



Outcomes of Participants in Cornell Cooperative Extension Parent Education Programs, 2018-2019

By Julia Chapman & Kimberly Kopko

The Cornell Cooperative Extension (CCE) system offers a variety of programs for parents and caregivers. Offered at CCE associations throughout New York, 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 CCE parent education programs between August 2018 and July 2019. Participants included parents and caregivers taking part in programs comprised 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 CCE Parent Education Programs

A total of eleven parent education programs were evaluated, as shown below. The largest number of participants took part in Parenting Skills Workshop Series (PSWS) (32% of all participants) and the Home Visitation Program (14%).

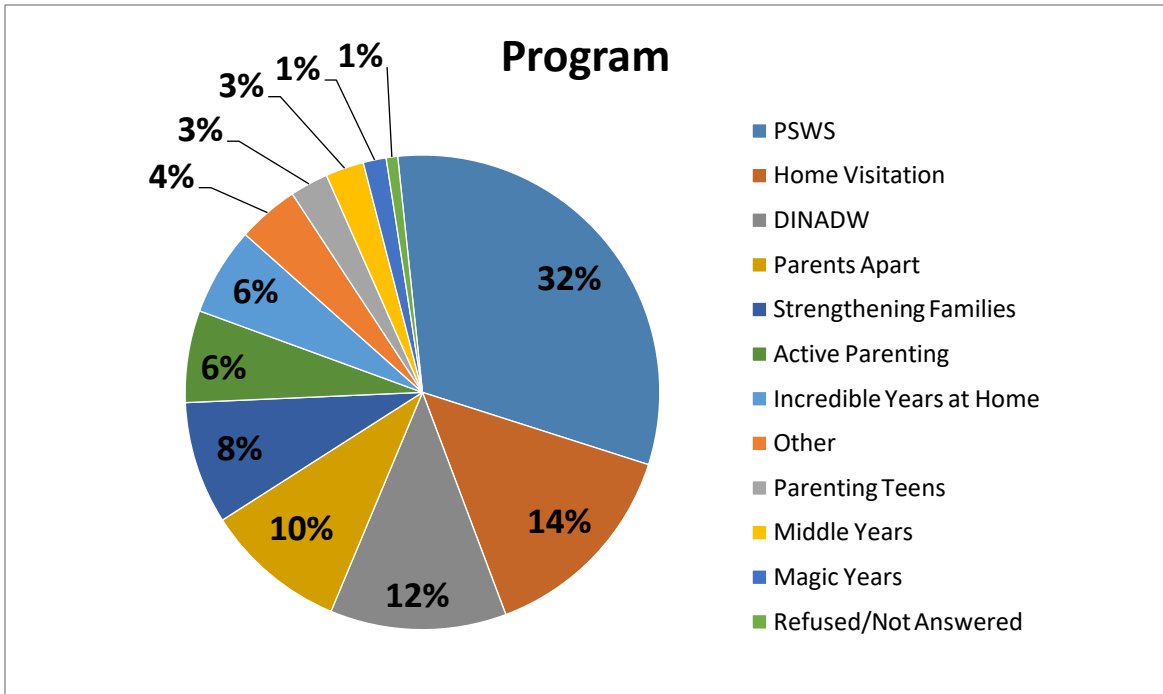
Outcomes at a Glance

In 2018-2019, **384 participants** attended CCE parenting programs across New York State. Participants took part in one of **eleven parenting programs** in **nine counties** across the state.

The majority of participants in the parenting education classes were:

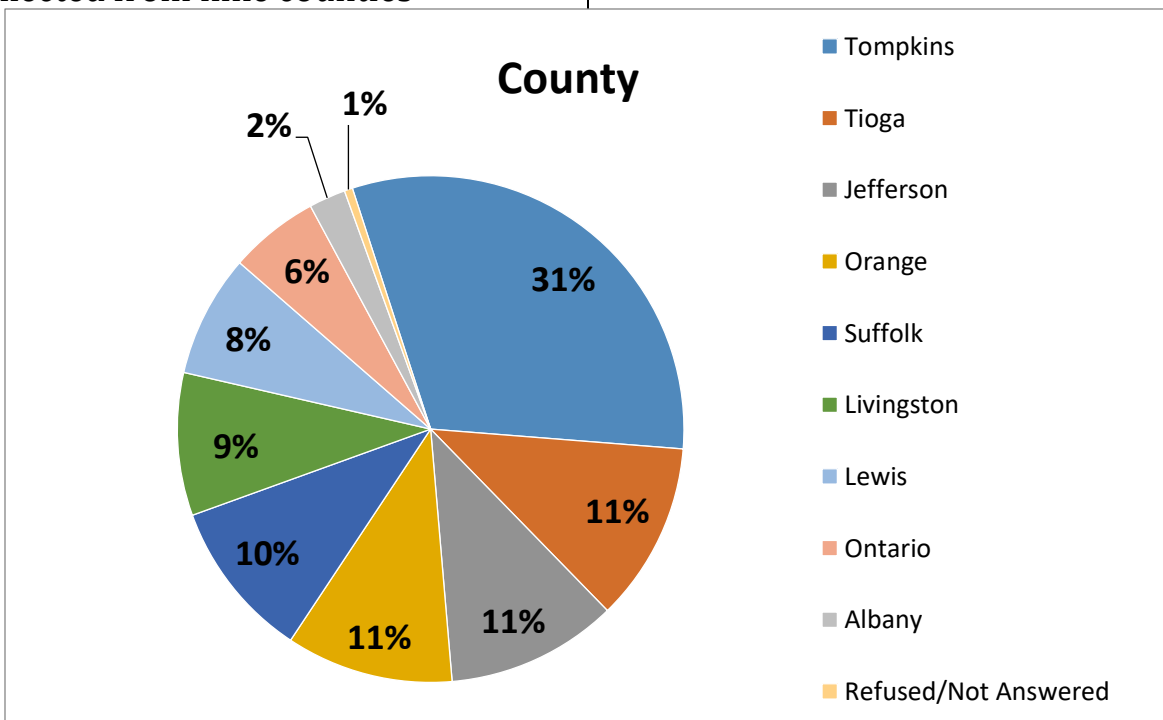
- **Female (59%)**
- **White (69%)**
- **Married or Partnered (48%)**

A total of **263 participants** attended their final class and **6 out of 10 items on the survey showed significant improvements** between the pre- and post-test.



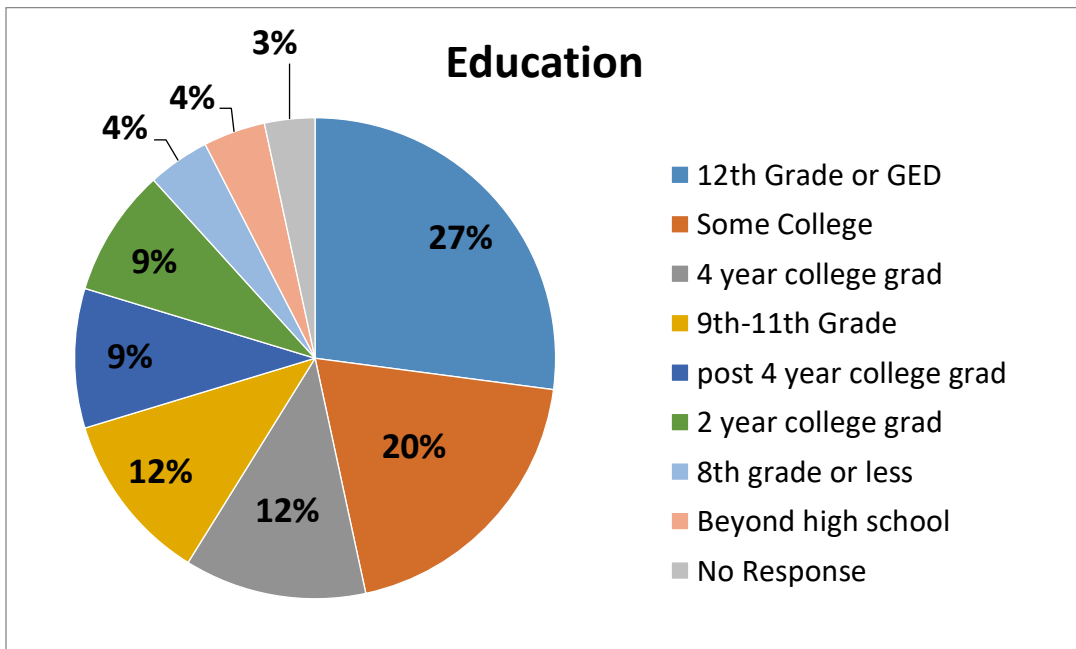
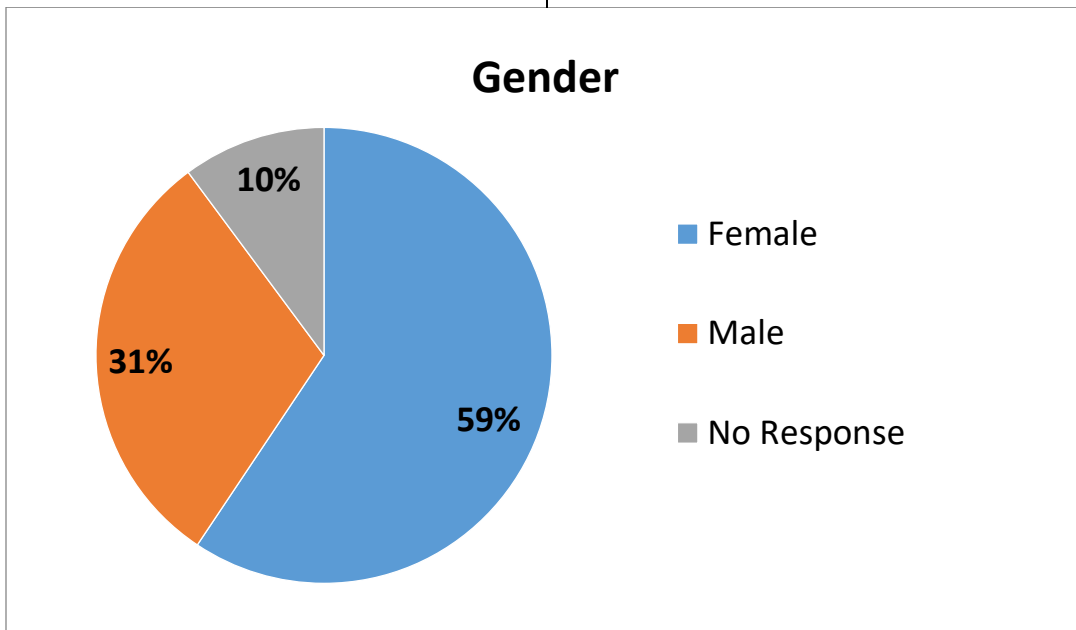
The following summaries use data from 384 participants who completed a pre-test survey given at the first session of their parent education class. In total, data was collected from nine counties

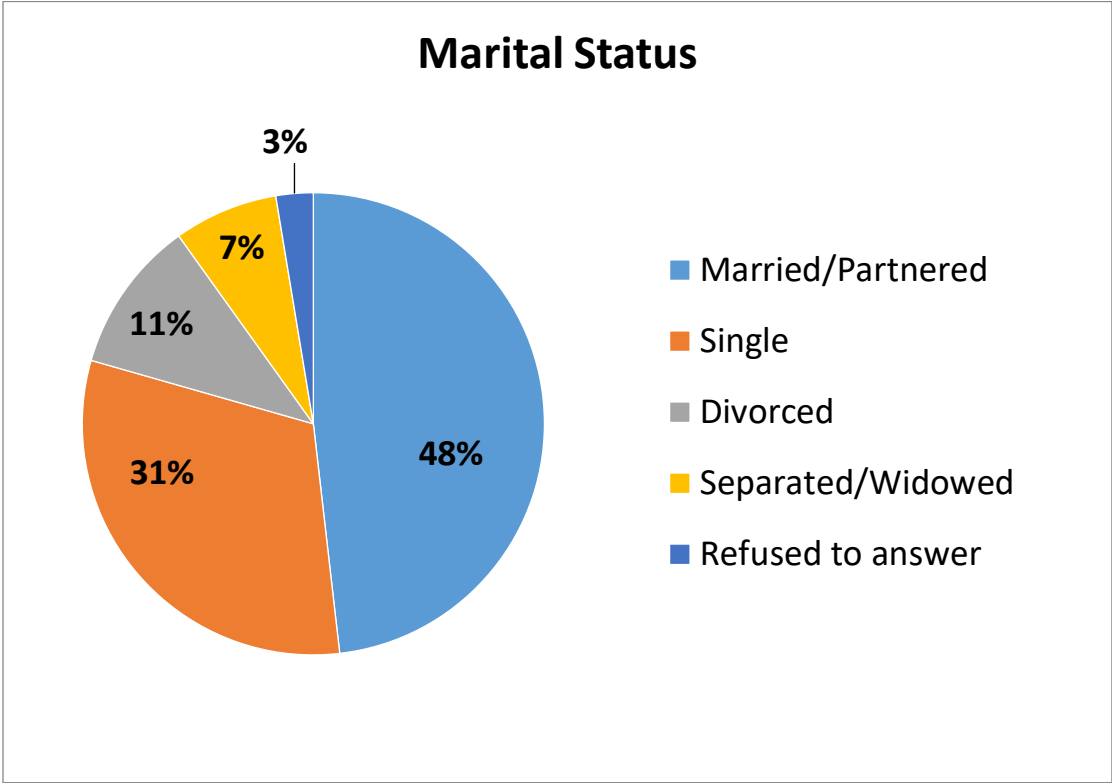
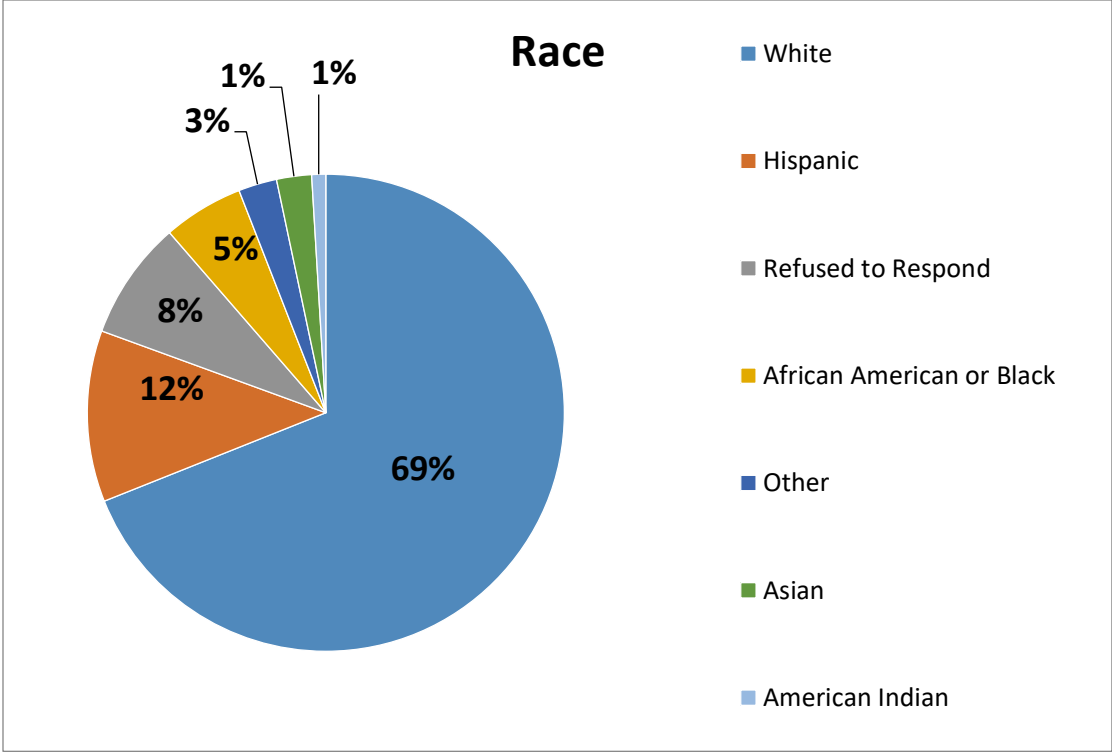
throughout the state. Tompkins County had the largest share of participants (31%) followed by Tioga, Jefferson, and Orange Counties (each 11%).



The majority (59%) of participants in parent education classes were female. The highest level of educational attainment reached among the participants varied widely, with the greatest number of participants reaching 12th grade or earning a GED (27%)

followed by those having attended, but not graduated from, college (20%). The majority of the participants in parent education classes were white (69%), and 48% of the participants were married or partnered.





Pre-Post Survey Results

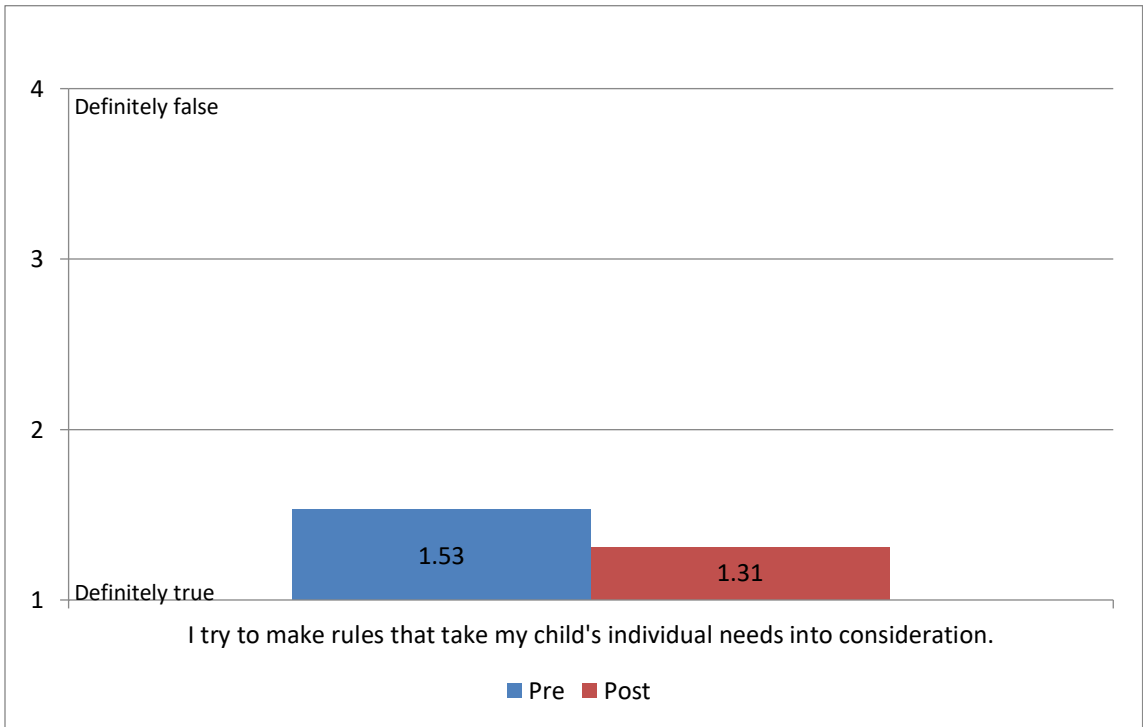
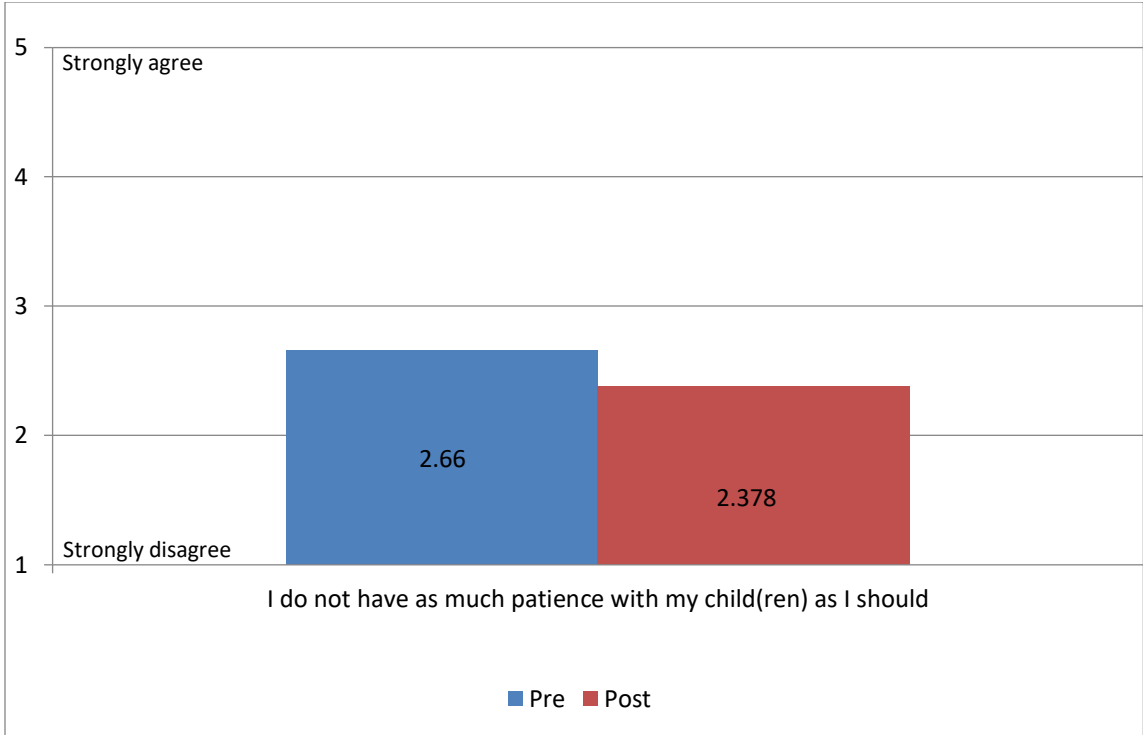
This study used a pre- and post-test evaluation, in which the participants were asked to answer two identical surveys—one given at the first session of the class and another given after the completion of the last parenting class. The survey included ten questions about parenting attitudes, behaviors, and knowledge. The pre/post study design allows researchers to see if participants' attitudes, behaviors, and knowledge change during the course of the parenting programs. 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 program. 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.

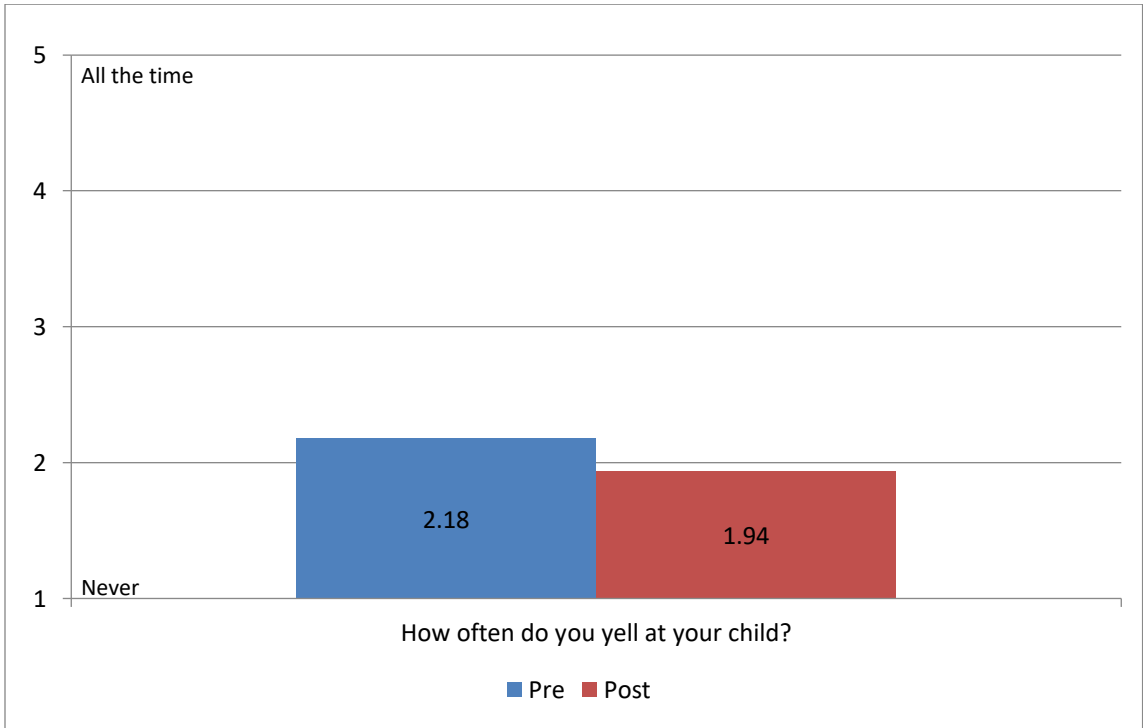
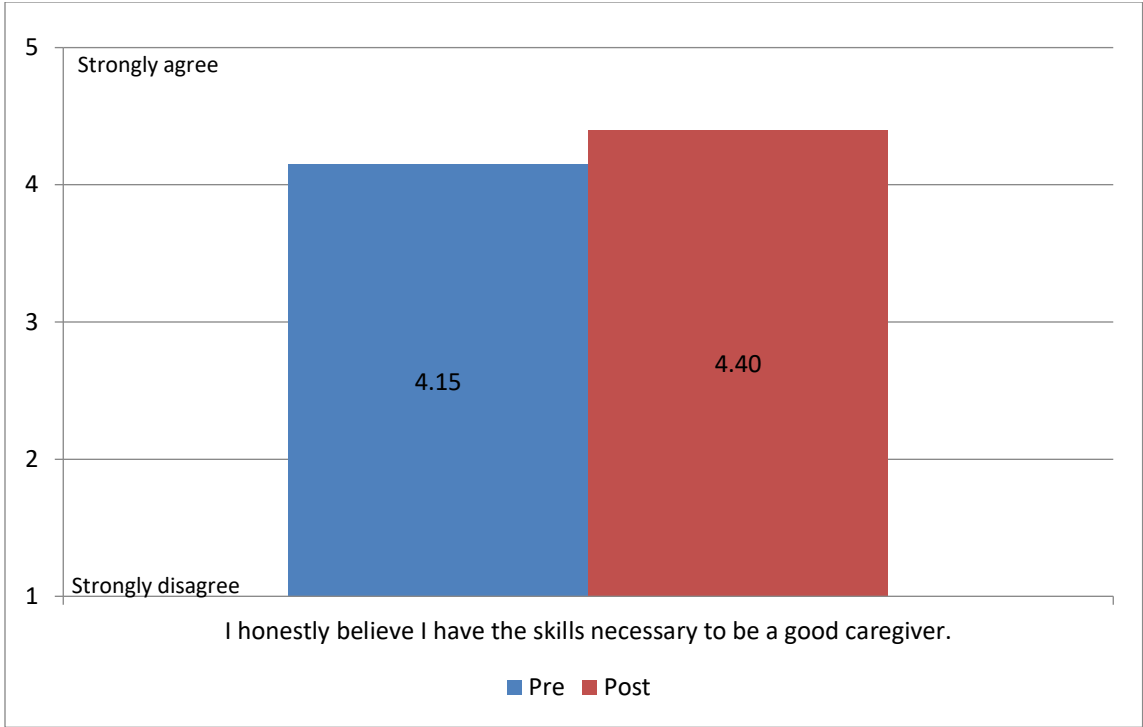
The following evaluation is based on information provided by 263 participants, who completed a parent education program and completed both a pre- and a post-

test survey. Six out of ten items on the survey showed significant improvements from the pre- to the post-test. Specifically, CCE parent education participants reported increases in: patience with their child, confidence in making rules that take their child's needs into consideration, belief that they had the skills necessary to be a good caregiver and explaining the reasons for the rules they make. Participants reported decreases in: how often they yell at their child and in the amount of time their child spends engaged in non-educational screen time activities.

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, which means that we can say with 90% certainty that the pre-to-post changes in participant responses are not due to chance.

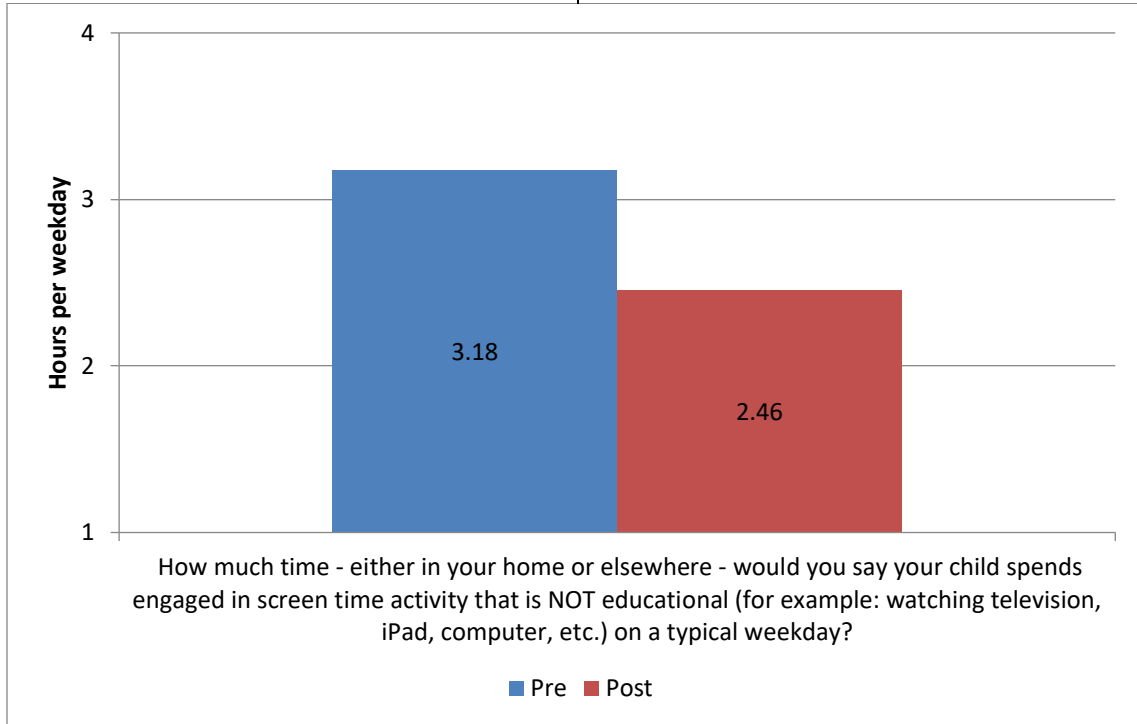
In comparing participants' pre- and post-test survey results, the following four questions showed statistically significant changes at the 1% level.





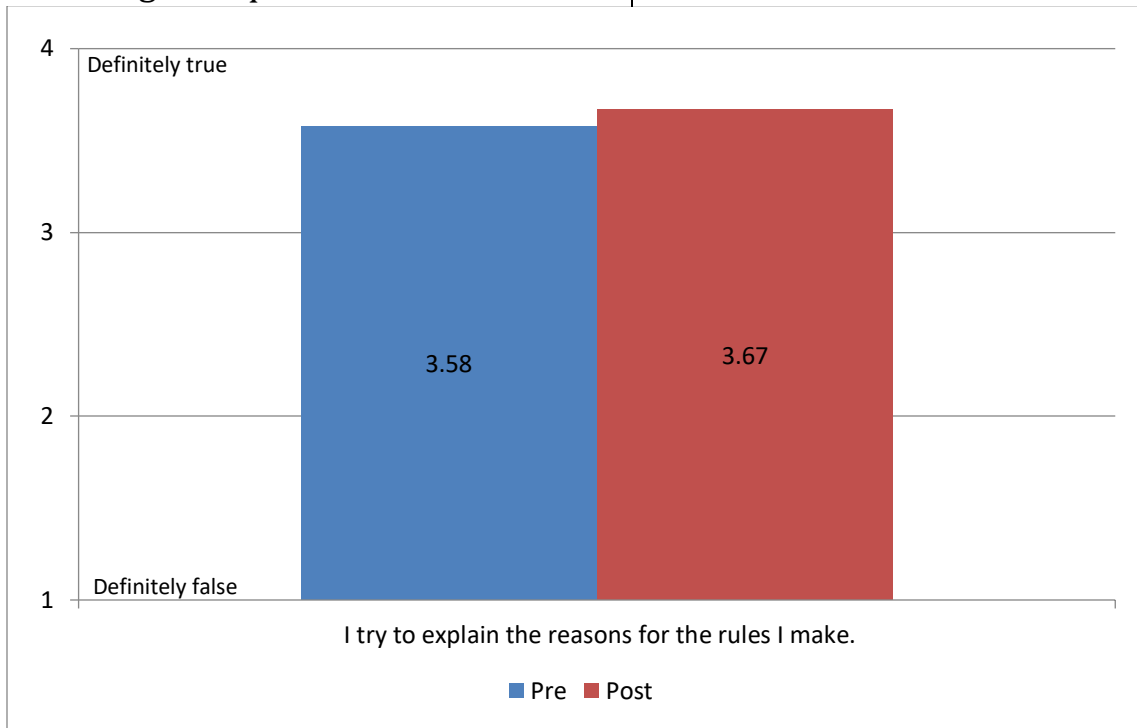
In comparing participants' pre- and post-test survey results, the following question showed

statistically significant changes at the 5% level.



In comparing participants' pre- and post-test survey results, the following question showed

statistically significant changes at the 10% level.



These results indicate that six out of ten measures of parenting attitudes, behaviors and knowledge improved significantly from the pre- to the post-test.

This suggests that, across the state, CCE 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

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