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## *Report of Landscape Analysis: Parenting Education in New York State*

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## EXECUTIVE SUMMARY

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### Background

In February 2021 the New York State Parenting Education Partnership (NYSPEP), under the auspices of the Credential Work Group, organized a Summit on Workforce Quality for Parenting Education, a virtual half-day event. The engagement of nearly 250 attendees representing ‘a wide range of positions in widely varied organizations’ reflected the embeddedness of parenting education in many different services.

Key points from the Summit:

- New York State has a diversified array of parenting education programs being offered.
- Because parenting education is a fairly new profession, there is no national recognition specifically for parenting educators and that the requirements for working in the field vary from position to position and from program to program.
- The competencies of the NYSPEP Parenting Educator Credential are intentionally aligned with the comprehensive set of competencies necessary for parenting educators developed by National Parenting Education Network (NPEN).
- There is now more than ever, the need for flexibility and portability in how we provide parenting education, and the NYSPEP credential is valuable across programs, curricula, and modes of service—it ‘travels’ with the parenting educator no matter the format, the clients, or the setting.

During the Summit, one of the next steps was to complete a thorough analysis of organizations serving parents, as well as partnering institutions. The goal is to have a growing cohesiveness, collaboration and coordination in the field. The Credential Work Group, supported with funding by New York State Office of Children and Family Services (OCFS), embarked on developing a landscape analysis of parenting education in New York State. The analysis includes:

- Identifying what higher education degrees, certificates, and programs parenting educators may hold, with a description of relevant degree or certificate programs at colleges or universities.
- Descriptions of the trainings, certificates, and credentials that parenting educators in New York have as well as professional development and training opportunities available to parenting educators as they continue their careers.
- An overview of the job titles and positions that parenting educators hold across the state and other locations, as well as examples of parenting educator pathways, highlighting especially the experiences of Credentialed Parenting Educators.

### Methodology

These approaches were used to gather information for this environmental scan:

1. An internet search of colleges and universities in New York offering course work considered foundational for parenting educators. To identify colleges and universities offering core courses to prepare parenting educators, the plan included:
  - a. Consulting websites for professionals in the family studies area: Early Childhood.Org, an information source for careers and career advancement in early childhood and school-age child care programs; The National Council on Family Relations (NCFR) recognizing accredited undergraduate and graduate degree programs with coursework that covers the 10 Family

- Life Education content areas and The National Parenting Education Network (NPEN) Framework for Understanding Parenting Educator Professional Preparation and Recognition.
- b. Using key word search, identifying colleges or universities in New York State that offer courses in human development, family studies, or parenting education practices, specifically parent-child relations, nurturing discipline, family conferencing or group facilitation skills, adult education and working with diverse audiences.
2. An online survey was distributed to a wide network of parenting educators and practitioners supporting parents and families. To elicit input from parenting educators, and credentialed parenting educators in particular, a survey of 17 questions was created on Survey Monkey and distributed widely through NYSPEP members and partners from March 1-18, 2022: 132 practitioners representing 52 of the 63 counties responded. Home visiting programs and Cornell Cooperative Extension were the two most frequently mentioned organizations represented. It is important to note that this is a random sample of self-identified parenting educators and administrators who support programs offering parenting education in a variety of modalities.
  3. Analysis of redacted applications of individuals seeking the New York State Parenting Educator Credential.  
The data from 100 applicants to the NYSPEP parenting educator’s credential informed the recommendations in this report.
  4. To supplement the state scan, relevant practices in selected states were also included.

### **General themes**

Highlights of the findings that emerged from this environmental scan:

1. The majority of parenting educators contributing to this report have some college credit. A number of individuals reported holding postgraduate certificates or degrees (i.e., MSWs, MBA, PhD). Teaching certification (early education to elementary grades) and a license in social work were the two most frequently mentioned professional designations.
2. A key word internet search using “human development/family studies” to identify relevant degree or certificate programs at colleges or universities in New York revealed accredited programs at Cornell, Syracuse, Queens College, SUNY’s Cobleskill, Empire, Oneonta and Plattsburgh. Adelphi University was recognized for its postgraduate programs in Parenting Education. Also, New York State’s extensive community college system provides foundation courses leading to two-year degrees in relevant majors as well as articulation agreements with four-year colleges and universities. However, about half of the survey respondents listed other colleges or universities, demonstrating the wide variation in educational experience.
3. Of the parenting educators contributing to this report, a significant number majored in education or social sciences, gaining background in the stages of human growth and development, behavior and interactions. These are all core components of the competencies needed for the NYS Parenting Educator Credential.
4. Survey respondents shared an extensive list of continuing education experiences. The Family Development Credential was cited most often. Parenting educators rely on NYS Office of Children and Family Services (OCFS) and ‘local/in-house’ sources for professional development more often than other sources. Cornell Cooperative Extension and NYSPEP were third and fourth on the list.
5. Overwhelmingly parenting educators are working for government or not-for-profit agencies. In the survey, respondents primarily represented home visiting and Cornell Cooperative Extension

programs, although the variety of other work settings was extensive. It is notable that this list includes a small, unique group of parenting educators in private practice.

6. There is significant value in the NYSPEP Parenting Educator Credential. Credentialed parenting educators shared personal comments on the merits of holding the credential. Reasons reflected personal and professional gains. A few examples:
  - a. “The confidence that I have developed by completing the credential portfolio and being recognized by my peers as a competent parenting educator. I take pride in identifying myself as a NYSPEP Credentialed Parenting Educator, which in turn builds confidence in my funders.”
  - b. “It has documented what I know and helped identify areas to expand knowledge. It is very valuable in providing clear and quick confirmation to others that I am qualified to do the work I do.”
  - c. “Being able to say that I earned the credential helps parents understand that it is an area of expertise.”

The value of a well-trained, credentialed parenting educator in reaching the needs of the parent is further supported by the meta-analysis of Mortenson and Mastergeorge (2014).<sup>1</sup>

### **Recommendations**

CPE (Credentialed Parenting Educator) means that person is a qualified parenting educator according to NYSPEP, the network attests that this individual has met the knowledge, skills and ethical standards necessary to provide quality parenting education programs. To further acceptance of the NYSPEP Parenting Educator Credential as a designation of credibility and recognition of quality more must be done. Recommendations based on these findings are to:

1. Garner commitment for adoption of the credential, including a plan for recruiting and supporting parenting educators in achieving this recognition, from state level stakeholders having similar goals for parents and families.
2. With NYSPEP Co-chairs and Conveners, align more closely with National Parenting Education Network and other member states’ leaders on the mutual benefits of recognizing credentialed parenting educators and the portability of the credential.
3. Within NYSPEP, partner with Steering Committee and various work groups, specifically the Professional Development and Communication work groups, to continue models of support for credential candidates to explore what that can and should look like as the use (and eventual requirement) of the credential grows in the future.
4. Articulate a basic “career pathway” for parenting educators as has been created for early care and education providers in New York.
5. Develop a policy brief on the value of qualified parenting educators to the success of parenting education. As one reviewer wrote, this will “make a case for the need for a unifying standard, to inform where marketing efforts might be most productive, to ascertain where marketing efforts might reach those potential credential applicants, agencies and programs not as well represented in the survey.”

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<sup>1</sup> Jennifer Mortensen and Ann Mastergeorge, A META-ANALYTIC REVIEW OF RELATIONSHIP-BASED INTERVENTIONS FOR LOW-INCOME FAMILIES WITH INFANTS AND TODDLERS: FACILITATING SUPPORTIVE PARENT-CHILD INTERACTIONS, *Infant Mental Health Journal*, June 9, 2014. <https://pubmed.ncbi.nlm.nih.gov/25798486/> Downloaded: June 30, 2022

6. Work toward systemic changes recommended by credentialed parenting educators:
  - a. Reach out to administrators and supervisors of parenting support programs to emphasize the value of credentialed parenting educators to the success of their mission.
  - b. Establish methods to address financial incentives, such as higher reimbursements to credentialed parenting educators and, through funding cycles in grants or budgets, award extra points for employing credentialed parenting educators.

This report is intended to continue the conversation initiated during the Summit on Workforce Quality for Parenting Education in February 2021. And to propose efforts that will lead to ‘cohesiveness, collaboration and coordination in the field.’ Some of the pieces to achieving this goal are in place. New York State is fortunate to have talented, dedicated professionals striving to ensure that families with children have the parenting skills, information and supports they can use for healthy parenting and family life. Since 2007, NYSPEP has been working to build a strong network that embraces the wide array of parenting education programs, provides opportunities for providers to learn from one another and collaboratively promotes the value of parenting education. This network includes state and community-based partners ready to join the movement to improve the status of parenting educators in New York.



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## *Report of Landscape Analysis: Parenting Education in New York State*

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### **Introduction**

In February 2021 the New York State Parenting Education Partnership (NYSPEP), under the auspices of the Credential Work Group, organized a Summit on Workforce Quality for Parenting Education, a virtual half-day event. The nearly 250 attendees represented a wide range of involvement in the field. A majority were either frontline parenting educators or someone whose work supported parenting educators. Agencies and organizations represented included: home visiting programs, Head Starts, the Adoptive and Foster Family Coalition, NYC Administration for Children Services, child abuse prevention programs, YWCAs, perinatal networks, community health worker programs, the NYS Office of Mental Health, Cornell Cooperative Extension programs, and many more. The engagement from those in such a wide range of positions in widely varied organizations reflects the embeddedness of parenting education in many different services.<sup>2</sup>

Participants came away with an understanding of the wonderful and diversified array of parenting education programs being offered across New York. They also learned that, because parenting education is a fairly new profession, there is no national recognition specifically for parenting educators and that the requirements for working in the field vary from position to position and from program to program. However, the National Parenting Education Network (NPEN) has developed a list and description of the comprehensive set of competencies necessary for parenting educators, and NYSPEP has aligned with those competencies in its creation of the NYSPEP Parenting Educator Credential. There is, therefore, the potential for greater uniformity for a standard of foundational knowledge and skills and recognition of those who have education, training and experience to provide high quality services across New York State. And, as highlighted during the Summit, there is now more than ever, the need for flexibility and portability in how we provide parenting education, and the NYSPEP credential is valuable across programs, curricula, and modes of service—it travels with the parenting educator no matter the format, the clients, or the setting.<sup>3</sup>

During the Summit, one of the next steps identified was to complete a thorough analysis of individuals and organizations serving parents, as well as partnering institutions. The goal is to have a growing cohesiveness, collaboration and coordination in the field. The Credential Work Group, supported with funding by New York State Office of Children and Family Services (OCFS), embarked on developing a landscape analysis of parenting education preparation in New York State.

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<sup>2</sup>NYSPEP Summit on Workforce Quality for Parenting Education in New York State, Feb 2, 2021 p3. [https://nyspep.org/application/files/3216/2610/0625/NYSPEP\\_SUMMIT\\_REPORT\\_FINAL-7-7-21.pdf](https://nyspep.org/application/files/3216/2610/0625/NYSPEP_SUMMIT_REPORT_FINAL-7-7-21.pdf). Downloaded August 30,2022.

<sup>3</sup> NYSPEP Summit on Workforce Quality for Parenting Education in New York State, Feb 2, 2021 p15. [https://nyspep.org/application/files/3216/2610/0625/NYSPEP\\_SUMMIT\\_REPORT\\_FINAL-7-7-21.pdf](https://nyspep.org/application/files/3216/2610/0625/NYSPEP_SUMMIT_REPORT_FINAL-7-7-21.pdf). Downloaded August 30,2022.

This analysis includes:

- Identifying what higher education degrees, certificates, and training programs parenting educators complete, with a description of relevant degree or certificate programs at colleges or universities, including the CUNY and SUNY system, as well as private institutions such as Adelphi University.
- Descriptions of the trainings, certificates, and credentials that parenting educators in New York have. In addition, this landscape analysis describes professional development and training opportunities available to parenting educators as they continue their careers.
- An overview of the job titles and positions that parenting educators hold across the state and other locations, as well as examples of parenting educator pathways, highlighting especially the experiences of Credentialed Parenting Educators.

This analysis also identifies particularly important or relevant organizations, curriculum developers, institutions, and funders with whom NYSPEP should form partnerships and strategies to promote and expand the NYSPEP Credential.

### **Methodology**

Four approaches were used to gather information for this environmental scan: (1) an internet search of colleges and universities in New York offering course work considered foundational for parenting educators; (2) an online survey that was distributed to a wide network of parenting educators and practitioners supporting parents and families; (3) analysis of redacted applications of individuals seeking the New York State Parenting Educator Credential; and (4) a selected survey of other states' activities to support the professionalism of parenting educators.

Initially, we consulted three websites listing higher education resources for professionals in the family studies area. The [Early Childhood.Org](#) website is “a one-stop information source for exploring careers in early childhood and school-age child care programs, as well as information on career advancement.” The [National Council on Family Relations \(NCFR\)](#) “recognizes regionally accredited schools offering undergraduate and graduate degree programs with coursework that covers the 10 Family Life Education content areas as CFLE-approved programs.” The [National Parenting Education Network \(NPEN\) Framework](#) is “designed to provide information about existing types of professional preparation and recognition available for practitioners in the field of parenting education.”

Using key words from the competencies outlined in the NYS Parenting Educator Credential, we conducted an internet search to identify colleges or universities in New York State offering courses in human development, family studies, or parenting education practices, specifically parent-child relations, nurturing discipline, family conferencing or group facilitation skills, adult education and working with diverse audiences.

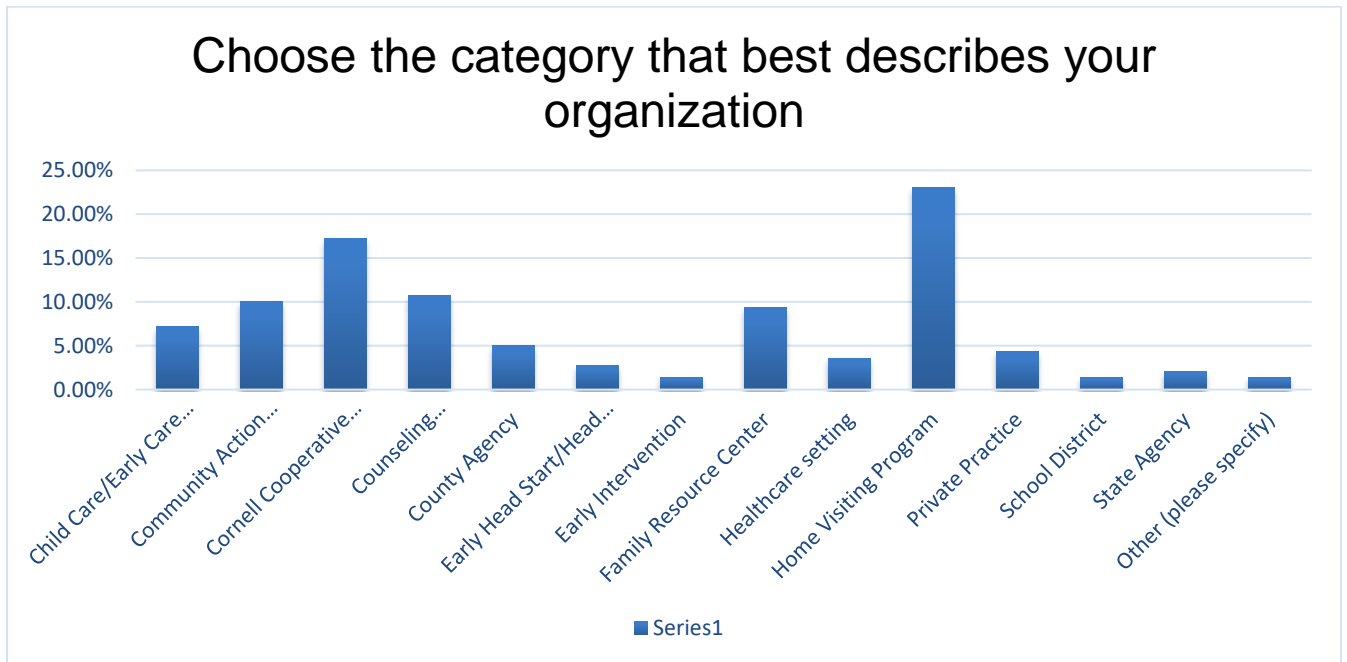
A survey of 17 questions was created on Survey Monkey in collaboration with the Credential Workgroup (credit to committee chair Judy R. Wolf and members Meg Akabas, Dona Anderson, Charlene Griffin, and Karen Sweeney). The survey was developed in February 2022 and distributed through NYSPEP networks, with a request to share with colleagues. The list included: NYSPEP Steering Committee [Steering Committee members as of July 2022 in Appendix A] and member lists, credentialed parenting educators, NYS Pyramid Model trainers, Head Start/Early Head Start programs, the Home Visiting Coalition Initiative, Preschool Development Grant Birth-5 contacts, Cornell Cooperative Extension

educators. The invitation list for the 2021 Summit was also used; this list of almost 700 names cast a wide net to include individuals in New York State whose work touched parents in some way – practitioners, administrators, funders, policy makers, etc. The survey was open from March 1-18, 2022; 132 responses have been analyzed to inform this report.

Demographics of the 132 responses: 52 of 63 counties are represented (a complete list of the number of responses by county is in Appendix B). Of the organizations identified, home visiting programs and Cornell Cooperative Extension were the two most frequently mentioned, 32 and 24 of the 132 responses respectively. The additional 76 responses were evenly distributed across many sectors (less than 10% of responses, 2-15 responses). A University/State agency and Homeschool Parent Educator/Primary Caretaker of Special Needs Child (Teen) were singular responses. Reference Graph #1.

It is important to note that this is a random sample of self-identified parenting educators and administrators who support programs offering parenting education in a variety of modalities.

Graph #1



Finally, analysis of the background of 100 applicants to the NYSPEP Parenting Educator’s Credential informed the recommendations in this report.

To supplement the state scan, examples of selected other states’ approaches to supporting the professionalism of parenting educators have been cited. These states were chosen from NPEN’s list of networks and organizations “identified as having an active, ongoing presence in the parenting education efforts of the state, and in some cases, in other geographic areas outside the state,” in consultation with NYSPEP Credential Work Group.



## What We Learned

### A. The higher education degrees, certificates, and programs parenting educators pursue

Parenting Educators must have a basic understanding of human development and broad expertise that enables them to provide reliable, credible educational support that will meet parents' individual needs. In this report we took several steps to determine what educational programs are available and which ones parenting educators use to obtain this expertise.

To identify the relevant degree or certificate programs offered at colleges and universities, we focused first on the institutions endorsed by three professional websites listing higher education resources for professionals in the family studies field:

- The [earlychildhood.org](http://earlychildhood.org) Child and Family Studies database includes five institutions: Cornell University, SUNY College Cobleskill, SUNY Empire State College, SUNY Plattsburgh and Syracuse University.
- NCFR has approved three New York programs at the bachelor degree level: Queens College (Family Science / Studies / Relations / Ecology / Services); SUNY Oneonta (Child/Human Development and Family Science/Studies) and Syracuse University (Child/Human Development and Family Science/Studies).
- NPEN lists Adelphi University Institute for Parenting as one of only three institutions in the country offering a college level degree in this field.

We then conducted an internet search to further identify institutions of higher education offering courses named human development, family development, or other courses that would provide core knowledge for parenting educators. Of the 160 Nationally accredited Institutions of Higher Education in New York,<sup>4</sup> fewer than 25 offer course work identified as “human development,” “child studies,” “marriage and family studies” or some variation of these titles. It should be noted that community colleges, colleges and universities offer introductory courses in psychology and sociology which could include topics of typical human development (child and/or adult development) and family systems.

Following the competencies outlined in the NYS Parenting Educators Credential, we also attempted to identify those institutions offering courses in parenting education practices, specifically parent-child relations, nurturing discipline, family conferencing or group facilitation skills, and working with adults and specifically diverse audiences.

Columbia University Teachers College was the only university we found that listed Adult Education as a specific course topic. Likewise, Adelphi University is the only known accredited institution of higher education in the state that offers courses specifically focused on parenting education; their Parenting Institute offers continuing education courses and a postgraduate certificate in parent education.

Following the extensive internet search, Cornell, Syracuse, Queens College, SUNY's Cobleskill, Empire, Oneonta and Plattsburgh were listed in the survey as they have recognized programs in human development/family studies; Adelphi was included for its Masters in Parenting Education. Columbia Teachers College was listed but garnered no responses and has been deleted from the list below.

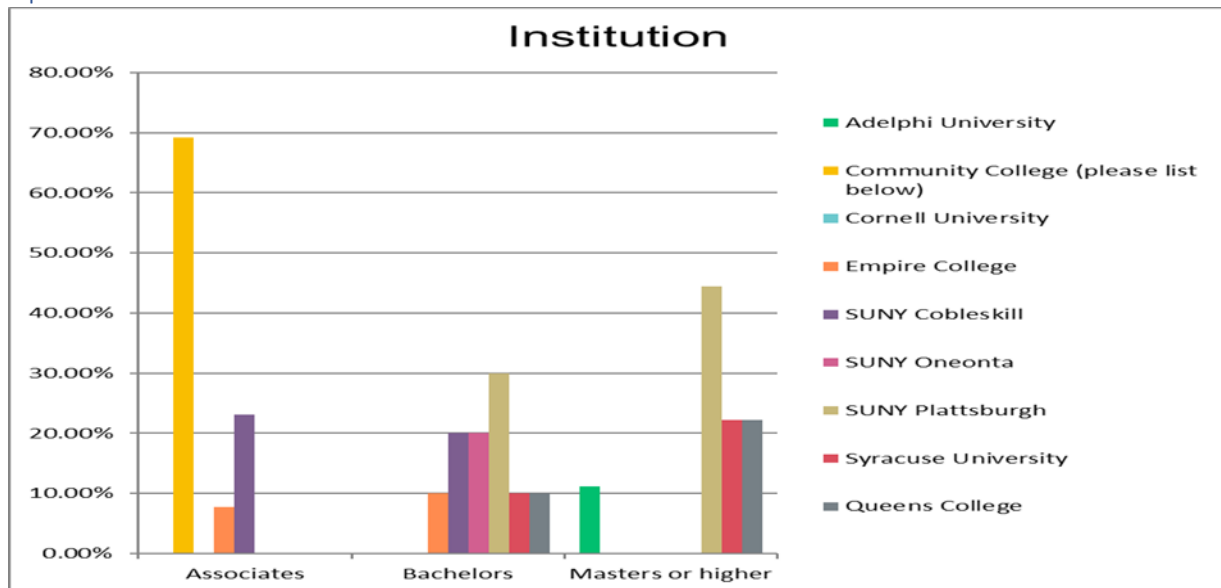
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<sup>4</sup> Reference: <http://www.nationalccrs.org/colleges-universities-search?state=New+York&title=>

New York State’s extensive community college system was included; it provides foundation courses leading to two-year degrees in relevant majors, i.e., early childhood education, as well as articulation agreements with four-year colleges and universities. As expected, community college was a dominant choice for early childhood educators. Respondents were asked to name the community college; Cayuga, Corning, Finger Lakes, Monroe and Onondaga were identified.

About half of the respondents listed colleges or universities beyond those offered in the survey, demonstrating the wide variation in educational background (See Graph #2). It is worth noting that the list includes many out of state colleges and universities, and several online programs.<sup>5</sup> (For a complete list, see Appendix C)

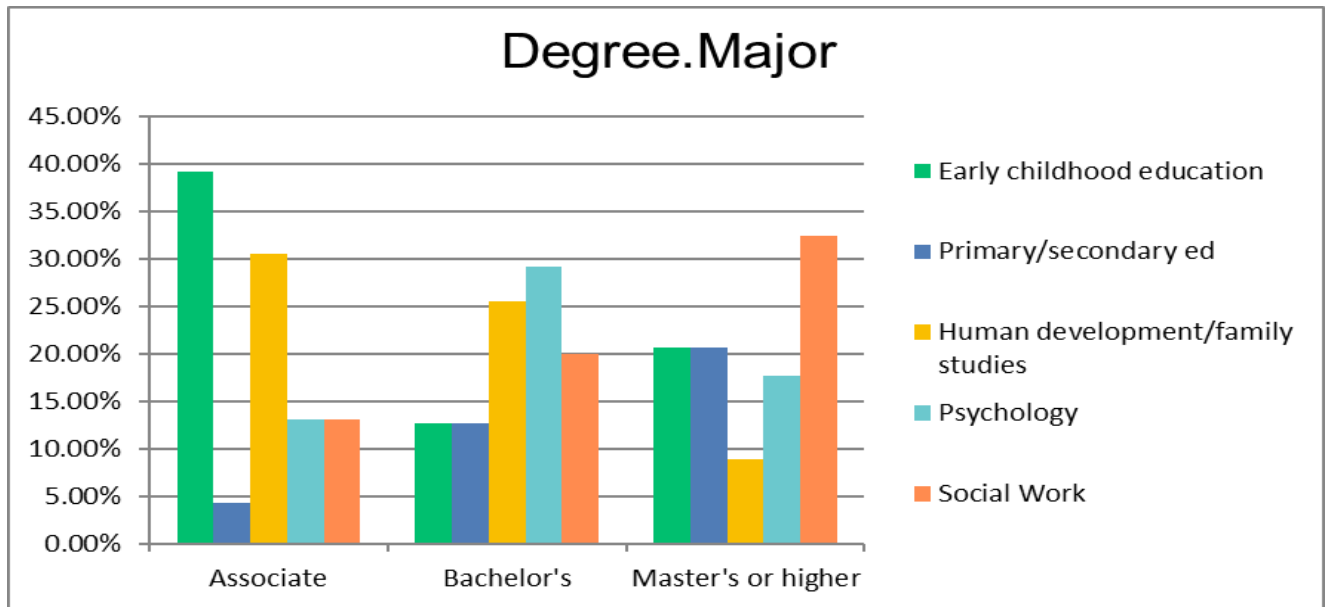
Graph #2



The question, “What was your degree and major?” elicited responses in the given categories [early childhood education, primary/secondary education, human development/family studies, psychology, social work] as those are majors common among parenting educators. (Speech therapy was included but, as there were no respondents in the group, it has been deleted.) Reference Graphs #3a & #3b. A notably wide variety of responses were gathered in the open category (81 unique responses of 132 respondents). Majors mentioned in the open category ranged from technical, i.e., digital marketing, ag economics and finance, to human services, health and the arts. (A complete list is included in Appendix C)

<sup>5</sup> Three volunteered that their highest educational level was a high school diploma and three mentioned ‘some college.’

Graph #3a



Graph #3b

<b>(Q13) What higher education degrees to you have</b>											
<b>Degree.Major</b>											
	Early childhood education		Primary/secondary ed		Human development/family studies		Psychology		Social Work		Total
Associate	39.13%	9	4.35%	1	30.43%	7	13.04%	3	13.04%	3	23
Bachelor's	12.73%	7	12.73%	7	25.45%	14	29.09%	16	20.00%	11	55
Master's or higher	20.59%	7	20.59%	7	8.82%	3	17.65%	6	32.35%	11	34
Other (please specify)											81
		<b>23</b>		<b>15</b>		<b>24</b>		<b>25</b>		<b>25</b>	<b>112</b>

These factors stand out:

- Respondents with associate degrees reported majors in early childhood; four hold positions in home visiting programs. As for many college students, community college is an important gateway for these professionals. Many parenting educators pursued a bachelor’s beyond their associate degree (16/23) and two respondents hold a master’s degree as well.
- Of the five suggested majors, responses were almost evenly divided among psychology, human development and social work. Education, when early childhood and elementary/secondary education are combined, was the most commonly mentioned major overall.
- Due in part to the construct of the question (only five response options were offered) and the complexity of parenting educators’ educational journey (a wide range of majors, and number of

colleges or universities attended) information related to educational degree and major was frequently incomplete in the survey results.

- The number of online degrees identified by parenting educators in the survey was small. However, the quality and convenience of earning a degree in this way holds great potential, as online colleges meet the same high standards as on-campus schools. “In fact, many top-ranked colleges in New York, including SUNY and CUNY schools, offer online degrees. For example, SUNY Online offers over 650 online degrees.”<sup>6</sup>
- To better display the complexity of parenting educators’ educational experiences, all individual responses have been sorted by degree, major with the institution(s) attended in a chart found in Appendix C.

### **B. Trainings, certificates, and credentials benefiting parenting educators in New York**

Because there is no established educational protocol for parenting educators, continuing education experiences provide the necessary tools, techniques and curricula for high quality parenting education. The survey was designed to capture the breadth of training, certifications and credentials that parenting educators have used to build their competence in responding to the needs of the parents with whom they work.

Licenses in education and social work predominated. While some individuals hold dual certification, six listed a general teaching license, five specified N-6 certification and four, Prek-6 special education certification. Eight are licensed social workers (4- LCSW, 3-LMSW, 1-LMSW with RN license). Two respondents are Certified Dietitian-Nutritionists (CDN).

Twenty-one individuals, including two advisors and one trainer, have the Family Development Credential (FDC). The FDC originated at Cornell University and is now administered through the University of Connecticut. Six responders hold a NYS Infant Mental Health Endorsement, including two Mentors, the higher level of endorsement. Five people have earned or are working on their Family Peer Advocate credential. Five are Certified Lactation Consultants. Four people are recognized trainers of the Standards of Quality for Family Strengthening and Support Initiative (three are employees of Cornell Cooperative Extension Association). One person is recognized as a Certified Family Life Educator by the NCFR.

One respondent has a postgraduate certificate from the transdisciplinary program at the Jewish Board in New York City; another has the post-master’s certificate in Parent Education and Parent Infant Mental Health from Adelphi University’s Institute for Parenting.

We also asked what professional development and training opportunities parenting educators access to continue their careers. Question #17 was designed to gather information on the sources that responders rely on for continuing education opportunities. Because we asked for ‘all that apply’ we received 477 ‘votes’ for a range of organizations (Ten individuals did not respond to this question). Refer to Graph #4

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<sup>6</sup> Source: <https://www.accreditedschoolsonline.org/new-york/>

Graph #4



New York State Office of Children and Family Services, ‘in-house’ trainings and Cornell Cooperative Extension were the three most frequently mentioned organizations (Of the 122 responses to this question: 63, 53, and 47 respectively). “Other agencies or organizations” (38/122 responses) included Healthy Families NY, many local coalitions, state and national agencies and organizations. Podcasts, online trainings, webinars and resources were mentioned four times. Four responses were “Not Applicable.” (A description of the major certificate programs and a complete list of organizations mentioned that offer professional development are included as Appendix D.)

### C. An overview of job titles and positions, examples of parenting educator pathways

Another area of interest was to learn more about the job titles and positions that parenting educators hold across the state. What roles do parenting educators fill?

To elicit an authentic overview of position descriptions, the question “What is your job title?” was open ended. Of the 132 responses, the most common titles were Parenting Educator (14) and Family Support Specialist (12). Other ‘specialist’ titles were: Human Development Specialist, Family Development Specialist, Family Resource Specialist, Parent Training Specialist, Visitation Specialist, Senior Health Program Specialist, Family Training Specialist, Resource and Referral Specialist.

Another broad category of titles indicated roles in education: Family Educator, Community Educator, Health Educator Trainer/Coach, Subject Educator, Early Education Teacher, Special Education teacher, teacher, Parents as Teachers home visitor, Health Educator, and Community Health Educator.

Many titles indicated some management or supervisory responsibilities, i.e., Executive Director, Director, Associate Director, Assistant Director, WIC Director, Clinical Coordinator, Clinical Supervisor,

Program Manager, Program Supervisor, Parenting Coordinator, Family Stability Coordinator, Family Services Coordinator, Family Services Director, Supervisor of Community Educators, Issue Leader, and one Associate Commissioner. The titles of 47 respondents indicated some level of managerial responsibility.

The area of support services, counseling or therapy was a final category. Titles included in this category: case manager, psychotherapist, school psychologist, social worker, Family Peer Advocate, and Family Advocate.

### **Pathways of credentialed parenting educators**

To learn more about specific education and work experiences, and to gather examples of the career path of parenting educators, especially the experiences of Credentialed Parenting Educators, the survey was sent to 70 past or present credentialed parenting educators. From the 132 respondents, 27 hold the NYSPEP Parenting Educator Credential. Because this is a small, self-identified subgroup, it is difficult to conclude that there is one or even several general routes to becoming a credentialed parenting educator.

While there are no common pathways to becoming a parenting educator, and no undergraduate curriculum leading to a degree in parenting education, to better understand the process these credentialed parenting educators have taken, we explored their responses in more depth:

- Many of the respondents (19) indicated that they have graduated from college, the range was associate degree to master's level. In two cases, individuals held associate, bachelor's and master's degrees. Single responses were: high school diploma, 'some college,' on the job training, a program in Spain and 'none.' Three did not reply to this question.
- The majority of degrees (18) were in the human sciences: human development/family studies, social work, psychology and education (early childhood/primary-secondary).
- These credentialed parenting educators work in a variety of settings across the state:
  - Early care and education/child care resource and referral agencies (6) (a state agency, the Capital District, NYC);
  - Cornell Cooperative Extension (4) (Tioga, Schuyler and Kings counties);
  - Home visiting programs (4) (Monroe, Broome, Kings counties and NYC);
  - Counseling centers (3) (serving Fulton & Montgomery, Rensselaer & Albany, the Bronx and NYC counties);
  - Family Resource Centers (3) (Tioga and Onondaga counties and statewide); two for Community Action Agencies (Onondaga and Bronx counties);
  - A state hospital on Long Island (1) (Nassau and Suffolk counties); and,
  - Private practice (4) in NYC, Steuben & Chenango counties, Spain and as the director of "Conflict Restoration and Resolution Mediations."
- Twelve of the credentialed parenting educators listed certificates in related areas, including eight who have completed the Family Development Credential (including one instructor). (A complete list is included in Appendix E.)

To further inform our understanding of the background of those applying for the Parenting Educator Credential, we analyzed the statistics of 100 credential applicants on file with New York State Parenting Education Partnership. This list included limited information: educational attainment, areas of study and some information on related certificates. It is important to note that about a quarter of these

individuals responded to the larger survey. Educational background of these applicants was similar to the survey results. Three have a high school degree or equivalent; ten have Associate degrees. Twenty-seven have obtained a Bachelor's degree and 24 have continued to a Master's level, including one individual with a PhD. No information was recorded for 36 applicants. This group of Parenting Educators listed a wide range of majors. See Word Cloud below:



Of the 29 applicants for whom we have information, 16 have a Family Development Credential, six graduated from the TEPE Institute, five are trained PAT (Parents As Teachers) parent educators, three graduated from the Adelphi Institute for Parenting, two have their CDA (Child Development Associate), one is a recognized Parent Coach and one is a Family Peer Advocate. Five reported multiple certificates.

#### **How the credential has made a difference**

To further understand individual experiences obtaining a credential through NYSPEP, Q11 on the survey “Please share one or two examples of how having the credential has impacted your work and career” was open-ended. Insightful comments from 23 Credentialed Parenting Educators define some of the benefits of obtaining the credential.

Two major themes emerged (a complete list of responses is included in Appendix F):

1. A strong indication that the credential had a positive effect on the parenting educator’s career. Specifically:
  - Validation from co-workers and colleagues;

- Credibility with parents and other caregivers, acceptance for having expertise in the field of parenting education;
  - Opportunities to work on a wider range of projects, train new staff;
  - Expanded ability to offer parenting education programs; and,
  - Financial benefits; i.e., it added integrity to grant applications, created access to Medicaid billing.
2. Personal benefits mentioned were:
- Valuable self-reflection;
  - Increased confidence in working with diverse audiences, including teens and a variety of adult population;
  - More comfortable as a teacher/facilitator of parenting education;
  - Having objective acknowledgement of their skills and training; and,
  - Recognition as a qualified parenting educator.

Finally, practitioners value the continuing education required to maintain the credential, ensuring that they stay current and identify areas for further professional growth.

One individual felt it was useful but provided no examples; two did not feel it was useful (one N/A response; one wrote: “I wish the NYSPEP credential was more widely known through human services agencies. I received my credential a few years ago and didn't restate it. I(t) had no impact on finding employment.”)

To determine the level of interest in the credential, and what supports would encourage others to apply we asked if there was interest if technical assistance, financial aid or both supports were available. The 118/132 responses included 14 credentialed parenting educators. The majority of responses indicated interest in applying for the NYSPEP Parenting Educator Credential with technical (10) or financial (12) assistance or both (36). Slightly less than 40% were not ready at this time. Reference Graph #5.

Graph #5

<b>(Q12) If you do not currently hold a parenting educator credential, would you be interested in applying?</b>		
<b>Answer Choices</b>	<b>Responses</b>	
Yes, with technical assistance (i.e., guidance on my application and support circle) would be important.	8.47%	10
Yes, with financial assistance (help with the application fee) would be important.	10.17%	12
Yes, both technical and financial assistance would be important to me.	30.51%	36
Not at this time. Thank you.	38.98%	46
Other (please explain)	11.86%	14
	<b>Answered</b>	<b>118</b>
	<b>Skipped</b>	<b>14</b>

Included in the “Other” comments, eight would like more information, especially as it would be useful to their agency, their staff or themselves professionally. Two individuals shared that they currently have the credential, and four responses indicated they were not interested.



#### **D. Lessons from Other States**

For many years, NYSPEP has been fortunate to have volunteer leaders who have served on the NPEN Board. NYSPEP has benefited from the relationships that developed. One benefit has been knowledge of achievements in other states providing strong parenting education programs. A few examples, with different approaches, are Oregon, Minnesota, Connecticut and North Carolina. A complete listing of professional development and networking opportunities for parenting educators within each state see [NPEN/Networks and Organizations](#).

##### Oregon

The [Oregon Parenting Education Collaborative \(OPEC\)](#) is sponsored by the College of Public Health and Human Services at Oregon State University, with The Oregon Community Foundation, The Ford Family Foundation, The Meyer Memorial Trust, The Collins Foundation. OPEC supports the system of community-based parenting education services called HUBS, staffed by parenting educators. OPEC offers an easy to access, online “Getting Started” Guide and beginning resources that prepare prospective parenting educators to eventually co-facilitate parenting workshops, offered at the HUBS sites.

OPEC has developed a Recognition System aligned with Oregon’s Core Knowledge and Skills for Parenting Educators as well as the Core Knowledge Categories for Oregon’s early learning profession and the Oregon Core Competencies for Home Visitors. Professional development is tracked in a free account in the OPEC Recognition System. Continuing professional development, online and in person, is also available through OPEC.

New York’s parenting educators would benefit from having a clear, well defined process guide to building their knowledge and skills. NYSPEP has a preliminary arrangement with the Aspire Registry that could be expanded to serve this purpose.

##### Minnesota

By contrast, the Minnesota Department of Education provides funding and oversight to educators and administrators in local school districts to offer high-quality [Early Childhood Family Education \(ECFE\)](#) programming and services to parents and families within their communities. ECFE is a parenting education program for all Minnesota families with children between the ages of birth to kindergarten entrance and, in some schools, for parents with children up to third grade, to support continued parent engagement in children's learning and development.

The ECFE program is offered through the public school district often in partnership with other community or early learning programs. ECFE is provided by teachers who are licensed in early childhood and/or parenting education by the state of Minnesota. Now 50 years old, this unique system of offering training and licensure began through concerted advocacy at the state level.

Parent Education ECFE programs rely on the Parent Education Core Curriculum Framework to guide their curriculum planning, implementation and evaluation. The framework is “based on the assumption that parent educators should have autonomy and exercise creativity in assessing the specific and unique

needs and expectations of each parent and parent group with whom they work and in designing curriculum and selecting resources to best meet their needs and expectations.”<sup>7</sup>

Ideas to explore from Minnesota’s example are:

1. Partnership between a state agency and local institutions. Because the education system is one with which nearly all families with young children interact, this type of parenting program has the potential of establishing a comfortable relationship with school – and a cohort of parents.
2. Relying on a ‘curriculum framework,’ not ‘evidence-based’ curricula, assumes well-trained professional parenting educators and allows the practitioner and the parents to design the educational program that best fits the needs of the learners.

Two other examples are Connecticut and North Carolina [Note: at the time of this publication, these websites were temporarily dormant].

### Connecticut

The Connecticut Parenting Education Network (CT-PEN), a statewide network of organizations and individual parenting educators, recognized that the “foundation of ANY parenting education system is the parenting educator. Like classroom teachers and social workers, parenting educators must be professional – and must be recognized as professionals. To create a coordinated system of parenting education and support, the Connecticut Parenting Educator Credential establishes consistent criteria for the knowledge, skills, and experience needed by all parenting educators.” The Credential was issued through Charter Oak State College to applicants who successfully met the requirements necessary to obtain the Credential at a specific level. The website for CT-PEN is currently unavailable.

CT-PEN partnered with the Connecticut Department of Children and Families and the William Caspar Graustein Memorial Fund, a private funder. Other partners included the Parent Aide Coalition of Connecticut, Connecticut Family Resource Center Alliance, Connecticut Parents as Teachers, Connecticut Youth Services Association, Children’s Trust Fund, Connecticut Commission on Children, Connecticut Charts-a-Course. While Charter Oak State College issued the credential, relationships were established with the University of Connecticut (Department of Family Studies and University Extension, home of the Family Development Credential) and Quinnipiac University. Agreements with funders and institutions of higher education with similar goals would be areas for NYSPEP to explore.

### North Carolina

North Carolina Parenting Education Network is currently reorganizing; the website has not been updated since July 2021. NCPEN’s goal is to “advance parenting education in NC by promoting equitable parenting resources for families. ...a collaborative of parenting educators and child- and family-focused organizations that provides advocacy and support for parenting educators.... NCPEN is also a credentialing organization.” Established in 2002 as one of the first states to offer a credential, materials were revised in 2010. Application packets are still available online.

The pay structure established for applicants is noteworthy. Membership in NCPEN is required (\$40 for regular members, also student and organizational member rates), an additional \$50 for the application. The credential must be renewed every three years for a \$25 fee. NYSPEP credential service is currently

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<sup>7</sup> <https://education.mn.gov/MDE/fam/elsprog/ECFE/index.htm>

supported entirely by application fees that are much higher. Consideration should be given to mitigating the cost of the NYSPEP credential to the individual professional, especially those at the lower end of the wage scale.

### **Conclusion and Recommendations**

The overriding goal of the landscape analysis was to propose efforts that will lead to ‘cohesiveness, collaboration and coordination in the field.’ Based on the findings outlined above, it is clear that the process to becoming a parenting educator in New York State is as unique as the individual’s educational history and work experience. This holds true for credentialed parenting educators as well. However, it is important to note that the competencies outlined in the NYSPEP Parenting Educator Credential, aligned with those developed by National Parenting Education Network (NPEN), articulate a standard of foundational knowledge and skills for those who hold this credential, and for those who aspire to achieve one.

As highlighted by one reviewer, “It becomes even more important for the credential to exist and be widely used to establish a baseline of quality and protect the public and private investment into parenting education. This diversity brings incredible value and indicates the ability to serve diverse populations, but diversity without level setting is a danger to quality.”

Also, as noted in the Summit report, there is a “wonderful and diversified array of parenting education programs being offered across New York.”<sup>8</sup> This is demonstrated by the rich array of titles used by practitioners and the range of organizations that employ individuals providing parenting education. That said there are some general themes that have emerged from this environmental scan:

1. The majority of parenting educators contributing to this report have some college credit. A number of individuals reported holding postgraduate certificates or degrees (i.e., MSWs, MBA, PhD). Teaching certification (early education to elementary grades) and a license in social work were the two most frequently mentioned professional designations.
2. A key word internet search using “human development/family studies” to identify relevant degree or certificate programs at colleges or universities in New York revealed accredited programs at Cornell, Syracuse, Queens College, SUNY’s Cobleskill, Empire, Oneonta and Plattsburgh. Adelphi University was recognized for its postgraduate programs in Parenting Education. Also, New York State’s extensive community college system provides foundation courses leading to two-year degrees in relevant majors as well as articulation agreements with four-year colleges and universities. However, about half of the survey respondents listed other colleges or universities, demonstrating the wide variation in educational experience.
3. Of the parenting educators contributing to this report, a significant number majored in education or social sciences, gaining background in the stages of human growth and development, behavior and interactions. These are all core components of the competencies needed for the NYS Parenting Educator Credential.
4. Survey respondents shared an extensive list of continuing education experiences. The Family Development Credential was cited most often. Parenting educators rely on NYS Office of Children and Family Services (OCFS) and ‘local/in-house’ sources for professional development

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<sup>8</sup> NYSPEP Summit on Workforce Quality for Parenting Education in New York State, Feb 2, 2021 p15. [https://nyspep.org/application/files/3216/2610/0625/NYSPEP\\_SUMMIT\\_REPORT\\_FINAL-7-7-21.pdf](https://nyspep.org/application/files/3216/2610/0625/NYSPEP_SUMMIT_REPORT_FINAL-7-7-21.pdf)

more often than other sources. Cornell Cooperative Extension and NYSPEP were third and fourth on the list.

5. Overwhelmingly, parenting educators are working for government or not-for-profit agencies. In the survey, respondents primarily represented home visiting and Cornell Cooperative Extension programs, although the variety of other work settings was extensive. It is notable that this list includes a unique group of parenting educators in private practice.
6. There is significant value in the NYSPEP Parenting Educator Credential. Credentialed parenting educators shared personal comments on the merits of holding the credential. Reasons reflected personal and professional gains. A few examples:
  - a. “The confidence that I have developed by completing the credential portfolio and being recognized by my peers as a competent parenting educator. I take pride in identifying myself as a NYSPEP Credentialed Parenting Educator, which in turn builds confidence in my funders.”
  - b. “It has documented what I know and helped identify areas to expand knowledge. It is very valuable in providing clear and quick confirmation to others that I am qualified to do the work I do.”
  - c. “Being able to say that I earned the credential helps parents understand that it is an area of expertise.”

The value of a well-trained, credentialed parenting educator in reaching the needs of the parent is further supported by the meta-analysis of Mortenson and Mastergeorge (2014).<sup>9</sup>

CPE (Credentialed Parenting Educator) means that person is a qualified parenting educator according to NYSPEP, the Network attests that this individual has met the knowledge, skills and ethical standards necessary to provide quality parenting education programs. To further acceptance of the NYSPEP Parenting Educator credential as a designation of credibility and recognition of quality more must be done. Recommendations for using this report:

1. Garner commitment for adoption of the credential, including a plan for recruiting and supporting parenting educators in achieving this recognition, from state level stakeholders having similar goals for parents and families:
  - a. Share the Summit Report and findings from the Landscape Analysis with stakeholders.
  - b. Initiate conversations to collaborate with NYSPEP conveners (PCANY, NYS Council on Children and Families, NYS Office of Children and Family Services, NYS Office of Mental Health, NYS Office of Addiction Services And Supports) and supporting agencies, especially NYS Education Department and NYS Department of Health;
  - c. Engage new partners in cooperative discussion to define pathways in which parenting educators obtain foundation knowledge and skills and progress toward a Parenting Educator Credential. Potential new partners could be: Adelphi University’s Parenting Institute, Cornell University Cooperative Extension, NYS Association of Infant Mental Health (NYSAIMH), New York Zero-to-Three Network (NYZTT), and the Early Care &

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<sup>9</sup> Jennifer Mortensen and Ann Mastergeorge, A META-ANALYTIC REVIEW OF RELATIONSHIP-BASED INTERVENTIONS FOR LOW-INCOME FAMILIES WITH INFANTS AND TODDLERS: FACILITATING SUPPORTIVE PARENT-CHILD INTERACTIONS, *Infant Mental Health Journal*, June 9, 2014. <https://pubmed.ncbi.nlm.nih.gov/25798486/> Downloaded: June 30, 2022

Learning Council. Consider outreach to Healthy Families NY, Head Start/Early Head Start, and the Adoptive and Foster Family Coalition of New York.

- d. Establish coordination agreements for greater uniformity in recognizing those who have education, training and experience to provide high quality parenting education and services across New York State. As highlighted during the Summit, “there is now more than ever, the need for flexibility and portability in how we provide parenting education, and the NYSPEP credential is valuable across programs, curricula, and modes of service.”<sup>10</sup>
  - e. Reach out to leaders from other states’ initiatives, especially those highlighted in this report, to learn more about the strategies that led to their success.
2. With NYSPEP Co-chairs and Conveners, align more closely with National Parenting Education Network and other member states’ leaders on the mutual benefits of recognizing credentialed parenting educators and the portability of the credential.
  3. Within NYSPEP, partner with Steering Committee and various work groups, specifically the Professional Development and Communication work groups, to continue models of support for credential candidates; explore what that can and should look like as the use (and eventual requirement) of the credential grows in the future. The Credential Work Group is currently piloting two models: providing mentoring to prospective credential candidates and, through a grant from the Office of Children and Family Services, offering partial scholarships to applicants. These efforts will inform the sustainability of the credential process.
  4. Articulate a basic “career pathway” for parenting educators as has been created for early care and education providers in New York.
    - a. The Early Childhood [Career Development Resource Guide](#) was developed for (1) people considering a career in early childhood and school-age programs to offer basic information about the field, career opportunities, and how to prepare for particular positions, (2) practitioners to assess their current status and develop plans for ongoing professional development, and (3) program administrators and supervisors to support their employees in the professional development planning.
    - b. Having a similar “pathway” document would lay out a framework, in the field of parenting education, to becoming a parenting educator. This standardization of career development would be useful to agencies hiring staff to provide parenting education and to funders in recognizing that the professional’s ability determines the quality of parenting education as much or more than an evidence-based curriculum.
    - c. Include private practice as a professional choice, particularly for parenting educators who hold the credential. This is particularly beneficial for parenting educators interested in flexibility as it is an alternative to working within an organizational structure. It may be a full- or part-time option, similar to clinical social workers, therapists and counselors.
    - d. Consider including in this document institutions of higher education that support the NYSPEP and NPEN Parenting Educator Competencies beginning with those identified in this report. Vet any online programs to ensure their credibility. List only programs accredited by the US Department of Education [<https://ope.ed.gov/dapip/#/home>].

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<sup>10</sup> NYSPEP Summit, p15.

- e. Reference the Beginner’s Guide and resources developed by Oregon’s Parenting Education Collaborative.
  - f. Consult the internet site Zippia, a platform that offers description of the job of “Parent Educator,” career paths, salary ranges, education level, various job titles, top skills and some sample resumes. Go to: <https://www.zippia.com/parent-educator-jobs/>
5. Develop a policy brief on the value of qualified parenting educators to the success of parenting education. As one reviewer wrote, this will “make a case for the need for a unifying standard, to inform where marketing efforts might be most productive, to ascertain where marketing efforts might reach those potential credential applicants, agencies and programs not as well represented in the survey.”
- a. Emphasize the personal and professional gains expressed by credentialed parenting educators, using quotes of endorsement from the Survey (see Appendix F).
  - b. Share findings from research. Examples: “The Benefits of Parenting Education” from Wilder Research 2016, list of elements for effective parenting education, “use skilled parent educators.”<sup>11</sup> They reference the meta-analysis by Masterson and Mastergeorge (2014) that found, “Within the subsample of randomized interventions, programs that were shorter in duration, that provided direct services to the parent–child dyad, **used intervenors with professional qualifications**, and assessed parent-child interactions with free-play tasks were the most effective, highlighting important considerations for designing effective intervention protocol tailored to the needs of this high-risk population.” (Emphasis added.)<sup>12</sup>
  - c. Reference the rationale for teacher certification practices as described in a history of this process: “Fundamentally, a teaching certificate is an attempt to guarantee that teachers who teach in public schools are qualified to perform their duties. **The idea that the nature and quality of education is determined largely by the ability and preparation of teachers is the primary assumption on which certification is based.**” (Emphasis added.)<sup>13</sup>
  - d. Consult with state leaders in Oregon and Minnesota, as well as NPEN, for guidance.
  - e. Promote the benefits of the credential to the stakeholders and the NYSPEP member network.

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<sup>11</sup> “The Benefits of Parenting Education” from Wilder Research, 2016:

“**Use skilled parent educators:** The A meta-analysis conducted on relationship-based interventions by Mortenson and Mastergeorge (2014) reviewed 18 articles on 19 interventions and found that professional intervenors were more effective at facilitating supportive parent–child interactions than were paraprofessionals. Samuelson notes similar findings, adding, “research shows that professionals from many fields including social work and nursing have taught parent education with success” (2010). It should be noted that some of these practices may work better for some types of parents than others. For example, some literature has found that group parenting programs are not as effective with economically disadvantaged families as individual interventions (What Works for Health, 2016).” P2. [https://www.wilder.org/sites/default/files/imports/LitReviewSummary\\_p10-16.pdf](https://www.wilder.org/sites/default/files/imports/LitReviewSummary_p10-16.pdf) Downloaded: June 30, 2022

<sup>12</sup> Jennifer Mortensen and Ann Mastergeorge, 2014. <https://pubmed.ncbi.nlm.nih.gov/25798486/> Downloaded: June 30, 2022

<sup>13</sup> Dr. Anthony LaBue, “Teacher Certification in the United States: A Brief History”, George Washington University. June 1, 1960. <https://journals.sagepub.com/doi/abs/10.1177/002248716001100203> Downloaded: June 14, 2022

6. Work toward systemic changes recommended by credentialed parenting educators:
  - a. Reach out to administrators and supervisors of parenting support programs to emphasize the value of credentialed parenting educators to the success of their mission.
  - b. Establish methods to address financial incentives, such as higher reimbursements to credentialed parenting educators and, through funding cycles in grants or budgets, award extra points for employing credentialed parenting educators. A recent example is the Family Opportunity Centers Request for Proposal (#1080 released August 18, 2022) by the NYSOCFS in partnership with the New York State Education Department (NYSED) available to counties outside NYC “to meet emerging needs of at-risk families by increasing their protective factors and facilitating connections/coordination with community partners, including schools and mental health and substance use disorder service providers, to strengthen and support families.” The description of Project Staff included: “Identify the staff titles **that are currently or will become credentialed parenting educators, and describe how reflective supervision** will be provided to project staff. Please see NYSPEP website: <https://nyspep.org/>.”<sup>14</sup>

This report is intended to continue the conversation initiated during the Summit on Workforce Quality for Parenting Education in February 2021. And to propose efforts that will lead to ‘cohesiveness, collaboration and coordination in the field.’ Some of the pieces to achieving this goal are in place. New York State is fortunate to have talented, dedicated professionals striving to ensure that families with children have the parenting skills, information and support they can use for healthy parenting and family life. Since 2007, NYSPEP has been working to build a strong network that embraces the wide array of parenting education programs, provides opportunities for providers to learn from one another and collaboratively promotes the value of parenting education. This network includes state and community-based partners ready to join the movement to improve the status of parenting educators in New York.



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<sup>14</sup> NYSOCFS Family Opportunity Centers Request for Proposal (#1080 released August 18, 2022) p35 Reference: <https://www.ocfs.ny.gov/main/contracts/funding/RFP1080/RFP1080-Family-Opportunity-Centers.pdf>  
Downloaded: September 28, 2022

## APPENDIX A:

### **The New York State Parenting Education Partnership Steering Committee** (July 2022)

The NYSPEP Steering Committee makes and approves major operational decisions, and develops and implements strategic and action plans directly or by approval of workgroup plans. It is a resource for and represents all parenting education providers and their consumers.

The Steering Committee includes public and private agencies, both program administrators and practitioners, and to the extent possible represents the diverse demographics and geography of New York State. The Steering Committee is responsible for communicating on a regular basis with the Conveners to inform them about NYSPEP projects, activities, progress and challenges.

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APPENDIX B:

**New York State Counties represented in the Parenting Education Survey (March 2022)**

<b>Number of responses*</b>	<b>County</b>	<b>NYS region (designated by NYS Department of Economic Development)</b>	
6	Albany	Capital	
0	Allegany	Western	
9	Bronx	NYC	(southend)
5	Broome	Southern	
0	Cattaraugus	Western	
1	Cayuga	Central	
1	Chautauqua	Western	
1	Chemung	Southern	
1	Chenango	Southern	
2	Clinton	Northern	
1	Columbia	Capital	
1	Cortland	Central	
2	Delaware	Southern	
2	Dutchess	Hudson Valley	
1	Erie	Western	
4	Essex	Northern	
2	Franklin	Northern	
4	Fulton	Mohawk Valley	
0	Genesee	Finger Lakes	
1	Greene	Capital	
0	Hamilton	Northern	
1	Herkimer	Mohawk Valley	
2	Jefferson	Northern	
7	Kings	NYC	
1	Lewis	Northern	
2	Livingston	Finger Lakes	
4	Madison	Central	
3	Monroe	Finger Lakes	
5	Montgomery	Mohawk Valley	
6	Nassau	Long Island	
10	NYC	NYC	
0	Niagara	Western	
2	Oneida	Mohawk Valley	
6	Onondaga	Central	
5	Ontario	Finger Lakes	
0	Orange	Hudson Valley	
0	Orleans	Finger Lakes	
9	Oswego	Central	

1	Otsego	Mohawk Valley
0	Putnam	Hudson Valley
9	Queens	NYC (Corona)
4	Rensselaer	Capital
2	Richmond	NYC
3	Rockland	Hudson Valley
4	Saratoga	Capital
5	Schenectady	Capital
0	Schoharie	Mohawk Valley
1	Schuyler	Southern
1	Seneca	Finger Lakes
3	Steuben	Southern
1	St Lawrence	Northern
4	Suffolk	Long Island
0	Sullivan	Hudson Valley
7	Tioga	Southern
5	Tompkins	Southern
2	Ulster	Hudson Valley
2	Warren	Capital
2	Washington	Capital
2	Wayne	Finger Lakes
5	Westchester	Hudson Valley
0	Wyoming	Greater Niagara
1	Yates	Finger Lakes
6	All of NYS	
* some serve multiple counties		

## APPENDIX C:

### **Institutions and Majors**

Based on the internet search and information available from parenting educators, the first list is organized to recognize institutions of higher education in New York State offering degrees, certificates, and programs parenting educators may hold.

#### **All New York State IHE:**

- Community colleges: Cayuga, Corning, Finger Lakes, Monroe, Onondaga
- Cazenovia (associate degree through the Center for Adult & Continuing Education)
- Fashion Institute of Technology (associate degree)
- Colleges: Bank Street, Keuka, Nazareth, Russell Sage, Wells
- CUNY Hunter Silberman School of Social Work
- SUNY Albany, Binghamton, Brockport, Cobleskill, Cortland, Empire, Excelsior, Oneonta, Plattsburgh, Stony Brook
- Universities: Adelphi, Cornell, Clarkson, Long Island University, St Lawrence, Syracuse, Queens
- Online programs: Walden, Excelsior, Liberty (master's programs), Light University

[Note: many out of state colleges and universities were also listed.]

Referencing the same sources, the second list organizes the variety of relevant degree or certificate programs at colleges or universities, public and private.

#### **Majors by General Category:**

- Health related – Health care, health care admin; public admin, public health, health ed, health ed (mother-child health), nursing; nutrition; occupational therapy and applied science
- Human services – Human development/family studies, human services, human services admin; organizational leadership, non-profit management, business management; psychology, sociology, social work; mental health, counseling; social policy
- Liberal Arts – Music/music performance, fashion, literary art, human communication, English, journalism, finance, and theology
- Education – Early childhood ed, Elementary ed, special ed, teaching/curriculum, ag ed
- Business and Finance – Business administration, finance, digital marketing
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Finally, to demonstrate the complexity – and variety - of parenting educators' educational experiences, all individual responses have been sorted by degree, major with the institution(s) attended in a chart found below. ['0' indicates No institution named]

**A comprehensive list of majors, degrees and institutions mentioned by 132 Survey Responses:**

What higher education degrees to you have		And from what institutions of higher education				
Associate Degree		Bachelor's Degree		Master's Degree or higher		Additional Information
Major	Institution	Major	Institution	Major	Institution	
		Ag Economics	Cornell University	Business Management	Clarkson University	
Applied Sciences	0					
Applied Sciences	Fashion Institute of Technology					
				Community Health	SUNY Cortland	
Early childhood education	0					
Early childhood education	0					
Early childhood education	0					
Early childhood education	SUNY Cobleskill					
Early childhood education		Early childhood education	0			
Early childhood education		Sociology	SUNY Cortland			
Early childhood education	SUNY Cobleskill	Psychology	SUNY Binghamton	0	Walden University	
Early childhood education	SUNY Cobleskill	Human development/family studies	SUNY Oneonta	Social Work	SUNY Stony Brook	
Early childhood education		Psychology	0	Teaching & Curriculum	Syracuse University	

		Early childhood education	0			
		Early childhood education	0			
		Early childhood education	0			
		Early childhood education	SUNY Cobleskill			
		Early childhood education	0	Primary/secondary education	0	
		Early childhood education	Wells College	Early childhood education	Lesley University	
				Early childhood education	0	
				Early childhood education	0	
				Early childhood education	0	Special Education, secondary education, psychology
				Early childhood education	Russell Sage College	Elementary Education and Special Education
		English (psych.art)	Rutgers University	Primary/secondary education	SUNY Plattsburgh	AB was in English with minors in psychology and art through Rutgers
		Finance	0			
		Healthcare Admin	0			
		Healthcare Admin	SUNY Brockport			
				Health Administration	0	

		Human Communication	0			
Human development/family studies	0					
Human development/family studies	0	Social Work	0			
Human development/family studies	Onondaga CC	Human development/family studies	Syracuse University			
Human development/family studies	0	Human development/family studies	0	Psychology	0	
Human development/family studies	0	Primary/secondary education	0	Primary/secondary education	0	
Human development/family studies	0	Psychology	0	Psychology	0	
Human development/family studies	0	Human development/family studies	0	Community Health Education	SUNY Cortland	
		Human development/family studies	0			
		Human development/family studies	0			

		Human development/family studies	Empire College			
		Human development/family studies	SUNY Binghamton			
		Human Dev/Social Work	Keuka College			
		Human development/family studies	U of South Florida	some credits	Cornell, SUNY Oneonta	
		Human development/family studies	0	Psychology	0	
		Human development/family studies	0	Mental Health Counseling	Long Island University	
		Human development/family studies	SUNY Binghamton	Social Work	Silberman School of Social Work Hunter College, Bank Street College	MSW/MEd
		Human development/family studies	Eckerd College	Child Health/Health Ed	U of So Florida	MPH
				Human development/family studies	0	
Human Services	0					
Human Services	0	Human Services	0	Public Admin	0	
		Human Services	0			

		Journalism	0			
Liberal Arts	Finger Lakes CC					
Liberal Arts	Corning CC	Psychology	U of Pittsburgh	Liberal Studies	Excelsior College	
		Literary Arts	0			
				Management	0	
		Music	Manhattan School	Music/MBA	Manhattan School/Columbia	Bachelor & Masters of Music, Manhattan School of Music; MBA, Columbia University
				Music Performance	U of New Mexico	
		Nursing	0	Social Work	0	
Nutrition	0	HRT Mgmt	0			
		Nutrition/Dietetics	Fla State U	Nutrition/Dietetics	NYU	
		Occupational Therapy	0			
		Organizational Learning and Leadership	U of Louisville	Nonprofit Management	Northeastern University	
Primary/secondary education	0	Primary/secondary education	0			
		Primary/secondary education	0			



		Primary/secondary education	0			
		Primary/secondary education	SUNY Cobleskill			Also pre K - 9th grade teacher certification
		Primary/secondary education	0	Human development/family studies	0	Plus MA counseling, Life Coach Certified, certified Teacher (N-12), Currently Adjunct faculty Keuka College, CEUs Light Univ.
		Primary/secondary education	SUNY Plattsburgh	Early childhood education	SUNY Plattsburgh	Doctorate in progress at Johns Hopkins University
				Primary/secondary education	0	
				Primary/secondary education	0	
				Primary/secondary education	Adelphi University	
				Primary/secondary education	Nazareth College	Also a school administrator degree from Nazareth College
Psychology	Cayuga CC					
Psychology	Empire College					
Psychology	0	Social Work	0			
		Psychology	0			
		Psychology	Queens College			
		Psychology	Liberty University			
		Psychology	SUNY Binghamton			
		Psychology	U Albany			

		Psychology	So New Hamp U			Southern New Hampshire University
		Psychology	SUNY Plattsburgh			
		Psychology	0	Hum Dev/Social Work	0	
		Psychology	0	Counseling	SUNY Plattsburgh	M.S.Ed in Counseling with Certificate of Advanced Studies
		Psychology	0	Social Work	Syracuse University	
		Psychology	0	Parent Educator Certification	Adelphi University	
				Psychology	0	
				Psychology	0	
Social Work (current)	East Gateway CC					currently in school through Union benefits at Eastern Gateway Community College pursuing an Associates in Social Work
Social Work	Monroe CC	Psychology	SUNY Brockport			
Social Work	Onondaga CC	Social Work	Nazareth College	Social Work	Nazareth College	Additional studies through Greater Rochester Collaborative (Nazareth College & SUNY Brockport)
		Social Work	0			
		Social Work	0			Credentialed alcohol & substance abuse counselors & credentialed Prevention Specialist

		Social Work	SUNY Plattsburgh			
		Social Work	SUNY Oneonta			
		Social Work	Keuka College			
		Social Work	SUNY Brockport			
		Social Work	Rhode Island College			
				Social Work	0	
				Social Work	0	
				Social Work	0	
				Social Work	0	Post grad certificate from Child Development Center at Jewish Board in NYC
				Social Work	U of Georgia	
				Social Work	St Lawrence U	St. Lawrence University Graduate Program in Counseling
		Sociology	SUNY Cortland			
		Sociology	SUNY Cortland	Psychology	So New Hamp U	
				Special Education Birth - Adult	SUNY Plattsburgh	
		Theology	0			

OTHER		Comments				
None/N/A	3	I have received training in multiple curriculums as well as FDC. My higher education has been acquired by on-the-job training, working with a variety of populations coupled with the webinars, books, workshops and seeking ongoing training opportunities. I have also sought mentors in the field that I hold in high esteem.				
High school diploma	3					
Some college	5	Associates Degree - Cazenovia College				
		2 classes short of AA (30+CrHrs), Certificate Medical Coding/Transcription (5 years hospital exp.) 15 years exp special needs parenting, 18+ years Exp. private caretaker of disabled, 30+ years life experience in Admin/Marketing, Current ongoing education in Parent Advocacy				
Some post graduate	2	soon to be two masters - social/public policy and digital marketing				
		33 graduate credits in education from Long Island University				
Studies in the Spanish program						

## APPENDIX D:

### PROFESSIONAL DEVELOPMENT

Continuing education experiences provide additional tools, techniques and curricula that parenting educators have used to build their competence in responding to the needs of the parents with whom they work. Frequently, parenting educators have obtained recognition for their expertise in related areas.

#### **The following training, certifications and credentials were cited most often in the survey**

[The Family Development Credential](#). The FDC originated at Cornell University and is now administered through the University of Connecticut. The FDC program collaborates with agencies to teach family workers how to coach families to set and reach their goals for healthy self-reliance. To earn the FDC, front-line workers take 80 hours of classes based on *Empowerment Skills for Family Workers* (3rd edition, Forest 2015), a portfolio documenting their ability to apply these concepts and skills, and pass a standardized exam.

[NYS Infant Mental Health Endorsement](#). Endorsement is a nationally recognized credentialing system that supports and recognizes the knowledge and ability of professionals across disciplines who work with or on behalf of infants and young children up to age five and their families. Endorsement by NYS-AIMH verifies that an applicant has attained the level of education required, participated in specialized continuing education and in-service trainings, engaged in professional work related to infants and toddlers, obtained reflective supervision/consultation from mentors or supervisors, and acquired knowledge to promote the delivery of high quality, culturally sensitive, relationship-based services to infants, toddlers, families and other caregivers.

[Family Peer Advocate credential](#). Families Together administers the New York State Family Peer Advocate Credential. The intent of this credentialing process is to formally recognize the importance of family-to-family support and the expertise of Family Peer Advocates, to ensure all advocates demonstrate core competencies, to expand reimbursement possibilities, and to provide opportunities for professional growth and collaboration.

[Certified Lactation Consultants](#). The Academy of Lactation Policy and Practice, Inc. is a non-profit organization that provides a national certification program in breastfeeding and human lactation for nurses, physicians, dietitians, WIC personnel, peer counselors, independent lactation counselors and others. Three levels of certification are available.

[Standards of Quality for Family Strengthening and Support Initiative](#). Supported by OCFS New York State Family Resource Center Network, the nationally-adopted Standards have created a common language across all Family Strengthening and Family Support programs such as Family Resource Centers, home visiting and child development programs. The Standards “integrate and operationalize the Principles of Family Support Practice and the Strengthening Families Framework and Approach with its research-based evidence-informed 5 Protective Factors. The vision is that their implementation will help ensure that families are supported and strengthened through quality practice.”

[Certified Family Life Educator \(CFLE\)](#). Awarded through the National Council on Family Relations (NCFR), the CFLE credential is the nationally recognized standard in Family Life Education and validates a professional's experience and knowledge as a Family Life Educator. CFLEs have proven knowledge in 10 Family Life Education content areas including Parent Education and Guidance.

[Postgraduate certificate in Parent Education and Parent Infant Mental Health](#). This intensive year-long training program from Adelphi University's Institute for Parenting is designed for parent educators, teachers, child welfare case workers, and clinicians who work with parents and children. Its goal is to promote a deepened understanding of the theories, values and principles that inform best practices to engage families and promote healthy development.

## **Organizations most relied on for professional development and resources on parenting education**

Question #17 in the survey was designed to gather information on the sources parenting educators rely on for continuing education opportunities. The question asked for 'all that apply' and accounted for 477 'votes' for a range of organizations. This is a comprehensive list of those responses [10 gave No Response; four were 'Not applicable']:

Choices offered in the survey (number of responses in parentheses):

- CCRR: Local child care resource and referral agency (31)
- School: BOCES or local school district (22)
- Cornell EXT: Cornell Cooperative Extension (47)
- ECLC: Early Care and Learning Council/Infant Toddler Specialist (15)
- HSA: New York State Head Start Association (16)
- In-house: internal organizational training (54)
- NPEN: National Parenting Education Network (25)
- NYCTTAC: New York City Training and Technical Assistance Center (19)
- NYSAIMH: New York State Association for Infant Mental Health (31)
- NYSOCFS: New York State Office of Children and Family Services (63)
- NYSPEP: NYS Parenting Education Partnership (42)
- NYZTT: New York Zero-to-Three Network (26)
- NYS Pyramid Model Program (11)
- ZERO TO THREE (38)
- OTHER agencies or organizations (38).

Many "OTHER" agencies and organizations were listed in the comments:

### **Healthy Families NY (4)**

#### **Local Coalitions (6)**

- Child Advocacy Center (CAC) of Oswego and other local organizations
- Local agencies with free trainings in Monroe County area
- NYU Langone Child Study Center, Mount Sinai Parenting Center
- ProAction of Steuben and Yates Counties and Family Service Society in Corning
- SCO Family of Services/Nurse-Family Partnership in New York City
- Westchester County's System of Care

#### **State organizations and agencies (12)**

- Adoptive and Foster Family Coalition of NY
- The Community Technical Assistance Center (CTAC) a part of New York University's McSilver Institute for Poverty Policy and Research
- Families Together New York State (FTNYS) (2)
- New York Association for the Education of Young Children (NYAEYC) ASPIRE registry
- New York Association of School Psychologists (NYASP)
- New York Mental Health Association (NYMHA)
- New York State Association for Behavior Analysis (NYSABA)
- New York State Education Office of Special Education (2)
- New York State Office for People With Developmental Disabilities (OPWDD)

- New York State Office of Addiction Services and Supports (NYSOASAS) OASAS approved training organizations and OASAS staff (2)
- New York State Regional Center for Autism Spectrum Disorders (NYSRCASD)
- Prevent Child Abuse NY (PCANY) (2)

#### **National organizations and agencies (26)**

- Administration for Children and Families (ACF)/Health Resources and Services Administration (HRSA)
- Brazelton Touchpoints
- Child Care Training Institute (CCEI)
- Children's Trust Fund Alliance
- Child Trends
- Extension Connects, other state Cooperative Extensions
- Futures without Violence
- Growing Great Kids
- Harvard Center for the Developing Child
- Hazelden Betty Ford Foundation
- Home Visiting Applied Research Collaborative (HARC)
- Institute for the Advancement of Family Support Models
- Institute of Human Services
- National Alliance of Mental Illness (NAMI)
- National Association of School Psychologists (NASP)
- National Center for Pyramid Model Innovations
- National Council of Mental Health
- National Family Support Network
- National Home Visiting Resource Center (NHVRC)
- National Home Visiting Summit
- National Institute of Mental Health (NIMH)
- Nurturing Parenting
- PACES (Prevent ACES)
- Parents As Teachers
- Strengthening Families
- The Substance Abuse and Mental Health Services Administration (SAMSHA)

#### **Webinars, Podcasts, Blogs and independent reading (4)**

- Independent trainings, webinars, various podcasts
- Blogs by Brené Brown, Mark Gregston (Parenting Today's Teens)
- Reference on line parent educators such as but not limited to- iMom, All Pro Dad, others
- Read parenting books & participate in online classes

## APPENDIX E:

### **Related certificates or credentials held by Credentialed Parenting Educators**

#### **List by Certificate:**

1. Adelphi University - Institute for Parenting: Post master's certificates in Parent Education and Parent Infant Mental Health
2. Child Development Associate (CDA)
3. Coaching by NYU and Associate Certified Coach (ACC) credential through the International Coach Federation (ICF)
4. Community Café Train the Trainer
5. Cortland Community Action: Received Tier 1 Resource Associate Credential
6. Credentialed Alcoholism and Substance Abuse Counselor (CASAC)
7. Family Development Credential (FDC) from Cornell (also an instructor through UCONN) (7)
8. Family Peer Advocate (FPA)
9. FLIP IT instructor
10. Getting Ahead instructor
11. Incredible Years instructor
12. Infant Mental Health Endorsement
13. National Family Support Network
14. Nurturing Parenting instructor
15. OCFS training certificates in NYS regulations, Health and Safety, Development of children Birth to age 5, Obesity, Safe Sleep, Transportation of children, Nutrition, CACFP (Child And Adult Care Food Program), Active Shooter and Developing a Child Care Center
16. PIWI (Parents Interacting With Infants) Training
17. Social Services Competency-Based Training (SSCBT)
18. Standards of Quality for Family Strengthening and Support Trainer (3)
19. Strengthening Families Protective Factors Framework instructor
20. T.E.P.E. Training Institute (Judy Nordstrom)
21. ZERO-TO-THREE Preventing Child Abuse and Neglect Curriculum instructor



## **Related certificates or credentials held by Credentialed Parenting Educators**

### **List by Respondent:**

1. Family Development Credential (FDC) from Cornell (also an instructor through UCONN), Standards of Quality for Family Strengthening and Support Trainer, National Family Support Network
2. Social Services Competency-Based Training (SSCBT), FDC, Child Development Associate (CDA), NYSPEP Parenting Education Credential, Standards of Quality for Family Strengthening & Support, PIWI Training, Community Café Train the Trainer
3. Cortland Community Action: Received Tier 1 Resource Associate Credential July 2012; T.E.P.E Training Institute (Judy Nordstrom)
4. Family Development Credential
5. OCFS training certificates in NYS regulations, Health and Safety, Development of children Birth to age 5, Obesity, Safe Sleep, Transportation of children, Nutrition, CACFP, Active Shooter and Developing a Child Care Center
6. FDC, Strengthening Families Protective Factors Framework instructor, Zero to Three-Preventing Child Abuse and Neglect Curriculum instructor, Incredible Years instructor, Nurturing Parenting instructor, FLIP IT instructor. Getting Ahead instructor, Standards of Quality for Family Strengthening and Support Trainer
7. Family Development Credential
8. Coaching by NYU and Associate Certified Coach (ACC) credential through the International Coach Federation (ICF)
9. Adelphi University - Institute for Parenting: Post master's certificates in Parent Education and Parent Infant Mental Health
10. Infant Mental Health Endorsement & Family Development Credential
11. Family Development Credential
12. FDC, Family Peer Advocate (FPA), Credentialed Alcoholism and Substance Abuse Counselor (CASAC)

## APPENDIX F:

### How the Credential has impacted your work: In their own words.

These 23 quotations are unedited responses to (Q11) “Please share one or two examples of how having the credential has impacted your work and career” (emphasis added):

1. Brings a level of **professionalism** when working with clinicians; CEU's required for renewal **makes sure you keep learning.**
2. The NYSPEP Parenting Education credential has helped me **professionally** when working with a diverse population by providing the tools to interact with the parents and to **help improve or create an opportunity for the parents to develop the understanding** of consistent behavior, knowledge and effective parenting skills.
3. **Billing Medicaid.**
4. I own and operate 3 early childhood centers and we hold parenting workshops where we speak to them (parents) about parenting tips and tools. The credential adds authority to our workshops. I also have an advocacy group for children's social emotional development and we have a website with a weekly newsletter and blogs. And when we added to my bio that I had the credential, that **adds to my credibility and authority as well.**
5. **Broadened our resources and information to better serve our counties.**
6. **Attending classes and workshops to renew the credential** has a positive impact on my work.
7. The **confidence that I have** developed by completing the credential portfolio and being recognized by my peers as a competent parenting educator. I take pride in identifying myself as a NYSPEP Credentialed Parenting Educator, which in turn builds confidence in my funders.
8. Working with families, by providing family counseling. Working with youth and adolescents using behavior modification training for families.
9. How to **better understand of our families’** needs. Be able to support them using the tools I have learned.
10. **Empowering parents and educating other providers.**
11. The **recognition** and knowing what to continue to focus on to keep credentialing.
12. An **additional validation** of how we might be received by funders; peers and substantiates our program. All 3 full time staff have parent educator credential.
13. It has allowed us to **apply for parent education grant** opportunities.
14. I have been **able to offer parenting** to a small number of individuals who could not otherwise receive it. Also I am able to offer parenting to the many other programs in my agency.
15. Being able to say that I earned the credential helps parents understand that it is **an area of expertise.**

## How the Credential has impacted your work: In their own words (continued)

16. **\*It validates the parenting education that we provide** \*It is been a helpful resource for me to look back on and reflect.
17. It has **documented what I know** and helped identify areas to expand knowledge. It is very valuable in providing clear and quick **confirmation to others** that I am qualified to do the work I do.
18. Provided **credibility for in competitive funding applications** (answers the question "what makes you qualified to teach this?") The application process provided **valuable self-reflection** on my own knowledge and expertise and renewal process provides a benchmark for continuing professional development.
19. It helps **validate my job and keeps me current** because you have to do trainings to keep the credential current.
20. By having the credential, **I feel more comfortable to present on the topic**. This has impacted my career and work as well; I was asked to work on the GLTTP project.
21. **Built confidence in being a trainer** for new staff; It helps new families accept me as their worker, knowing I have an extensive and full background.
22. At this time, it is an **acknowledgement** of having the credential.
23. Interviews for the main newspapers and magazines in Spain. Writer of books.