

Outcomes of Participants in Cornell Cooperative Extension Parent Education Programs in Ontario County 2016-2017

By Julia Chapman & Kimberly Kopko

Cornell Cooperative Extension (CCE) of Ontario 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 Ontario County CCE parent education programs from July 2016 to July 2017. Participants included parents and caregivers who participated in programs comprised of at least six hours of content delivery. Data were collected from participants

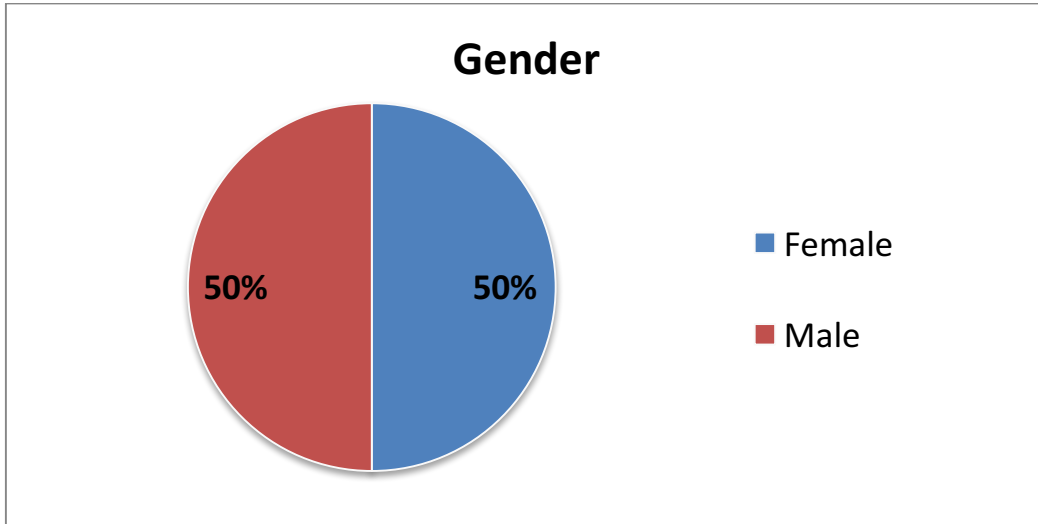
at the first session (a pre-test) and at the last session (a post-test). Results of the analysis of these data are shown below.

Demographics of Participants in Programs in Ontario County, New York

One program was evaluated in Ontario County, with all 42 participants involved in the Parenting Skills Workshop Series

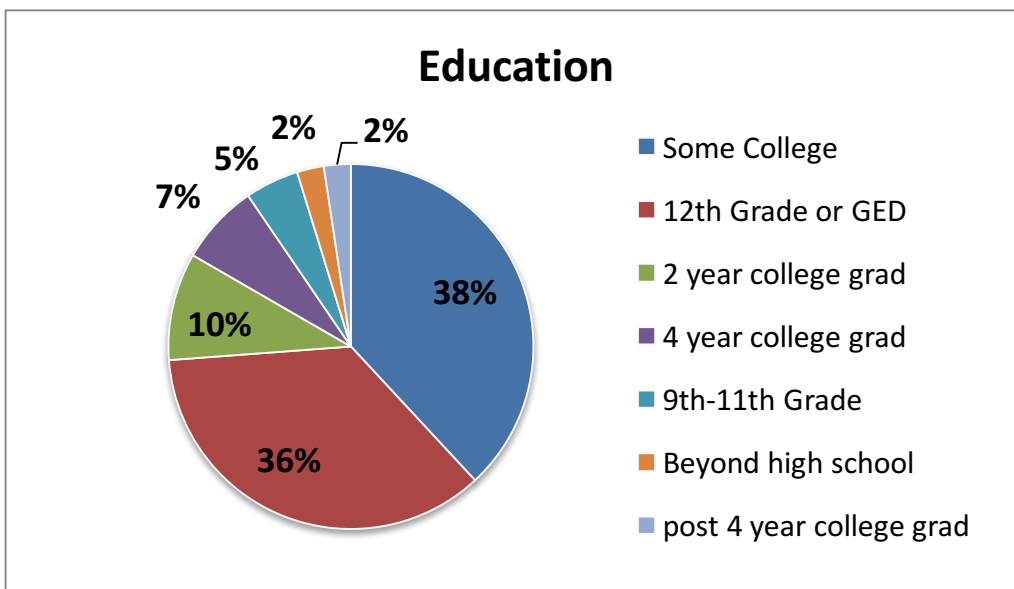
The following summary uses data from 42 participants who completed a pre-test survey given at the first session of their parent education class.

The participants in the Ontario County CCE parenting class were evenly split between males and females.



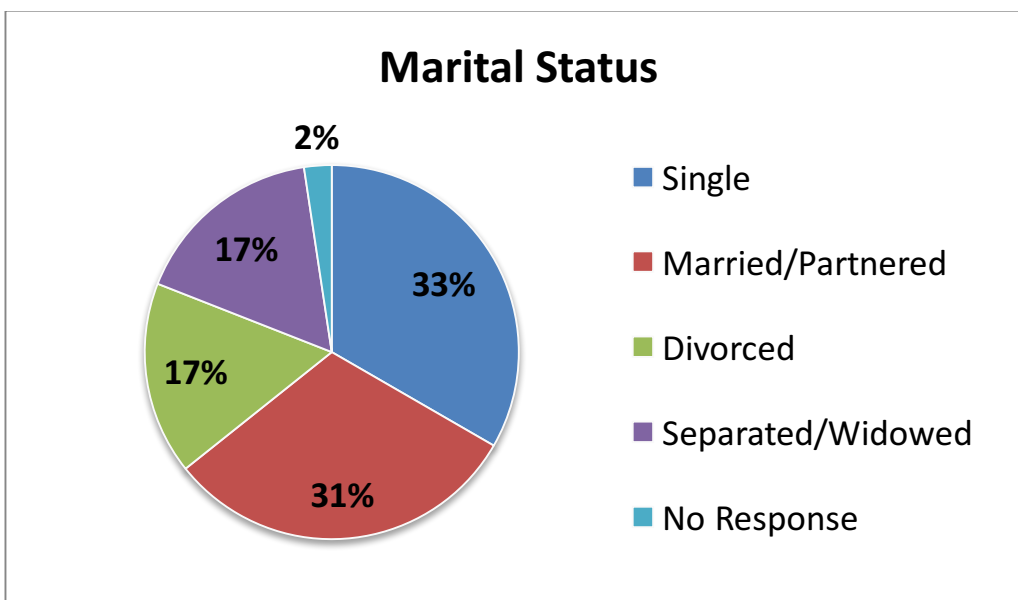
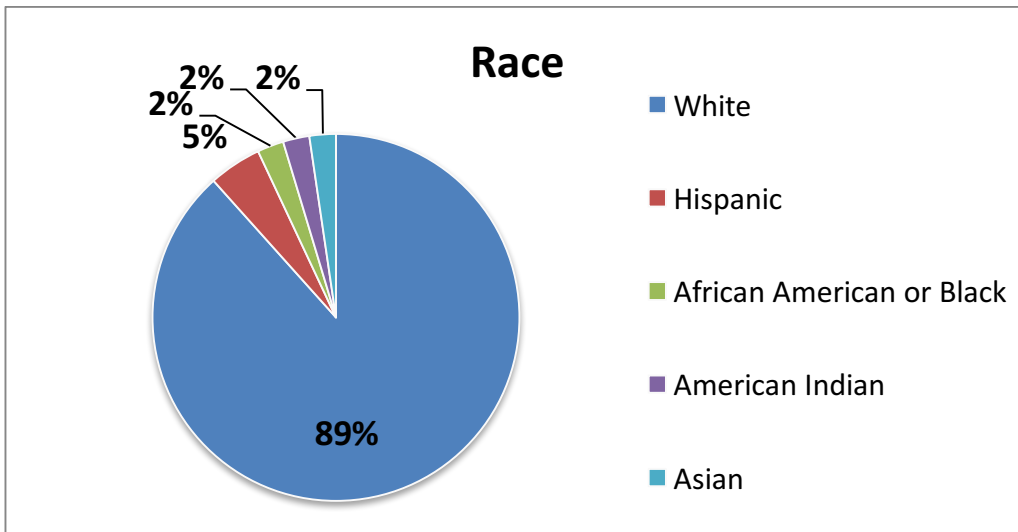
Educational attainment among the participants varied widely, with the greatest number of participants having attended, but not graduated from,

college (38%), followed by those who completed either 12th grade or received their GED (36%).



The majority of the participants in Ontario County CCE parent

education classes were white (89%) and 33% 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;

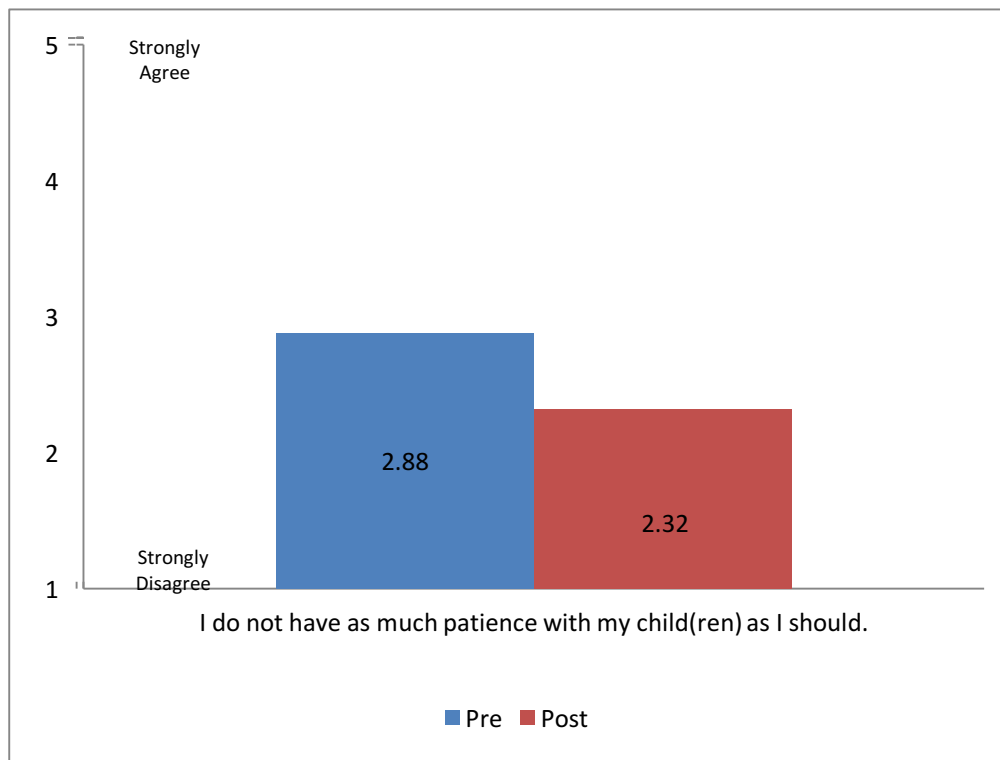
such changes could occur for other reasons outside of the workshop. However, it is possible that any significant pre-to-post changes in parenting attitudes, behaviors and knowledge that are observed may have resulted from taking part in the program.

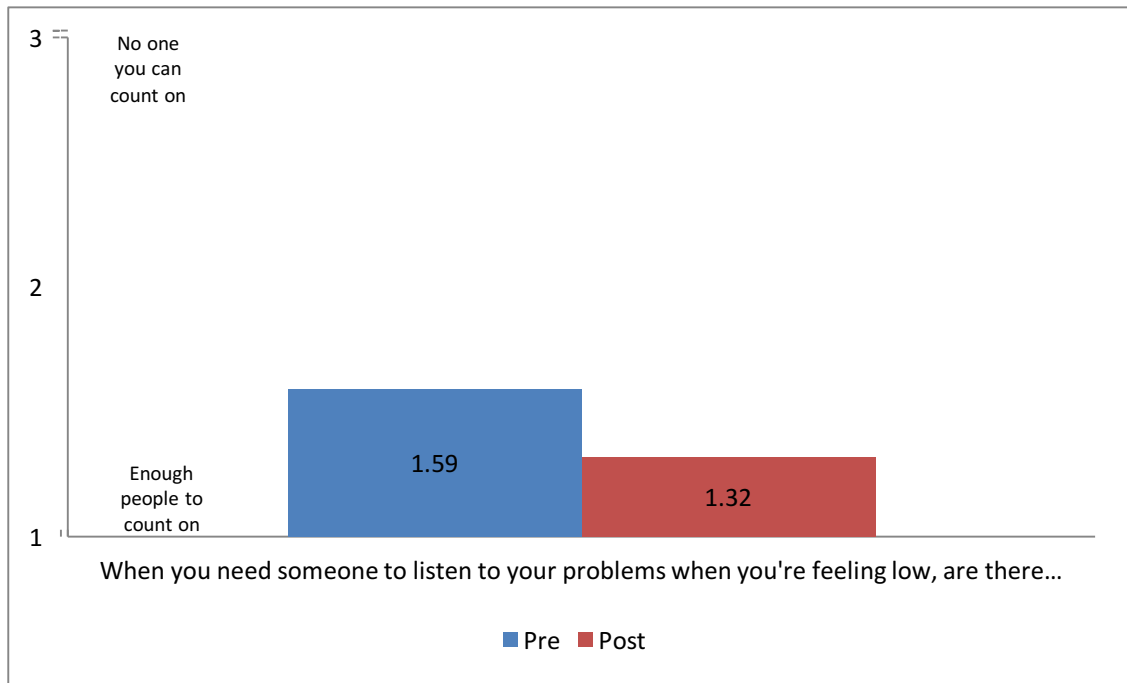
The following evaluation is based on information provided by 38 participants who completed the program and completed both a pre- and a post-test survey. Two of the ten measures tested showed significant improvements from the pre- to the post-test. Specifically, CCE parent education participants reported

increased patience with their child and increases in the amount of people they could rely on for support.

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 two out of ten measures of parenting attitudes, behaviors and knowledge improved significantly from the pre- to the post-

test, highlighting areas in which CCE Ontario County parent education programs may have had a positive impact on their participants.

Visit the *Parenting in Context* project at:

<http://www.human.cornell.edu/pam/outreach/parenting/>

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