 15-30 minute 4-session primary care intervention
- **Level 4** – active skills training program involving 8-10 sessions (in person and phone)
- **Level 5** – emotion coping skills and attribution retraining for the highest risk families

With state and foundation funding, LAPEN supported the efforts of BrightStart to pilot a statewide implementation of the Triple P Positive Parenting Program. Since 2010, LAPEN has convened Triple P training at the following levels: Level 2 (Seminars), Level 3
Promoting Best Practices in Parent Education

Louisiana Parenting Education Network

Primary Care, Level 4 – Standard (birth – 12 and teen); Level 4 – Group (birth – 12) and Level 5 – Pathways. Louisiana is the first state to pilot a statewide implementation of Triple P and today, has trained 148 parenting educators in 63 agencies across the state. Thirty-nine (39) practitioners are trained to deliver multiple levels of Triple P interventions. The Triple P training includes an accreditation in which practitioners must pass a written test and perform successfully on a series of competencies. Of the practitioners trained, 138 or 93% were accredited. Of the 10 individuals not accredited, 4 parenting educators either retired or moved out of state prior to accreditation and 5 continue to work toward accreditation. LAPEN’s peer support process included intensive focus in preparing educators for the accreditation process and the success of this effort is seen in the accreditation rate.

Following each training, Triple P America issues a Training Outcome Report which combines participants’ comments and evaluations from the recent Triple P Training and Accreditation. Feedback is collected pre-training, post-training, and post-accreditation (follow-up questionnaire) and summarized in tables and graphs. The feedback reported includes preparedness, appropriateness, participation, adequacy of training, confidence to conduct a parent consultation, and overall satisfaction with the elements of training and accreditation. One question asks parenting educators to rate their confidence in their ability to conduct parent consultations about child behavior. Combined responses from the Triple P Training Outcome reports shows that participants felt significantly more confident in their ability following the Triple P training.

![Parenting Training Confidence](image)

How confident are you in conducting parent consultations about child behavior? Please rate from 1 (low confidence) to 7 (high confidence).

Triple P requires training at either level 3 or 4 as a prerequisite to being trained at level 2. The training outcome report for the level 2 training reflects a higher confidence level.
at pretest of 6.36, matching the practitioners' reported increase in confidence level gained from the prior trainings. The post-test confidence in conducting parent consultations increased to 6.57. The current Triple P demand is for increased training at Level 2 Seminar and for training for practitioners working with teenagers. Spanish materials of Triple P have been disseminated and are beginning to see usage in the state.

Location of Trained Triple P Educators (2013):

A key component of the Triple P Program recommends that practitioners meet regularly in peer support meetings to ensure fidelity to the model. Working collaboratively with local agencies implementing Triple P, LAPEN designed a system for coordinating peer support and met with practitioners statewide to implement this key program activity. Additionally, with support from BrightStart’s Early Childhood Epidemiologist, LAPEN customized the Triple P database (http://louisiana.triplep.org) to track the implementation of Triple P. Practitioners were trained in the use of the system and provided support in entering data at the Peer Support meetings.
Impact on the Field of Parenting

The effect of LAPEN’s activities has been widely recognized at the state and national level. And, LAPEN’s work with Triple P program implementation is gaining international attention.

In 2010, the National Center for Children in Poverty (NCCP) recognized LAPEN as a model state-level initiative in its publication “Improving Supports for Parents of Young Children”. NCCP focused on parenting initiatives in four states and highlighted the work of LAPEN as a promising strategy “…states can use to increase training, especially professional development focused on evidenced-based practices.”vi

LAPEN staff and Guidance Team members continue to play a significant leadership role in state and national activities. Guidance team member Pamela Wall was invited to present at the National Forum on Professional Development Systems for Parenting Education in 2011 (Corvallis, Oregon) and Barbara LeBlanc, LAPEN Guidance team member, is Chair-Elect of National Parenting Education Network (NPEN) and is currently chairing the organization’s Annual meeting committee.

“LAPEN has been at the forefront of coordinating efforts to implement evidence based programming such as Nurse Family Partnership and Triple P Positive Parenting Program.”

-LAPEN Guidance Team Member

Triple P Briefing led by Randy Ahn, PhD, MLIS, Director of Program Dissemination, West Coast Triple P America
Presentations on LAPEN and its work with Triple P have been provided at numerous conferences, notably the 2013 Region VI Head Start Conference, the 2010 National Alliance of Children’s Trust Funds and the Children’s Coalition for Northeast Louisiana statewide conference “What Works: Birth to Adolescence”. A new and promising partnership is emerging with the Association of Family and Conciliation Courts, LA Chapter. AFCC-LA is a multi-disciplinary professional organization of family court judges, hearing officers, attorneys, mental health professionals and mediators dedicated to improving the services offered to separated families. LAPEN presented at AFCC-LA’s recent conference and the two organizations continue to study opportunities to work together.

Louisiana’s experience in implementing Triple P was recently recognized at a national training when Lenell Young, LAPEN Program Director, was asked to present the system she developed for conducting peer support. Ms. Young was also selected to discuss the state’s Triple P implementation efforts in a soon-to-be released Triple P training film that will be distributed worldwide. Another member of LAPEN’s Guidance Team and a Triple P trained parenting educator, Gatha Green, Children’s Coalition for Northeast Louisiana, was also interviewed for the Triple P training film. Triple P training in Louisiana is beginning to transition to a local program delivery model, with the broader coordination activity remaining with statewide LAPEN program. Triple P program training and implementation continues to be funded by the Louisiana Children’s Trust Fund and local foundations, including Baptist Community Ministries and the Community Foundation of Shreveport Bossier.

Perhaps LAPEN’s greatest impact on the field of parenting is a project in the final planning stages to address the state’s lack of credentialing for parenting educators. Partnering with the Louisiana State University School of Social Work, Tulane University School of Social Work and the LA Department of Children and Families Child Welfare...
Program, LAPEN conducted a statewide survey and found that 91% of parenting educators responding to the survey supported the plan to develop a post-graduate Parenting Education Certificate. The certificate program is planned to be offered in spring 2014 through the LSU School of Social Work’s Continuing Education program and course content will be based on the LAPEN Core Competencies.

Opportunities for Continued Growth to Support Parenting Education

Over the past three years, LAPEN has seen the number of parenting educators in the Parenting Educator Registry double. Clearly, LAPEN is now recognized as a resource for the professionals in the field and requests for support continue to increase. As the LSU Parenting Education Certificate is offered, growth in the field will likely be seen and the need for LAPEN will expand. Continuation of the highly successful Annual Parenting Summit will be needed to keep parenting educators informed of best practices in the field as well as current research and trends. Regional trainings can help to continue to support parenting educators in rural and underserved areas.

LAPEN frequently receives inquiries from agencies, including funders, seeking assistance in identifying parenting curricula to implement. A recent analysis of the Parenting Educator Registry found that over 40 different curricula or parenting models are being used in Louisiana. Funders are increasingly seeking the use of evidence based programming and LAPEN has demonstrated the impact of such focus in its successful implementation of Triple P statewide. LAPEN can continue to focus on expanding the use of evidence based models, including educating funders about the benefit and impact of such usage. In 2012, The Casey Family Programs recommended a similar focus in their report “Shifting Resources in Child Welfare to Achieve Better Outcome for Children and Families”, with its statement: “Given the widespread use of parenting education with little documented effectiveness, there is ample opportunity to scale back less effective and unneeded parent skill building approaches to free up funding to invest in more tailored and effective models. The
expertise of LAPEN’s members could be helpful in both understanding the need for and shifting the focus to evidence based models of parenting.”

Both the LAPEN website and the Parenting Educator Registry contain valuable resources and the potential to make this information available for broader usage holds great promise. Working with the Association for Conciliation and Family Courts-LA Chapter is one example of an expanded use of the work. LAPEN has the potential to promote the use of valuable parenting information along with the Parenting Educator Registry to the judiciary and supporting organizations such as the Families in Need of Services (FINS), Court Appointed Special Advocates (CASA), Foster Parent Association and the Children’s Advocacy Centers (CAC).

The Parenting Educator Registry is currently a self-report instrument. The Registry could use technology to increase the available information as well as to conduct review of the data at scheduled intervals.

As this report was being written, the Louisiana Partnership for Children and Families notified LAPEN that the Partnership was shifting its focus to policy and advocacy and will discontinue serving as the umbrella agency for LAPEN in early 2014. As such, LAPEN, through its Guidance Team, is studying options for continued organizational sustainability. LAPEN is meeting with other nonprofit organizations, many of whom are partner agencies, to discuss potential options for locating program operations within an existing nonprofit. Another possibility for continued operation is for LAPEN to form its own nonprofit organization. Over the next six months, the LAPEN Guidance Team will review options with members, funders and partners in the field to identify both short and long-term options for continued operations of this critically needed body of work.

LAPEN, through its volunteer and staff leadership, has been successful in accomplishing and/or making significant progress on the six recommendations identified in the original BrightStart plan. The program has built important collaborative relationships with over 63 agencies that provide parenting services in Louisiana. LAPEN is being recognized nationally for its work in supporting parenting educators and in implementing Triple P.

BrightStart focused on the need for high quality parenting education. LAPEN met the challenge and raised the bar for parenting educators by providing training, resources and support. This is an important body of work that deserves continued support.
Appendix:

- Original Guidance Team and Committees
- Current Guidance Team Members
- LAPEN Summit Presentation Handout 2008
- LAPEN Core Competencies
- LAPEN Professional Development Portfolio
- END NOTES
Guidance Team
Co-chairs: Barbara LeBlanc (New Orleans) and Lenell Young (Baton Rouge)
LAPEN's Guidance Team will play an essential role in the direction of LAPEN. The Guidance Team will consist of a Chair, or Co-Chairs, Chairpersons of LAPEN Committees, BrighStart representation, and others interested in and willing to work on the behalf of LAPEN.

Committees
Core Competencies – Co-chairs: Beverly Grant and Pam Wall, St. Francisville
Refine Core Competencies for parenting educators in Louisiana, including knowledge, skills and attitudes for professionals in the field, and determine the best use of those competencies to further high quality and effective parenting education in Louisiana.

Ethics – Chair: Dr. Betty Robertson, Lake Charles
Develop a Code of Ethics for parenting educators in Louisiana, and determine the best use of the Code of Ethics to further high quality and effective parenting education in Louisiana.

Web site – Chair: Eileen Sonnier, Baton Rouge
Develop and update content for the Web site.

Summit and Conference – Chair: Deborah Jones, Baton Rouge
Assist in defining and organizing the annual LAPEN Summit and the Parenting Education Track for the Prevent Child Abuse Louisiana Conference (or a separate statewide annual conference for parenting educators).

Regional Trainings/Networking Meetings – Chair: Gatha Green, Monroe
Assist in organizing regional trainings and networking meetings, and offer continuing education units (CEUs).

Fund Development – Chair: Dr. Betty Robertson, Lake Charles
Seek and secure funds for the Network.

Effective Programs and Implementation – Chair: Jacinta Setton, Baton Rouge
Identify high-quality programs and resources for parenting educators, including identifying criteria and means to evaluate programs and resources, and supporting implementation with model fidelity.
The Guidance Team consists of representatives of regions throughout the state, the National Parenting Education Network (NPEN), BrightStart, the Department of Children and Family Services (DCFS), and the private/faith-based community.

**Barbara LeBlanc** - National Parenting Education Network  
The Parenting Center at Children’s Hospital, New Orleans

**Kris Pottharst** – BrightStart, New Orleans

**Jacinta “Jay” Settoon** – Louisiana Department of Children and Family Services, Baton Rouge

**Michael Gaines** – Private Provider  
Michael Gaines & FAITH, LLC, Baton Rouge

**Evangeline Boudreaux** – Regional Representative, Lafayette  
The Extra Mile Family Resource Center

**Gatha Green** – Regional Representative, Monroe  
Children’s Coalition of Northeast Louisiana

**Sheri Hogg** – Regional Representative, Lake Charles  
Consultant – Prevent Child Abuse Louisiana

**Deborah Jones** – Regional Representative, Baton Rouge  
United Healthcare Community Plan

**LaRhonda Coleman** – Regional Representative, Bossier City  
North Louisiana Area Health Education Center (NLAHEC)

**Anamaria Villamarin-Lupin** – Regional Representative, New Orleans  
Broadmoor Community Care

**Pamela Wall** – Regional Representative, St. Francisville  
West Feliciana Parish Family Service Center

**Lorenda Armstrong** – Regional Representative, Natchitoches  
Cane River Children’s Services

3/1/13
Promoting Best Practices in Parent Education  Louisiana Parenting Education Network

**Louisiana Parenting Education Network (LAPEN) Summit**

February 27, 2008
Baton Rouge

**Background for the Louisiana Parenting Education Network Summit**

Melanie Bronfman, JD
Assistant Coordinator, BrightStart
Institute of Infant and Early Childhood Mental Health
 Tulane University School of Medicine
mbronfman@tulane.edu

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**BrightStart**

- Federally funded initiative from the federal Maternal and Child Health Program
- Purpose: Create a comprehensive early childhood system in Louisiana that will coordinate and integrate services for children ages 0-5
- 5 Priority Areas:
  - Parenting Education
  - Health: Access to Health Insurance and Medical Services, Mental Health and Social/Emotional Development, Early Care and Education, and Family Support

**BrightStart Strategic Plan**

- Extensive Strategic Planning Process
- Identified Goals and Strategies in each of the priority areas

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**BrightStart Strategic Plan**

- Goal 1.1: Strengthen the capacity and competency of parenting education workforce

**Strategies:**
- A: Develop a statewide directory of state-certified, licensed, or certified parenting educators and their areas of expertise
- B: Develop competency and a career ladder for parenting program educators especially in the areas of infancy and early childhood
- C: Develop statewide training and technical assistance for community-based parenting education programs and staff

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**BrightStart Strategic Plan**

- Goal 3.3: Provide registry of recommended parenting education programs that are recognized as effective as well as culturally sensitive

**Strategies:**
- A: Develop criteria for becoming a state-approved parenting education program
- B: Develop licensing, credential, or certification for providers who deliver parenting program services
- C: Establish a certification and monitoring/evaluation process (including cultural competency) that can be utilized if a parenting program is receiving state funding
BrightStart Strategic Plan

* Goal VI: Increase the number of families who have sufficient capacity to provide a stable home to support the well-being of children.

Strategies:

C) Develop a statewide registry of best practice parenting education programs including programs that address the needs of special populations such as parents of children with special health care needs, parents of children with developmental disabilities, teen parents, single parents, grandparents, foster, and unaccompanied parents.

* Ensure that parents in all areas of the state have access to parenting education programs that are part of the state approved registry of parent programs.

Parenting Education Program Survey

Conclusions:

- There are a number of nationally recognized model programs being used in Louisiana, including Nurse Family Partnership, Norming Parenting Programs, MPPS, and Parenting as Teachers.
- There are also a number of other curriculums being used, including Active Parenting, NURS. Right from Birth. STEM, Effective Birth Parenting and others.
- There may be issues of fidelity to the models/certifications.

Parenting Education Program Survey

Conclusions

- A large number of the programs may have too few contact hours/intensity to impact high risk families.
- Few programs reported that they were accredited, credentialed or certified in any way. Of those that reported they were, few of these had to fulfill specific requirements for that distinction.

Parenting Education Program Survey

Conclusions

- A large number of programs (41%) reported no specific training requirements for their parenting educators prior to teaching, and a large number (45%) reported no specific annual training for their educators.

Parenting Education Program Survey

Conclusions

- Only four programs reported any sort of certification for their parenting educators.
- There is no statewide organization to support parenting educators in Louisiana.
- State funding for these programs spans four different state departments, but there is no coordinating body for parenting education.
Research by the Workgroup

- Whether credentialing/licensing/certification has been developed for parenting educators or parenting education?
- Whether any states have a “state approval” process for parenting education programs?
- What national and state organizations exist for parenting educators?

Core Competencies

- Content knowledge areas parenting educators would benefit from knowing/need to be successful:
  - National Extension Parenting Educator Framework
  - Texas Core Knowledge for Parent Educators
  - New York Council on Family Relations: Family Life Education Content Areas
  - Wisconsin Core Competencies
  - United Kingdom Work Standards
  - Minnesota Parent Education Core Curriculum Framework
  - Strengthening Families Protective Factors

Credentialed/Licensing/Certification for Parenting Educators National Level

- Certified Family Life Educator Credential
  - Through the National Council on Family Relations
  - knife have a bachelor’s degree
  - Identified 15 Family Life Education Content areas
  - The educator must possess knowledge in
  - Examinations

Credentialed/Licensing/Certification for Parenting Educators State Level

- North Carolina
  - Certified Parenting Educator
    - 4 levels
      - According to education and experience
      - For core Content/Core Competencies requirement: Use National Extension Parenting Educator Framework (Cooperative Extension System)
  - Texas
    - Certified Parent Educator, University of North Texas
    - Parent Educator Professional Development Recognition System
    - Course Levels
    - 4 levels: different levels of training, experience and education from high school diploma to M.S. or Ph.D.
    - This course includes all of the content areas:
      - Core knowledge and skills areas

- Minnesota
  - “Parenting Educator License—“Teacher of Parent and Family Education”
  - Through the Department of Education
  - Requirements:
    - Holds a bachelor’s degree
    - Must complete a preparation program that includes demonstration of spouse knowledge and skills
    - These skills include understanding families, parent-child relationships, child and adult development, with many specific details under each category
    - Other requirements
Promoting Best Practices in Parent Education

Louisiana Parenting Education Network

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Parenting Education Programs Analyzed for Effectiveness

- “Evidence-Based Programs to Prevent Children from Entering and Remaining in the Child Welfare System: Benefits and Costs for Washington” (Lee, Aos & Miller, 2008)
- “Benefits and Costs of Prevention and Early Intervention Programs for Youth” (Aos, Ove, Mayfield, Miller & Penczynski, 2004)

Washington State Institute for Public Policy
http://www.wspo.wa.gov

Parenting Education Programs Analyzed for Effectiveness

- There are a number of websites that provide information on the effectiveness of various Parenting Education Programs
- A list of many of these can be found at the FRIENDS website

Family Resource Information, Education, and Network Development Services—a service of the United States Department of Health and Human Services, Administration for Children and Families, Children’s Bureau

State Organizations for Parenting Educators

- Found 11 State networks/associations for parenting educators

- Mission
  - “Provide leadership and infrastructure to support Washington State Parenting Educators in their work with families.”

State Organizations for Parenting Educators

- State Organizations Provide:
  - Website (9)
  - Networking through state and local meetings (5)
  - Trainings by the organization and/or Calendar of Available Trainings in the State (4)
  - Annual statewide conferences (3)
  - Advocacy and Legislative Action (3)
  - Newsletters (2)
  - Credential (2)

State Organizations for Parenting Educators

- State Organizations Provide continued:
  - Lending Library (2)
  - List of Local and National Resources and Links (2)
  - Community and Public Awareness (2)
  - Also (1 each):
Promoting Best Practices in Parent Education

Louisiana Parenting Education Network

National Parenting Education Network (NPEN)

• "National umbrella organization that encourages information sharing, professional development and networking opportunities for the 200,000 professionals, paraprofessionals and volunteers who serve as parent educators."

• www.npen.org

Arkansas

• Arkansas PEN
  • Housed in CTE of Ariz. (Paid part-time staff person)
  • Training/networking focused
  • Annual Conference
  • 9th Year – started with 250 people, now 700
  • Program/curriculum training
  • Networking days

Virginia PEN

• Through their ECCS (BrightStart)
  • Completed survey of Par. Educ. Programs
  • Held first statewide conference
  • 150 people attended
  • Staffed by PCA and local university
  • Used the conference to spearhead a Network
  • Continue to meet monthly to move forward
  • Address issues of structure and leadership

BrightStart Parenting Education Task Force

• Formed to:
  • Create a Louisiana Parenting Education Network
  • Organize a Conference for Parenting Educators

BrightStart Parenting Education Task Force

• Parent Child Abuse Louisiana offered to host a Parenting Education Task as part of their Conference – first step towards a statewide Parenting Education Conference

• PCAL also offered to have organizational summit for LAFEN at a Pre-Conference.

• Louisiana Children’s Trust Fund provided a grant to underwrite the Summit
Promoting Best Practices in Parent Education

BrightStart Parenting Education Task Force

- Decided to apply for a Children’s Trust Fund grant to fund a part-time director of LAPEN
- The Louisiana Partnership for Children and Families offered to write the grant and host LAPEN as part of its nonprofit

Louisiana Parenting Education Network

- What do we want the Network to do?
- To determine this, the Task Force conducted an Interest Survey of Parenting Educators
  - 119 responses

LAPEN Interest Survey 2007

Top 10 Interests identified by Survey Respondents:
- Networking opportunities (65 votes)
- Effective programs and evaluation (64 votes)
- Program/resource directory (63 votes)
- Parenting educator director (57 votes)
- TIE – Annual conference (45)
- TIE – Development of professional parenting educator certification (45 votes)
- Regional training (42 votes)

Louisiana Parenting Education Network

Next Steps?
LAPEN CORE COMPETENCIES

I. Core Knowledge for Parenting educators and Professionals Who Work with Families

The Core Knowledge applies to families and children from ages 0-18. Having knowledge in each of the Core Areas is an important part of professional practice. Knowledge of how to access information for each subcategory is also critical. Some subcategories are more applicable to one profession than another.

*The term parent(s) includes key persons who play the central parenting role in a child's life.*

<table>
<thead>
<tr>
<th>Core Knowledge 1: Child, Adolescent and Lifespan Development</th>
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</thead>
<tbody>
<tr>
<td>1a. Theories of human growth and development</td>
</tr>
<tr>
<td>1b. Culture, gender, language, and family influences on human growth and development</td>
</tr>
<tr>
<td>1c. Child growth, attachment development, and learning, from the latest research, including:</td>
</tr>
<tr>
<td>- Attachment and Parent-Child Relationship Development</td>
</tr>
<tr>
<td>- Basic ages and stages of development from prenatal through adolescence</td>
</tr>
<tr>
<td>- Tasks and sensitive windows of time of development</td>
</tr>
<tr>
<td>- Cognitive, language, social, spiritual/moral, emotional, and physical principles of development and influences of one area of development on another</td>
</tr>
<tr>
<td>1d. Typical ranges of development</td>
</tr>
<tr>
<td>1e. Disabilities and special needs</td>
</tr>
<tr>
<td>1f. Principles, from the latest research, of adult behavior, growth and development throughout the lifespan</td>
</tr>
<tr>
<td>1g. Ongoing development of adult life skills, such as literacy, job skills, relationship skills, and others</td>
</tr>
</tbody>
</table>

Issue Date: 3/4/09; Revised: 8/17/09
Core Knowledge 2: Dynamics of Family Relations

2a. Developmental stages of parenting
2b. The impact of relationships on families and children including:
   - Ways in which family members communicate and relate to one another and how that affects a child's development
   - Importance and effects of the roles of mothers, fathers, grandparents, or other caregivers in children's lives
   - Effects of adult relationships on families and children, particularly premarital, marital and co-parent relationships
   - Effects of child and adult peer relationships on family members
2c. How and why changes in families take place
2d. Current issues that impact parenting and family life such as dual homes; family violence; family disruption, loss, and incarceration; chronic illness; disabilities and special needs; single-parenthood; and strategies to support the children
2e. Ways that culture and language impact child-rearing practices and relationships in the home
2f. Impact of work and employment on family life
2g. Impact of intergenerational relationships on family life and child-rearing
2h. Impact of the family as a system and as a subsystem in society
2i. Appropriate and effective communications within families
2j. Management of personal finances

Core Knowledge 3: Guidance and Nurturing

3a. Impact of nurturing behaviors on children's development, ages prenatal through adolescence
3b. Differences between positive and negative forms of guidance and discipline and their long-term effects
3c. Guidance techniques, such as responsiveness, creating a safe environment, setting limits, goal-setting, role modeling, and others
3d. Importance of home environments and parent-child activities on children
3e. Individual differences and effects of temperament and personality of adults and children
3f. Impact and importance of parental supervision and involvement for children, including school-aged and adolescents
3g. Development and fostering of character, ethics, self-control, empathy and moral competence in parents and children
3h. Impact of violence on children and families and ways to encourage peaceful environments and relationships
### Core Knowledge 4: Health and Safety

4a. Awareness of and ability to locate and access information on:
- Nutritional needs of children and adults including special dietary or cultural needs
- Emergency medical and first aid procedures and “universal health precautions”
- Wellness care, including immunizations for children and adults
- Common childhood medical conditions, symptoms and conditions of common childhood communicable diseases, and related reporting requirements and procedures
- Effects of tobacco, drug and alcohol and treatment services for parents and children
- State and federal laws pertaining to the health and safety of children
- Parental influences on brain and neurological development
- Preconceptual, prenatal, postnatal and intraconceptual care including effects of substance abuse and maternal depression
- Disabilities and special needs
- Health insurance

4b. Signs and definitions of child abuse and neglect, including state statutes and procedures for reporting child abuse and neglect, common causes of abuse, and characteristics of adults who abuse

4c. Characteristics and needs of parents, children and families at risk for abuse and neglect

4d. Impact of abuse on family members

4e. Impact of stress on the physical and mental health of children and parents

4f. Cumulative effect for children exposed to violence in the home, community, schools and the media

4g. Essential components of safe and healthy indoor and outdoor physical environments

4h. Ways parents can provide children with information & guidance on sexuality & associated issues

4i. Impact and effects of media on children and families

### Core Knowledge 5: Diversity in Family Systems

5a. Understand and respect diversity in families, including family rituals, values, and traditions

5b. Specific needs and characteristics of diverse family systems including, but not limited to:
- Adolescent parents
- Single, married, divorced parents, and blended families
- Families with members who have chronic illnesses or physical, emotional, learning, behavioral, or developmental disabilities
- Family members who are substance abusers
- Incarcerated parents
- Economically challenged parents
- Migrant, immigrant, and/or transitory status
- Parents from diverse cultural or linguistic backgrounds -- understanding and respecting family history and cultural heritage
- Children who are adopted or in foster care
- Grandparents and/or extended families
- Families with gay, lesbian, bisexual, or transgendered members
- Other unique family systems
### Core Knowledge 6: Professional Practice and Methods Related to Adult Learning and Family Support

<table>
<thead>
<tr>
<th><strong>Professional Practice</strong></th>
<th><strong>Adult Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>6a. Self assessment of knowledge, attitudes, and skills</td>
<td>6k. Effective strategies for adult learners with consideration for learning environments, learning styles, and teaching methods</td>
</tr>
<tr>
<td>6b. Selection of effective, evidenced-based programs for the population being served and implementation with appropriate fidelity</td>
<td>6l. Group process and facilitation</td>
</tr>
<tr>
<td>6c. Professional boundaries and limitations</td>
<td>6m. Adaptation of programs for parents and caregivers with special needs and challenges</td>
</tr>
<tr>
<td>6d. Professional ethics in family support and parent education</td>
<td>6n. Adaptation of programs for parents with cultural and language differences</td>
</tr>
<tr>
<td>6e. Integration of current research into professional practice</td>
<td>6o. Methods to develop, critique and evaluate effective programs, parenting and parenting curricula and related materials for parents and families</td>
</tr>
<tr>
<td>6f. The role of prevention in professional practice</td>
<td>6p. Effective methods to keep parents and families involved in programs and learning</td>
</tr>
<tr>
<td>6g. When and how to refer family members to other professionals for assistance</td>
<td>6q. Effective marketing &amp; promotional techniques to recruit and involve families in parenting education</td>
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<tr>
<td>6h. Awareness of related professional support services.</td>
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<tr>
<td>6i. Self-care</td>
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</tr>
<tr>
<td>• Maintains a healthy balance between work and family responsibilities</td>
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<tr>
<td>• Uses time and resources well to manage personal stress</td>
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<tr>
<td>• Knows when to seek emotional support from supervisor or other agency personnel</td>
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<tr>
<td>• Plans for personal safety</td>
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<tr>
<td>6j. Effective verbal and non-verbal communication skills</td>
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### Core Knowledge 7: School and Child Care Relationships

<table>
<thead>
<tr>
<th><strong>Core Knowledge 7: School and Child Care Relationships</strong></th>
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</thead>
<tbody>
<tr>
<td>7a. How children learn: learning styles, preferences, modalities, strengths, weaknesses, and work habits</td>
</tr>
<tr>
<td>7b. Critical roles of parents/families as primary teachers in the early learning of children</td>
</tr>
<tr>
<td>7c. The importance of early literacy and family literacy in children’s learning</td>
</tr>
<tr>
<td>7d. Ways parents can effectively advocate on behalf of their children</td>
</tr>
<tr>
<td>7e. Ways to facilitate parent involvement in schools/child care settings (including communication, learning at home, parenting, decision-making, volunteering and collaborating)</td>
</tr>
<tr>
<td>7f. Principles and skills for building effective partnerships and communication by and between parents, teachers, staff and administrators</td>
</tr>
<tr>
<td>7g. Methods of providing child development information to educators, administrators, and parents</td>
</tr>
</tbody>
</table>
### Core Knowledge 8: Community Relationships

- **8a.** How family, social institutions, and communities interact and depend on each other
- **8b.** Roles of the community and its social institutions in collaborating, nurturing, protecting, and supporting families
- **8c.** Roles of the family in the community, including advocacy, involvement, and volunteerism
- **8d.** Professional advocacy in the community on behalf of children and families
- **8e.** The roles and methods of parents in advocating for children
- **8f.** Knowledge of community, financial, and human resources available to support families
- **8g.** Methods to help families identify, access, and manage community, financial, health, and human resources for themselves
- **8h.** Effective methods to attract and involve school and agency administrators, businesses and community groups in family support and parent education initiatives

### Core Knowledge 9: Assessment and Evaluation

- **9a.** Understanding key concepts and terms related to assessment and evaluation
- **9b.** Identification of key assessment and evaluation tools in the field of parent education and family support
- **9c.** Integration of needs assessment in the initial and continuing design of programs
- **9d.** Measurement and evaluation to assist planning, problem solving, and resolution to meet the needs of individual families
- **9e.** Conducting an effective program evaluation
- **9f.** Use of evaluation results for continual program improvement
- **9g.** Administration and supervision issues in conducting and evaluating programs and staff
The term parent(s) includes key persons who play the central parenting role in a child's life.

### LAPEN Core Competencies

#### II. Skills for Parenting Educators and Professionals Who Work with Families

<table>
<thead>
<tr>
<th>Skills 1: Child, Adolescent and Lifespan Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Incorporate current research findings on human growth and development into practice.</td>
</tr>
<tr>
<td>1b. Incorporate adult life skills into practice.</td>
</tr>
<tr>
<td>1c. Provide rationale for practice based on theories of child development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills 2: Dynamics of Family Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Explain the impact of interpersonal relationships on family members.</td>
</tr>
<tr>
<td>2b. Teach and model effective communications within families.</td>
</tr>
<tr>
<td>2c. Demonstrate respect and sensitivity towards parents and support their growth through the developmental stages of parenting.</td>
</tr>
<tr>
<td>2d. Guide families in using conflict resolution and problem solving skills.</td>
</tr>
<tr>
<td>2e. Respect individual families by using a variety of interaction techniques.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills 3: Guidance and Nurturing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Model and encourage nurturing behavior among adults and children.</td>
</tr>
<tr>
<td>3b. Teach and model appropriate forms of guidance and discipline including alternatives to corporal punishment.</td>
</tr>
<tr>
<td>3c. Teach and foster development of character, ethics, self-control, empathy and moral competence.</td>
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<tr>
<td>3d. Teach and foster a secure attachment relationship between parent and child.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills 4: Health and Safety</th>
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</thead>
<tbody>
<tr>
<td>4a. Locate and access information about health and safety.</td>
</tr>
<tr>
<td>4b. Provide appropriate resources and make referrals for health and safety needs.</td>
</tr>
<tr>
<td>4c. Emphasize the impact of stress of physical and mental health of children and parents.</td>
</tr>
<tr>
<td>4d. Relate ways to identify child abuse in a professional and sensitive manner.</td>
</tr>
<tr>
<td>4e. Utilize “universal health precautions.”</td>
</tr>
<tr>
<td>4f. Report suspected abuse and neglect in a respectful manner, following appropriate reporting mandates.</td>
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</table>

<table>
<thead>
<tr>
<th>Skills 5: Diversity in Family Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a. Communicate effectively with populations of different cultural backgrounds.</td>
</tr>
<tr>
<td>5b. Demonstrate and practice respect for diversity in families.</td>
</tr>
<tr>
<td>5c. Understand and respect family history and cultural heritage.</td>
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</tbody>
</table>
### Skills 6: Professional Practice Methods Related to Adult Learning and Family Support

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<table>
<thead>
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<tbody>
<tr>
<td><strong>6a.</strong></td>
<td>Practice ethical behavior.</td>
</tr>
<tr>
<td><strong>6b.</strong></td>
<td>Recognize the need for and facilitate referral to professionals for assistance.</td>
</tr>
<tr>
<td><strong>6c.</strong></td>
<td>Set up appropriate environments for teaching families.</td>
</tr>
<tr>
<td><strong>6d.</strong></td>
<td>Use appropriate methods for teaching adults.</td>
</tr>
<tr>
<td><strong>6e.</strong></td>
<td>Involve parents in planning and implementation of family programs.</td>
</tr>
<tr>
<td><strong>6f.</strong></td>
<td>Emphasize active learning and development for adults.</td>
</tr>
<tr>
<td><strong>6g.</strong></td>
<td>Set goals and plan enrichment for parenting.</td>
</tr>
<tr>
<td><strong>6h.</strong></td>
<td>Teach positive parenting skills.</td>
</tr>
<tr>
<td><strong>6i.</strong></td>
<td>Critique and evaluate effective programs, curricula and materials for families.</td>
</tr>
<tr>
<td><strong>6j.</strong></td>
<td>Select effective, evidence based programs for the population being served and implement with appropriate fidelity.</td>
</tr>
<tr>
<td><strong>6k.</strong></td>
<td>Assess and apply research in the field of parent education and family support.</td>
</tr>
<tr>
<td><strong>6l.</strong></td>
<td>Develop effective methods to keep families involved in programs and learning.</td>
</tr>
<tr>
<td><strong>6m.</strong></td>
<td>Use marketing and promotion techniques to recruit and involve families in parenting education.</td>
</tr>
<tr>
<td><strong>6n.</strong></td>
<td>Develop and use effective verbal and non-verbal communication skills.</td>
</tr>
<tr>
<td><strong>6o.</strong></td>
<td>Practice self care.</td>
</tr>
<tr>
<td><strong>6p.</strong></td>
<td>Develop goals and a plan for professional enrichment.</td>
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<tr>
<td><strong>6q.</strong></td>
<td>Practice effective group process and facilitation.</td>
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### Skills 7: School and Child Care Relationships

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<tr>
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<tbody>
<tr>
<td><strong>7a.</strong></td>
<td>Facilitate parent involvement and advocacy skills in schools/child care settings.</td>
</tr>
<tr>
<td><strong>7b.</strong></td>
<td>Build effective partnerships and communication among parents, teachers, staff and administrators.</td>
</tr>
<tr>
<td><strong>7c.</strong></td>
<td>Communicate child development information to educators and administrators.</td>
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</table>

### Skills 8: Community Relationships

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>8a.</strong></td>
<td>Collaborate, nurture, protect and support families.</td>
</tr>
<tr>
<td><strong>8b.</strong></td>
<td>Promote Involvement of children and families as advocates and volunteers in the community.</td>
</tr>
<tr>
<td><strong>8c.</strong></td>
<td>Help families identify and access financial and human resources.</td>
</tr>
<tr>
<td><strong>8d.</strong></td>
<td>Facilitate interactions among family systems, human resource agencies and the community.</td>
</tr>
<tr>
<td><strong>8e.</strong></td>
<td>Develop effective methods to attract and involve school agencies, administrators, and community groups in the field.</td>
</tr>
<tr>
<td>Skills 9: Assessment and Evaluation</td>
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</tr>
<tr>
<td>9a. Conduct effective program evaluation.</td>
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</tr>
<tr>
<td>9b. Apply theoretical concepts and terms related to assessment and evaluation.</td>
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</tr>
<tr>
<td>9c. Identify and utilize key assessment and evaluation tools in the field.</td>
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<tr>
<td>9d. Integrate needs assessment into the initial and continual design of programs.</td>
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<td>9e. Select and use appropriate measures to evaluate programs.</td>
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<tr>
<td>9f. Conduct evaluation of staff.</td>
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<tr>
<td>9g. Use evaluation results for staff development.</td>
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<tr>
<td>9h. Use evaluation results for continual program improvement.</td>
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</table>
### LAPEN CORE COMPETENCIES

#### III. Attitudes for Parenting Educators and Professionals Who Work with Families

The term parent(s) includes key persons who play the central parenting role in a child’s life.

<table>
<thead>
<tr>
<th>Attitudes 1: Child, Adolescent and Lifespan Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes exhibited include:</td>
</tr>
<tr>
<td>1a. Sensitivity to children’s needs</td>
</tr>
<tr>
<td>1b. Benefits of parent education programs to parents</td>
</tr>
<tr>
<td>1c. The importance of intrinsic motivation for parenting</td>
</tr>
<tr>
<td>1d. Critical thinking as an essential requirement for parent education</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Attitudes 2: Dynamics of Family Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes exhibited include:</td>
</tr>
<tr>
<td>2a. Dedication to improving attitudes of parents regarding child-rearing</td>
</tr>
<tr>
<td>2b. Concern for perceptions, feelings, and attitudes toward nonresidential parents’ roles</td>
</tr>
<tr>
<td>2c. The importance of appropriate parenting</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Attitudes 3: Guidance and Nurturing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes exhibited include:</td>
</tr>
<tr>
<td>3a. Positive expectancy of parent’s development</td>
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<tr>
<td>3b. The ability of the program to bolster the confidence of parents</td>
</tr>
<tr>
<td>3c. Commitment and caring attitudes toward parents</td>
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</tbody>
</table>

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<tr>
<th>Attitudes 4: Health and Safety</th>
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</thead>
<tbody>
<tr>
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<td>4b. Prevention programs change lives of families who are at risk of abusing their children</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Attitudes 5: Diversity in Family Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes exhibited include:</td>
</tr>
<tr>
<td>5a. A desire to overcome language barriers</td>
</tr>
<tr>
<td>5b. Sensitivity to different cultural groups</td>
</tr>
<tr>
<td>5c. Understanding and discouragement of biases in groups</td>
</tr>
<tr>
<td>5d. Recognition of the importance of extended families</td>
</tr>
<tr>
<td>5e. Interaction with individuals in diverse groups in unbiased manner</td>
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</tbody>
</table>
### Attitudes 6: Professional Practice Methods Related to Adult Learning and Family Support

<table>
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<tr>
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<td>6a. Positive view of parent education</td>
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<tr>
<td>6b. Awareness of and attention to the needs of parents and the importance of interactive involvement when planning and implementing programs</td>
</tr>
<tr>
<td>6c. Importance of goals for parent education</td>
</tr>
<tr>
<td>6d. Sensitivity to parents’ feelings and adaptability in teaching and working with parents</td>
</tr>
<tr>
<td>6e. Encouragement of problem solving through group discussion, in which conflict is positively addressed</td>
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<tr>
<td>6f. Responsible approach to parents and professional roles</td>
</tr>
<tr>
<td>6g. General positive regard toward others</td>
</tr>
<tr>
<td>6h. Attitudes of self-assurance</td>
</tr>
<tr>
<td>6i. The importance of close working relationships with families</td>
</tr>
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<td>6j. Commitment to attendance and completion of programs</td>
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### Attitudes 7: School and Child Care Relationships

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<tr>
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<tbody>
<tr>
<td>7a. Positive attitudes toward learning and reading</td>
</tr>
<tr>
<td>7b. Recognition of the importance of community relationships and support systems in child-rearing</td>
</tr>
</tbody>
</table>

### Attitudes 8: Community Relationships

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<tr>
<th>Attitudes exhibited include:</th>
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<td>8b. Dedication to developing partnership programs within the community</td>
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### Attitudes 9: Assessment and evaluation

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<td>9b. The helpfulness of assessment and evaluation in understanding families</td>
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*This document is an adaption of the Core Knowledge, Skills, and Attitudes surveys developed by the Texas Registry of Parent Resources at the University of North Texas Center for Parent Education.*
Professional Development Portfolio for Parenting Educators
Professional Development Portfolio

For Parenting Educators

*Developed with Support from the Booth-Bricker Foundation*

LAPEN/Louisiana Partnership for Children and Families
8054 Summa Avenue, Suite C, Baton Rouge, LA 70809
Phone: 225-663-6861 E-mail: lapen@louisianapartnership.org
Web site: www.lapen.org
I. Introduction-Using Your Portfolio

II. Glossary

III. Core Competencies for Parenting Educators

1. Child and Lifespan Development
2. Dynamics of Family Relations
3. Guidance and Nurturing
4. Health and Safety
5. Diversity in Family Systems
6. Professional Practice and Methods Related to Adult Learning
7. School and Child Care Relationships
8. Community Relationships
9. Assessment and Evaluation

IV. Acknowledgement
About LAPEN
LAPEN works to advance the field of parenting education.

The goals of LAPEN are to:
1. Develop and support a statewide network of parenting educators who offer parenting education services.
2. Promote best practices in parenting education.
3. Provide and promote continuing education and professional development opportunities for parenting educators.

For more information about LAPEN, and for resources for parenting educators go to www.lapen.org.

LAPEN’s Core Competencies
Practitioners who provide parenting education come from a variety of backgrounds, training, education, perspectives and personal experiences. As parenting education develops as a recognized profession nationally, the need to assure high quality in the practice has emerged. Drawing from many resources, the LAPEN Core Competencies Committee, working over a two-year period, developed a set of Core Competencies to guide parenting educators in their professional development. They were presented at the LAPEN Summit in March 2009. The Core Competencies are the foundation of this portfolio, and describe the knowledge, skills and attitudes you need to be successful in your work supporting families. The Core Competencies are designed for parenting educators who help parents understand and support their children, improve their parenting skills, and reach their personal and family goals. You may not use all of the core competencies in your current job, but they are relevant for your professional development in the field.

Using Your Portfolio
This Professional Development Portfolio is designed to help you keep track of your training and professional development experiences that relate to the core competencies. You may find this portfolio useful to demonstrate what you have done to advance your professional development. Most importantly, the portfolio and core competencies are designed to help you look at the big picture of your professional development. Are there areas you never seem to get training in? Are there other areas you gravitate towards? You can use the core competencies as a tool to help you organize your professional development, whether you want to focus on a particular area or broaden your horizons.

Contents of Your Portfolio
There is a section for each of LAPEN’s nine core competency areas where you will find a
description of the attitudes, skills, and knowledge required of a parent educator. You will also 
find a “Professional Development Tracking Sheet” where you can record the trainings you 
attend that enhance your knowledge, skills, and attitudes in an area. You may also add to your 
Portfolio the certificates you receive for completing a training, as well as brochures or 
handouts. Of course, some trainings will relate to more than one of the core competency areas.
Glossary

**Competent** - Adequately qualified for a given task or job

**Core Competencies** - A set of knowledge, skills and attitudes that individuals need to be successful in a field of work or type of job

**Professional Development** - The process of becoming more competent in a field of work. *Professional development often occurs formally through conferences, seminars, and courses. It also happens informally through work experience, supervision, networking, and reflection.*

**Parenting Education** - The definitions of parenting education in the literature are multiple and diverse, including a wide range of practices, programs, methodologies and philosophies. A common theme is that parenting education supports parents and caregivers while increasing their knowledge and skills in their complex role in the nurturing and successful development of their child.
Promoting Best Practices in Parent Education

Parenting Educators have instruction in theories of human growth and development; have tools to assist families in assessing developmental milestones and planning for usual and expected development; and demonstrate an understanding of “development in context” and the influences of family, culture, language, temperament and gender.

Core Knowledge 1: Child, Adolescent and Lifespan Development
1a. Theories of human growth and development
1b. Culture, gender, language, and family influences on human growth and development
1c. Child growth, attachment development, and learning, from the latest research, including:
   - Attachment and Parent-Child Relationship Development
   - Basic ages and stages of development from prenatal through adolescence
   - Tasks and sensitive windows of time of development
   - Cognitive, language, social, spiritual/moral, emotional, and physical principles of development and influences of one area of development on another
1d. Typical ranges of development
1e. Disabilities and special needs
1f. Principles, from the latest research, of adult behavior, growth and development throughout the lifespan
1g. Ongoing development of adult life skills, such as literacy, job skills, relationship skills, and others

Skills 1: Child, Adolescent and Lifespan Development
1a. Incorporate current research findings on human growth and development into practice
1b. Incorporate adult life skills into practice
1c. Provide rationale for practice based on theories of child development

Attitudes 1: Child, Adolescent and Lifespan Development
Attitudes exhibited include:
1a. Sensitivity to children’s needs
1b. Benefits of parent education programs to parents
1c. The importance of intrinsic motivation for parenting
1d. Critical thinking as an essential requirement for parenting education
This worksheet was developed to help you organize and track your professional development activities in parenting education. It is suggested that you use this format to track your learning events. Attach attendance certificates or other documentation as appropriate, and maintain these to create your own professional portfolio.

**Area 1: Child, Adolescent and Lifespan Development**

<table>
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<th>Organizational Sponsor</th>
<th>Date Attended</th>
<th>Clock or Semester Hours Earned</th>
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<tbody>
<tr>
<td>Seminar/Workshop/Course/Work or Volunteer Experience</td>
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This worksheet is available at [www.lapen.org](http://www.lapen.org)
Parenting Educators are exposed to theories of family interaction and parenting stages; can describe effective communication strategies for families; have an understanding of how changes such as divorce and remarriage affect family members; and can assist families in dealing with typical changes.

Core Knowledge 2: Dynamics of Family Relations

2a. Developmental stages of parenting
2b. The impact of relationships on families and children including:
   - Ways in which family members communicate and relate to one another and how that affects a child’s development
   - Importance and effects of the roles of mothers, fathers, grandparents, or other caregivers in children’s lives
   - Effects of adult relationships on families and children, particularly premarital, marital, and co-parent relationships
   - Effects of child and adult peer relationships on family members
2c. How and why changes in families take place
2d. Current issues that impact parenting and family life such as dual homes; family violence; family disruption, loss, and incarceration; chronic illness; disabilities and special needs; single-parenthood; and strategies to support the children
2e. Ways that culture and language impact child-rearing practices and relationships in the home
2f. Impact of work and employment on family life
2g. Impact of intergenerational relationships on family life and child-rearing
2h. Impact of the family as a system and as a subsystem in society
2i. Appropriate and effective communications within families
2j. Management of personal finances

Skills 2: Dynamics of Family Relationships

2a. Explain the impact of interpersonal relationships on family members
2b. Teach and model effective communications within families
2c. Demonstrate respect and sensitivity towards parents and support their growth through the developmental stages of parenting
2d. Guide families in using conflict resolution and problem-solving skills
2e. Respect individual families by using a variety of interaction techniques

Attitudes 2: Dynamics of Family Relations

Attitudes exhibited include:
2a. Dedication to improving attitudes of parents regarding child-rearing
2b. Concern for perceptions, feelings, and attitudes toward nonresidential parents’ roles
2c. The importance of appropriate parenting
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development activities in parenting education. It is suggested that you use this
format to track your learning events. Attach attendance certificates or other documentation as
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Area 2: Dynamics and Family Relations

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This worksheet is available at www.lapen.org.
Parenting Educators identify positive guidance techniques for parents of children at various stages of development and explain the benefits of positive discipline; and work with parents to develop individual parenting plans.

**Core Knowledge 3: Guidance and Nurturing**

3a. Impact of nurturing behaviors on children’s development, ages prenatal through adolescence
3b. Differences between positive and negative forms of guidance and discipline and their long-term effects
3c. Guidance techniques, such as responsiveness, creating a safe environment, setting limits, goal-setting, role modeling, and others
3d. Importance of home environments and parent-child activities on children
3e. Individual differences and effects of temperament and personality of adults and children
3f. Impact and importance of parental supervision and involvement for children, including school-aged and Adolescents
3g. Development and fostering of character, ethics, self-control, empathy and moral competence in parents and children
3h. Impact of violence on children and families and ways to encourage peaceful environments and relationships

**Skills 3: Guidance and Nurturing**

3a. Model and encourage nurturing behavior among adults and children
3b. Teach and model appropriate forms of guidance and discipline including alternatives to corporal punishment
3c. Teach and foster development of character, ethics, self-control, empathy and moral competence
3d. Teach and foster a secure attachment relationship between parent and child

**Attitudes 3: Guidance and Nurturing**

Attitudes exhibited include:
3a. Positive expectancy of parent’s development
3b. The ability of the program to bolster the confidence of parents
3c. Commitment and caring attitudes toward parents
This worksheet was developed to help you organize and track your professional development activities in parenting education. It is suggested that you use this format to track your learning events. Attach attendance certificates or other documentation as appropriate, and maintain these to create your own professional portfolio.

Area 3: Guidance and Nurturing

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This worksheet is available at [www.lapen.org](http://www.lapen.org).
Parenting Educators recognize the signs of child abuse, child neglect, mental illness, substance abuse, and domestic violence and take appropriate steps to get help for families; are able to advise parents on making their homes and vehicles safe for children; have a general understanding of other health issues that affect children, parents, and families; and know where to find additional information when needed and where to refer parents for additional support. Mandated reporters of child maltreatment understand how to appropriately discuss that role with parents and how to encourage self-report whenever possible.

Core Knowledge 4: Health and Safety

4a. Awareness of and ability to locate and access information on:
   - Nutritional needs of children and adults including special dietary or cultural needs
   - Emergency medical and first aid procedures and “universal health precautions”
   - Wellness care, including immunizations for children and adults
   - Common childhood medical conditions, symptoms and conditions of common childhood communicable diseases, and related reporting requirements and procedures
   - Effects of tobacco, drug and alcohol and treatment services for parents and children

State and federal laws pertaining to the health and safety of children
   - Parental influences on brain and neurological development
   - Preconceptual, prenatal, postnatal and intraconceptual care including effects of substance abuse and maternal depression
   - Disabilities and special needs
   - Health insurance

4b. Signs and definitions of child abuse and neglect, including state statutes and procedures for reporting child abuse and neglect, common causes of abuse, and characteristics of adults who abuse

4c. Characteristics and needs of parents, children and families at risk for abuse and neglect

4d. Impact of abuse on family members

4e. Impact of stress on the physical and mental health of children and parents

4f. Cumulative effect for children exposed to violence in the home, community, schools and the media

4g. Essential components of safe and healthy indoor and outdoor physical environments

4h. Ways parents can provide children with information & guidance on sexuality & associated issues

4i. Impact and effects of media on children and families
Skills 4: Health and Safety
4a. Locate and access information about health and safety
4b. Provide appropriate resources and make referrals for health and safety needs
4c. Emphasize the impact of stress of physical and mental health of children and parents
4d. Relate ways to identify child abuse in a professional and sensitive manner
4e. Utilize “universal health precautions”
4f. Report suspected abuse and neglect in a respectful manner, following appropriate reporting mandates

Attitudes 4: Health and Safety
Attitudes exhibited include:
4a. Interest in the emotional health of parents
4b. Prevention programs change lives of families who are at risk of abusing their children
This worksheet was developed to help you organize and track your professional development activities in parenting education. It is suggested that you use this format to track your learning events. Attach attendance certificates or other documentation as appropriate, and maintain these to create your own professional portfolio.

Area 4: Health and Safety

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This worksheet is available at www.lapen.org.
Parenting Educators recognize and respect diversity among families; understand that parenting practices, traditions, and beliefs differ from one family to another; are aware of their own racial, ethnic, socioeconomic, and cultural background, and how that might affect their work with families; and use culturally appropriate strategies to ask about families’ needs and support them in finding solutions.

Core Knowledge 5: Diversity in Family Systems
5a. Understand and respect diversity in families, including family rituals, values, and traditions
5b. Specific needs and characteristics of diverse family systems including, but not limited to:
   - Adolescent parents
   - Single, married, divorced parents, and blended families
   - Families with members who have chronic illnesses or physical, emotional, learning, behavioral, or developmental disabilities
   - Family members who are substance abusers
   - Incarcerated parents
   - Economically challenged parents
   - Migrant, immigrant, and/or transitory status
   - Parents from diverse cultural or linguistic backgrounds -- understanding and respecting family history and cultural heritage
   - Children who are adopted or in foster care
   - Grandparents and/or extended families
   - Families with gay, lesbian, bisexual, or transgendered members
   - Other unique family systems

Skills 5: Diversity in Family Systems
5a. Communicate effectively with populations of different cultural backgrounds
5b. Demonstrate and practice respect for diversity in families
5c. Understand and respect family history and cultural heritage

Attitudes 5: Diversity in Family Systems
Attitudes exhibited include:
5a. A desire to overcome language barriers
5b. Sensitivity to different cultural groups
5c. Understanding and discouragement of biases in groups
5d. Recognition of the importance of extended families
5e. Interaction with individuals in diverse groups in unbiased manner
This worksheet was developed to help you organize and track your professional development activities in parenting education. It is suggested that you use this format to track your learning events. Attach attendance certificates or other documentation as appropriate, and maintain these to create your own professional portfolio.

Area 5: Diversity in Family Systems

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This worksheet is available at www.lapen.org.
Learning and Family Support

Parenting Educators are aware of and strive to maintain professional boundaries; have a thorough understanding of confidentiality and other legal and ethical issues in family support; assess their own knowledge, skills and attitudes; pursue additional training in the field; and know when to ask for help in a professional situation. Parenting Educators take appropriate steps to ensure their own personal safety and remove themselves from dangerous situations. Parenting Educators select effective, evidence-based programs for the population being served and implement those programs with fidelity.

Core Knowledge 6: Professional Practice Methods Related to Adult Learning and Family Support

**Professional Practice**

6a. Self assessment of knowledge, attitudes, and skills
6b. Selection of effective, evidenced-based programs for the population being served and implementation with appropriate fidelity
6c. Professional boundaries and limitations
6d. Professional ethics in family support and parent education
6e. Integration of current research into professional practice
6f. The role of prevention in professional practice
6g. When and how to refer family members to other professionals for assistance
6h. Awareness of related professional support services
6i. Self-care
   - Maintains a healthy balance between work and family responsibilities
   - Uses time and resources well to manage personal stress
   - Knows when to seek emotional support from supervisor or other agency personnel
   - Plans for personal safety
6j. Effective verbal and non-verbal communication skills

**Adult Learning**

6k. Effective strategies for adult learners with consideration for learning environments, learning styles, and teaching methods
6l. Group process and facilitation
6m. Adaptation of programs for parents and caregivers with special needs and challenges
6n. Adaptation of programs for parents with cultural and language differences
6o. Methods to develop, critique and evaluate effective programs, parenting and parenting curricula and related materials for parents and families
6p. Effective methods to keep parents and families involved in programs and learning
6q. Effective marketing & promotional techniques to recruit and involve families in parenting education
Skills 6: Professional Practice Methods Related to Adult Learning and Family Support

6a. Practice ethical behavior.
6b. Recognize the need for and facilitate referral to professionals for assistance
6c. Set up appropriate environments for teaching families
6d. Use appropriate methods for teaching adults
6e. Involve parents in planning and implementation of family programs
6f Emphasize active learning and development for adults
6g. Set goals and plan enrichment for parenting
6h. Teach positive parenting skills
6i. Critique and evaluate effective programs, curricula and materials for families
6j. Select effective, evidence based programs for the population being served and implement with appropriate fidelity
6k. Assess and apply research in the field of parent education and family support
6l. Develop effective methods to keep families involved in programs and learning
6m. Use marketing and promotion techniques to recruit and involve families in parenting education
6n. Develop and use effective verbal and non-verbal communication skills
6o. Practice self care
6p. Develop goals and a plan for professional enrichment
6q. Practice effective group process and facilitation

Attitudes 6: Professional Practice Methods Related to Adult Learning and Family Support
Attitudes exhibited include:
6a. Positive view of parent education
6b. Awareness of and attention to the needs of parents and the importance of interactive involvement when planning and implementing programs
6c. Importance of goals for parent education
6d. Sensitivity to parents’ feelings and adaptability in teaching and working with parents
6e. Encouragement of problem solving through group discussion, in which conflict is positively addressed
6f. Responsible approach to parents and professional roles
6g. General positive regard toward others
6h. Attitudes of self-assurance
6i. The importance of close working relationships with families
6j. Commitment to attendance and completion of program

For more information about professional practice and LAPEN’s Code of Ethics visit www.lapen.org.
Professional Development Tracking Sheet

This worksheet was developed to help you organize and track your professional development activities in parenting education. It is suggested that you use this format to track your learning events. Attach attendance certificates or other documentation as appropriate, and maintain these to create your own professional portfolio.

Area 6: Professional Practice/Adult Learning and Family Support

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This worksheet is available at www.lapen.org.
Parenting Educators understand how children learn, understand the importance of early learning, and recognize the overlapping roles of families, childcare providers, schools and communities in educating children.

**Core Knowledge 7: School and Child Care Relationships**
7a. How children learn: learning styles, preferences, modalities, strengths, weaknesses, and work habits
7b. Critical roles of parents/families as primary teachers in the early learning of children
7c. The importance of early literacy and family literacy in children’s learning
7d. Ways parents can effectively advocate on behalf of their children
7e. Ways to facilitate parent involvement in schools/child care settings (including communication, learning at home, parenting, decision-making, volunteering and collaborating)
7f. Principles and skills for building effective partnerships and communication by and between parents, teachers, staff and administrators
7g. Methods of providing child development information to educators, administrators, and parents

**Skills 7: School and Child Care Relationships**
Attitudes exhibited include:
7a. Facilitate parent involvement and advocacy skills in schools/child care settings
7b. Build effective partnerships and communication among parents, teachers, staff, and administrators
7c. Communicate child development information to educators and administrators

**Attitudes 7: School and Child Care Relationships**
Attitudes exhibited include:
7a. Positive attitudes toward learning and reading
7b. Recognition of the importance of community relationships and support systems in child-rearing
This worksheet was developed to help you organize and track your professional development activities in parenting education. It is suggested that you use this format to track your learning events. Attach attendance certificates or other documentation as appropriate, and maintain these to create your own professional portfolio.

**Area 7: School and Child Care Relationships**

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This worksheet is available at [www.lapen.org](http://www.lapen.org).
Parenting Educators recognize the overlapping roles of families, childcare providers, schools, and communities in raising and educating children; and connect families with other resources available in the community.

Core Knowledge 8: Community Relationships
8a. How family, social institutions, and communities interact and depend on each other
8b. Roles of the community and its social institutions in collaborating, nurturing, protecting, and supporting families
8c. Roles of the family in the community, including advocacy, involvement, and volunteerism
8d. Professional advocacy in the community on behalf of children and families
8e. The roles and methods of parents in advocating for children
8f. Knowledge of community, financial, and human resources available to support families
8g. Methods to help families identify, access, and manage community, financial, health, and human resources for themselves
8h. Effective methods to attract and involve school and agency administrators, businesses and community groups in family support and parent education initiatives.

Skills 8: Community Relationships
8a. Collaborate, nurture, protect and support families
8b. Promote Involvement of children and families as advocates and volunteers in the community
8c. Help families identify and access financial and human resources
8d. Facilitate interactions among family systems, human resource agencies and the community
8e. Develop effective methods to attract and involve school agencies, administrators, and community groups in the field

Attitudes 8: Community Relationships
Attitudes exhibited include:
8a. The importance of interconnectedness and communality in working with parents
8b. Dedication to developing partnership programs within the community
8c. Parents are more similar than different
This worksheet was developed to help you organize and track your professional development activities in parenting education. It is suggested that you use this format to track your learning events. Attach attendance certificates or other documentation as appropriate, and maintain these to create your own professional portfolio.

**Area 8: Community Relationships**

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This worksheet is available at [www.lapen.org](http://www.lapen.org).
Parenting Educators understand the key concepts of assessment and evaluation for staff and programs, value assessment and evaluation for continual program and outcomes improvement, and integrate assessment and evaluation into program planning.

Core Knowledge 9: Assessment and Evaluation
9a. Understanding key concepts and terms related to assessment and evaluation
9b. Identification of key assessment and evaluation tools in the field of parent education and family support
9c. Integration of needs assessment in the initial and continuing design of programs
9d. Measurement and evaluation to assist planning, problem solving, and resolution to meet the needs of individual families
9e. Conducting an effective program evaluation
9f. Use of evaluation results for continual program improvement
9g. Administration and supervision issues in conducting and evaluating programs and staff

Skills 9: Assessment and Evaluation
9a. Conduct effective program evaluation
9b. Apply theoretical concepts and terms related to assessment and evaluation
9c. Identify and utilize key assessment and evaluation tools in the field
9d. Integrate needs assessment into the initial and continual design of programs
9e. Select and use appropriate measures to evaluate programs.
9f. Conduct evaluation of staff
9g. Use evaluation results for staff development
9h. Use evaluation results for continual program improvement

Attitudes 9: Assessment and evaluation
Attitudes exhibited include:
9a. Assessment and evaluation can lead to more effective growth and change in parents and program
9b. The helpfulness of assessment and evaluation in understanding families
This worksheet was developed to help you organize and track your professional development activities in parenting education. It is suggested that you use this format to track your learning events. Attach attendance certificates or other documentation as appropriate, and maintain these to create your own professional portfolio.

**Area 9: Assessment and Evaluation**

<table>
<thead>
<tr>
<th>Title and Topic Seminar/Workshop/ Course/Work or Volunteer Experience</th>
<th>Organizational Sponsor</th>
<th>Date Attended</th>
<th>Clock or Semester Hours Earned</th>
</tr>
</thead>
</table>

This worksheet is available at [www.lapen.org](http://www.lapen.org).
Acknowledgements

The core competencies and professional development portfolio were developed to:

- Ensure high quality parenting education programs in Louisiana
- Increase recognition of the professional experience, training, and education that parenting educators bring to their work
- Encourage high standards for quality training for professionals who work with families

The development of the core competencies relied heavily on experience and models from other states, especially the “Core Knowledge, Attitudes, and Skills for Parent Educators” developed by the University of North Texas Center on Parent Education. See http://www.ce.unt.edu/cpe

The development of the LAPEN Professional Development Portfolio relied heavily on the Wisconsin Children’s Trust Fund Professional Development Portfolio for Parenting educators, Home Visitors and Other Professionals Who Work with Families. See http://wctf.state.wi.us/home

Please Join the LAPEN Registry of Louisiana Parenting educators If you are a parenting educator, we encourage you to join the LAPEN Parenting Educator Registry. This searchable database was created to facilitate communication and networking among parenting educators, to link programs for better sharing of ideas and support, and to provide a means to identify parenting educators, including their location, training and areas of expertise. It is free to register and should only take 5 minutes to complete. Please go to http://www.lapen.org.

LAPEN Core Competencies Committee

Beverly Grant, MEd, 2009 Co-Chair
- West Feliciana Family Service Center
Pam Wall, LCSW, 2009, Co-Chair
- West Feliciana Family Service Center
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Kasundra Cyrus, PhD
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END NOTES

i The BrightStart initiative began in 2004 with federal funding through the Health Resources and Services Administration’s (HRSA) Early Childhood Comprehensive Systems Grant from the Maternal and Child Health Bureau, U.S. Department of Health and Human Services (DHHS). The Louisiana Department of Health and Hospitals administered these funds through the Office of Public Health, Maternal and Child Health Program.


vi “Improving Supports for Parents of Young Children” by NCCP focused on parenting initiatives in four states and highlighted the work of LAPEN as a promising strategy “…states can use to increase training, especially professional development focused on evidenced-based practices.” The full report is available at: http://www.lapen.org/uploads/NCCPReportonParentingSupport910.pdf.

vii The report on parenting curricula and models can be found at http://www.lapen.org/uploads/LAPENCurriculumandModelsReportResources.pdf

This report was prepared by Sherry S. Guarisco, SSG Consulting Services LLC, for the Louisiana Partnership for Children and Families and its program, the Louisiana Parenting Education Network. The LAPEN Guidance Team, Lenell Young, LAPEN Program Director, Melanie Bronfin, former BrightStart Assistant Director and Team Dynamics were instrumental in the development of this report and SSG acknowledges their support.