



## Outcomes of Participants in Cornell Cooperative Extension Parent Education Programs in Livingston County 2017-2018

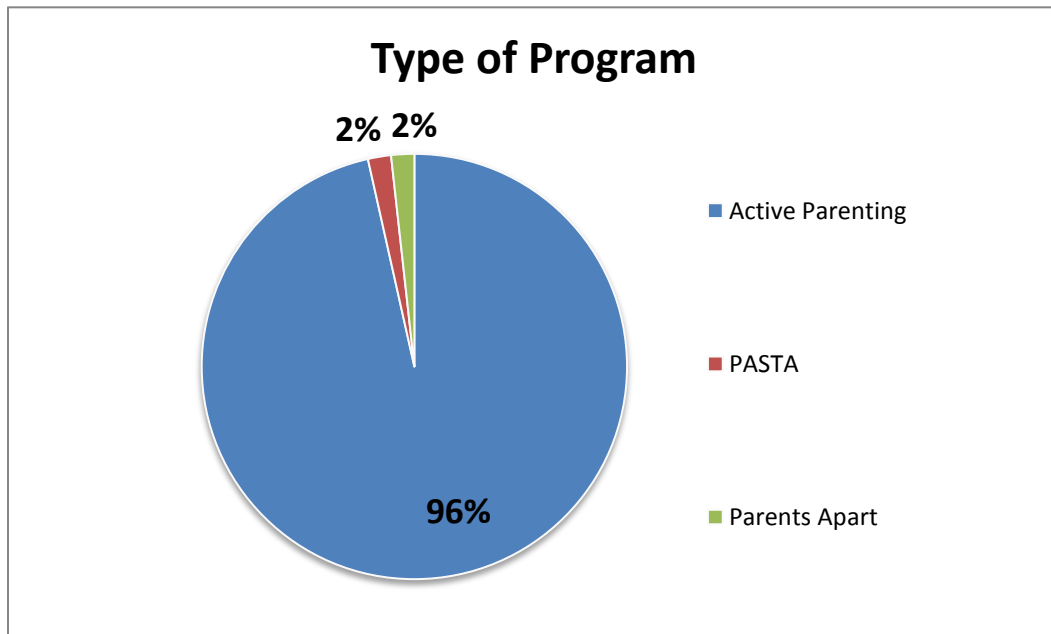
By Julia Chapman and Kimberly Kopko

Cornell Cooperative Extension (CCE) of Livingston County offers a variety of programs for parents and caregivers. These programs reach a wide range of families and seek to promote positive parenting and, ultimately, healthy family and child development. This report presents data collected from participants in Livingston County CCE parent education programs from August 2017 to August 2018. Participants included parents and caregivers who participated in programs that comprised of at least six hours of

content delivery. Data were collected from participants at the first session (a pre-test) and at the last session (a post-test). Results of the analysis of these data are shown below.

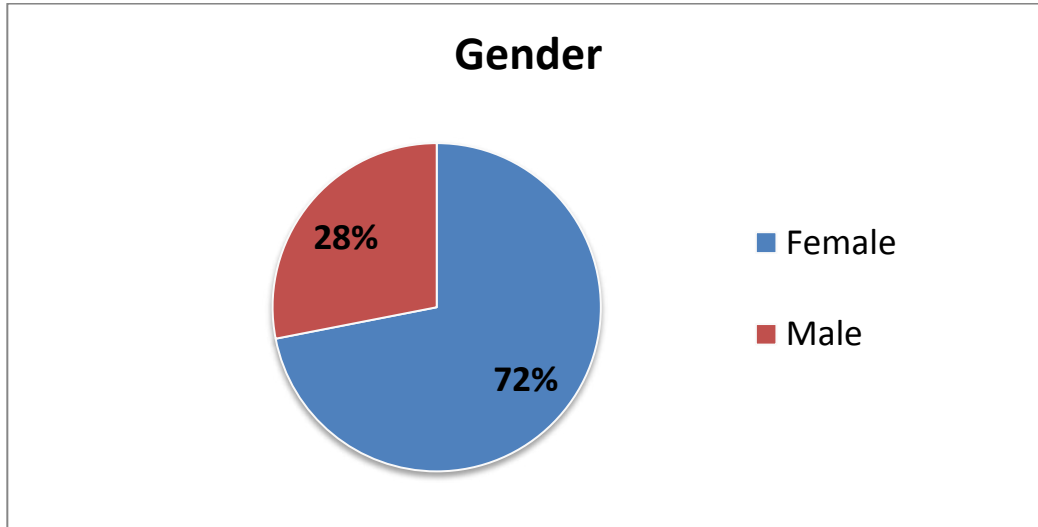
### Demographics of Participants in Programs in Livingston County, New York

A total of three programs were evaluated in Livingston County, with the largest number of participants involved in the Active Parenting program (96%).



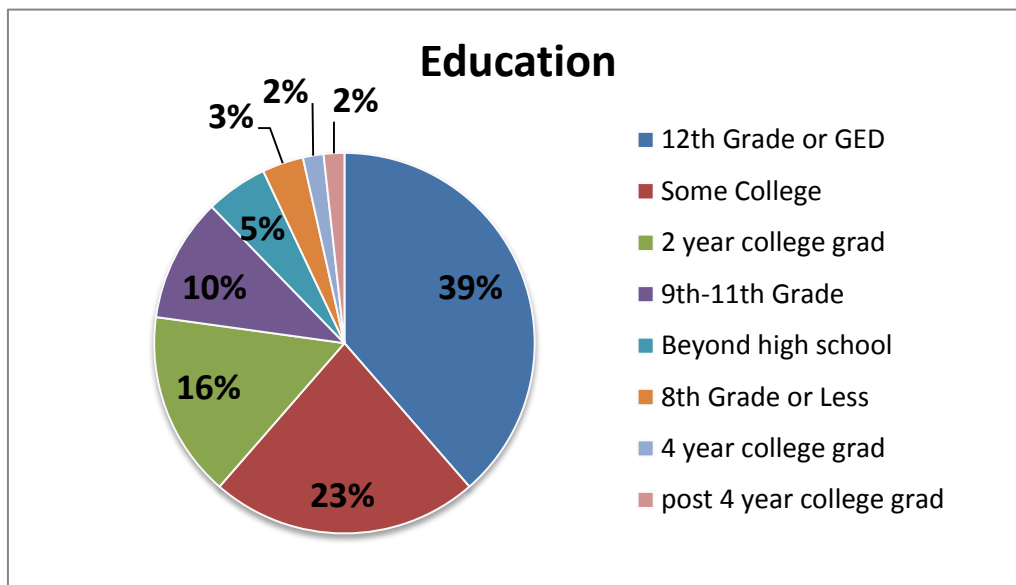
The following summaries use data from 57 participants who completed a pre-test survey given at the first session of their parent education class.

The majority of participants in the Livingston County CCE parenting classes were female (72%).



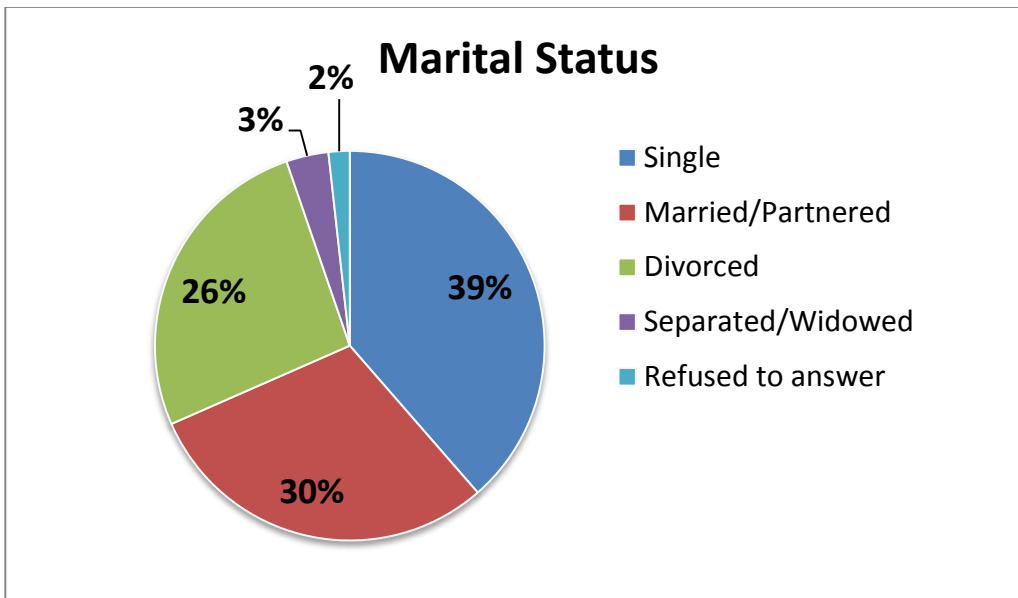
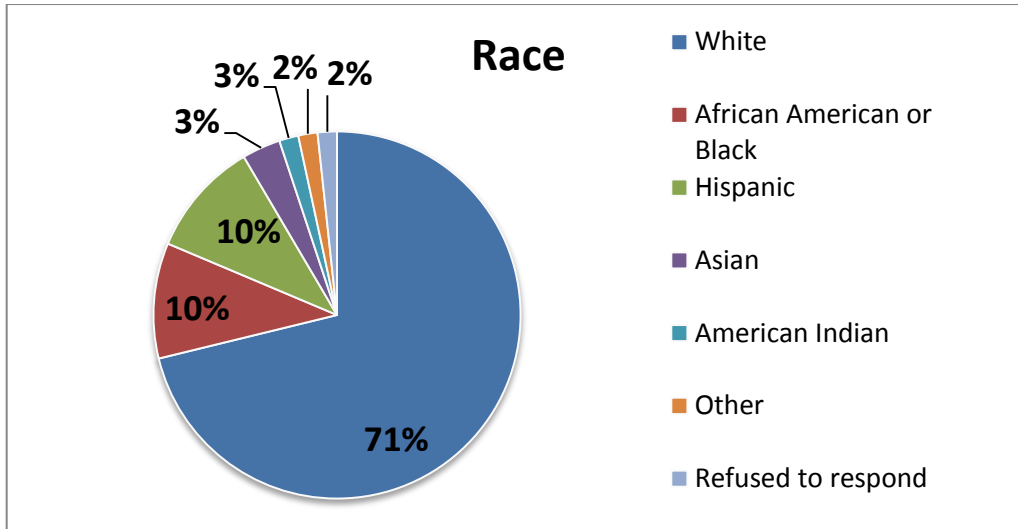
Educational attainment among the participants varied widely, with the greatest number of participants having completed 12<sup>th</sup> grade or a GED

(39%), followed by those attended, but did not complete, some college (23%).



The majority of the participants in Livingston County CCE parent

education classes were White (71%) and 39% were single.



### Pre-Post Survey Results

This evaluation used a pre- and post-test in which the participants were asked to answer two identical surveys—one given at the first class session and another given after the

completion of the last parenting class. The survey included ten questions about parenting attitudes, behaviors, and knowledge designed to capture some of what was taught in the class. The pre- post-study design allows researchers to see if attitudes,

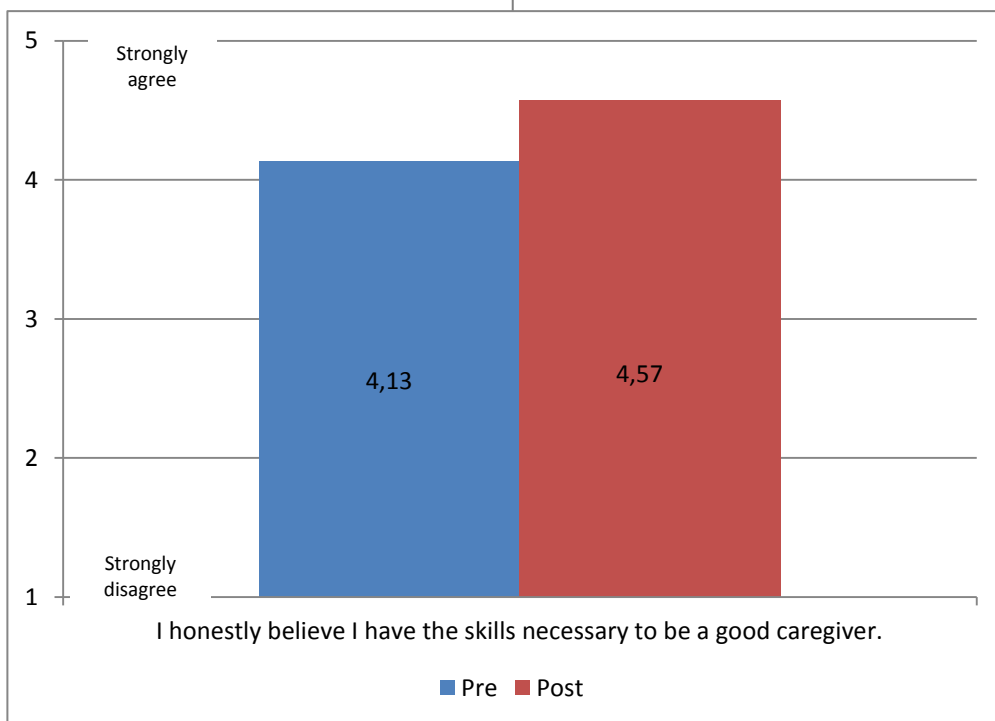
behaviors, and knowledge change during the course of the workshop. Using this type of research design does not allow one to determine whether taking part in the parent education class *caused* a change in attitudes, behaviors and knowledge; such changes could occur for other reasons outside of the workshop. However, it is possible that any significant pre-to-post changes in parenting attitudes, behaviors and knowledge that are observed may have resulted from taking part in the program.

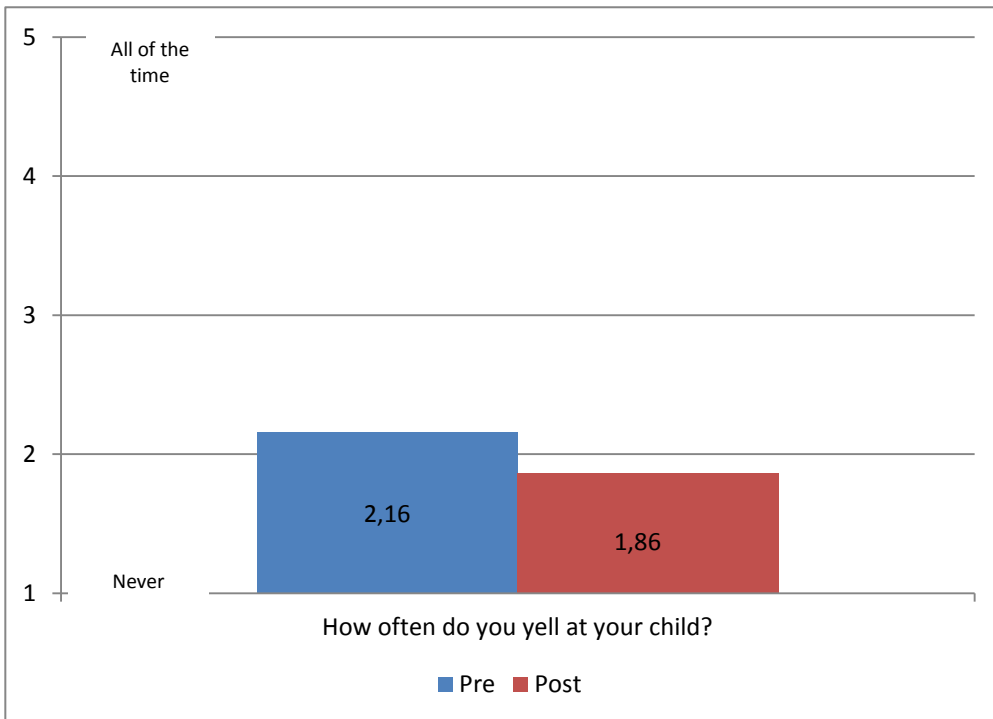
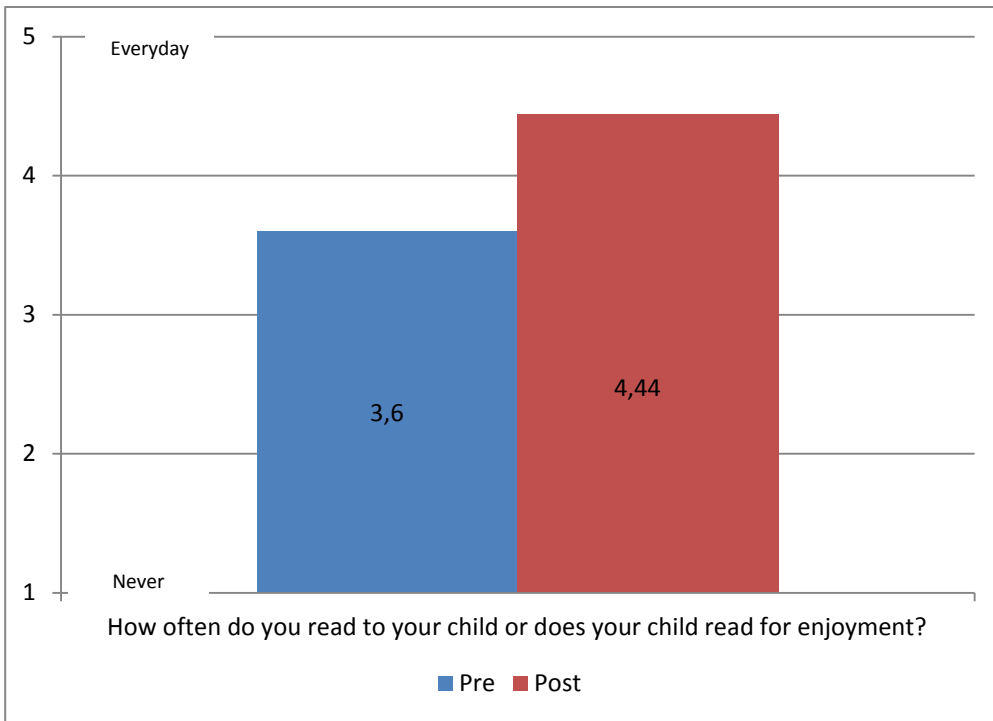
The following evaluation is based on information provided by 36 participants who completed their program and completed both a pre- and a post-test survey. Three of the ten measures tested showed significant improvements from the pre- to the post-test. Specifically,

CCE parent education participants reported increases in the belief that they had the skills necessary to be a good caregiver and in the amount that they read to their children or that their children read for enjoyment, and decreases in the amount that they yelled at their child(ren).

A p-value generated from a paired t-test was used as a statistical measure to determine whether a change in a given survey question between the pre- and post-test was significant. A p-value of .10 or less was considered statistically significant, and means that we can be 90% certain that the pre-to-post changes in participant responses are not due to chance.

In comparing participants' pre- and post-test survey results, the following questions showed statistically significant changes.





These results indicate that three out of ten measures of parenting attitudes, behaviors and knowledge improved significantly from the pre- to the post-test, highlighting areas in which CCE

Livingston County parent education programs may have had a positive impact on their participants.

**Visit the *Parenting Project* website at:**

<https://www.human.cornell.edu/pam/engagement/parenting/home>

*This work was supported by Cornell Cooperative Extension (Smith Lever funds) received from Cooperative State Research, Education, and Extension Service, U.S. Department of Agriculture. Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the view of the U.S. Department of Agriculture*

**Julia Chapman is the Extension Research Aide for *The Parenting Project: Healthy Children, Families, & Communities* in the Department of Policy Analysis and Management at Cornell University.**

**Kimberly Kopko is a Senior Extension Associate in the Department of Policy Analysis and Management at Cornell University and Director of *The Parenting Project: Healthy Children, Families, & Communities*.**



**Cornell University**  
**College of Human Ecology**

© 2018 Cornell Cooperative Extension

Cornell University offers equal program  
and employment opportunities



**Bronfenbrenner Center  
for Translational Research**