



THE COLLINS FOUNDATION  
THE FORD FAMILY FOUNDATION  
MEYER MEMORIAL TRUST  
THE OREGON COMMUNITY FOUNDATION  
OREGON STATE UNIVERSITY

# ***Best Practices in Implementing a Parenting Education Series***

## ***Shortened Tool***

### **OPEC Site Information**

OPEC SITE

YOUR NAME

SERIES NAME

SERIES LOCATION

DATE

### **Instructions**

Use this form to monitor your site's implementation of parenting education series. Please rate each item on either a scale of 0-4 or yes/no (depending on the item.) For specific definitions of each item, click on the link in parentheses. The link will take you directly to the page in the *How to Rate Fidelity to Best Practices in Parenting Education* [User Guide](#) on that specific topic.

# Indicators

## Prior to Implementing a Series

<i>Content of Curriculum</i>	NA	0	1	2	3	4
Use of evidence-based parenting education curricula in past year ( <a href="#">IV.A.2</a> )						
Materials allow parenting educators to personalize content and learning ( <a href="#">IV.B.1</a> )						
Curriculum includes child development information relevant to parenting skills ( <a href="#">IV.B.2</a> )						
Curriculum focuses on specific, practical parenting skills ( <a href="#">IV.B.3</a> )						
Curriculum promotes positive family interaction ( <a href="#">IV.B.4</a> )						
Parental self-care is part of the curriculum ( <a href="#">IV.B.5</a> )						
Curriculum includes assessment of parenting strengths and needs ( <a href="#">IV.B.6</a> )						
<i>Format of Service</i>	NA	0	1	2	3	4
Parenting education curriculum is delivered using interactive approaches ( <a href="#">III.C.3</a> )						
Curriculum provides opportunities to practice skills between parents and children ( <a href="#">III.C.5</a> )						
The organization makes efforts toward match age and content needs of families to curricula ( <a href="#">III.C.2</a> )						
<i>Trained Educators</i>	NA	0	1	2	3	4
Completed formal initial training in specific curricula taught ( <a href="#">II.A.1</a> )						
<i>Service Delivery</i>	NA	0	1	2	3	4
Recruit families around developmental milestones or family transitions ( <a href="#">III.A.1</a> )						
Use locally informed outreach and marketing ( <a href="#">III.A.3</a> )						
Time of day for series is based on parent feedback ( <a href="#">III.B.2</a> )						
Location of series is based on parent feedback ( <a href="#">III.B.1</a> )						

## Assessment

<i>Ongoing Assessment of Curriculum Implementation</i>	NA	0	1	2	3	4
Organization requires assessment of fidelity to each evidence based parenting education curriculum ( <a href="#">VI.A.1</a> )						
Standard parenting educator evaluations are collected on a regular basis for each educator ( <a href="#">VI.A.2</a> )						
Data are collected to document session attendance and participant retention ( <a href="#">VI.A.3</a> )						

<i>Outcome Measurement</i>	NA	0	1	2	3	4
Parenting educators or organization staff measure changes in family outcomes ( <a href="#">VI.B.2</a> )						
Parenting educators or organization staff measure changes in family outcomes using measures specific to the parenting education curriculum (descriptive, not rated) ( <a href="#">VI.B.1</a> )	Yes				No	

<i>Data Systems are Established and Influence Implementation</i>	NA	0	1	2	3	4
Parenting educators and other organization staff have regular opportunities to review process and outcome data, assess progress, and make program improvement ( <a href="#">VI.C.2</a> )						
Parenting educators review participant evaluations ( <a href="#">VI.C.3</a> )						

## During Implementation: Programming

<i>Format of Service</i>	NA	0	1	2	3	4
Group Size is consistent with recommendations from the curriculum vendor ( <a href="#">III.C.4</a> )						

<i>Organizations Provide a Supportive Infrastructure</i>	NA	0	1	2	3	4
Adequate staffing for parenting education series ( <a href="#">V.A.2</a> )						
Sufficient program manuals and materials for program implementation are available ( <a href="#">V.A.4</a> )						
Administrative support is available and sufficient to support program implementation ( <a href="#">V.A.5</a> )						
Adequate staffing for child/youth education or for child care provided during parenting education series ( <a href="#">V.A.3</a> )						

<i>Service Delivery Retention</i>	NA	0	1	2	3	4
Quality of childcare is monitored ( <a href="#">III.B.4</a> )						
Transportation needs are addressed ( <a href="#">III.B.6</a> )						
Appropriate meals or snacks offered ( <a href="#">III.B.5</a> )						
Follow-up contact is made with families who miss a session ( <a href="#">III.B.7</a> )						

<i>Curriculum Fidelity Items Dosage &amp; Adherence</i>	NA		Yes		No	
Number of sessions is consistent with recommendation of the evidence-based parenting education curriculum						
Duration (amount of time) in each session is consistent with evidence-based parenting education curriculum						
Consistent methods are used to determine if key content is covered during a series as identified by the parenting education curriculum						

## **During Implementation: Facilitation**

<i>Parenting Educators Project Positive Personal and Interpersonal Qualities</i>	NA	0	1	2	3	4
Use active listening skills ( <a href="#">I.C.1</a> )						
Demonstrate linguistic competence with limited-English speaking participants ( <a href="#">I.C.2</a> )						
Exhibit familiarity with range of family and community values ( <a href="#">I.C.3</a> )						
Appear well prepared for session ( <a href="#">I.C.4</a> )						
Exhibit positive interpersonal skills ( <a href="#">I.C.5</a> )						
Maintain a positive learning environment ( <a href="#">I.C.6</a> )						

<i>Responsiveness of Educator to Parenting Needs</i>	NA	0	1	2	3	4
Goal setting is facilitated during sessions, and progress is discussed ( <a href="#">III.D.1</a> )						
Parenting educator tailors delivery in response to group needs, without alerting critical components of curriculum ( <a href="#">III.D.2</a> )						