



Outcomes of Participants in Cornell Cooperative Extension Parent Education Programs in Lewis County 2014-2015

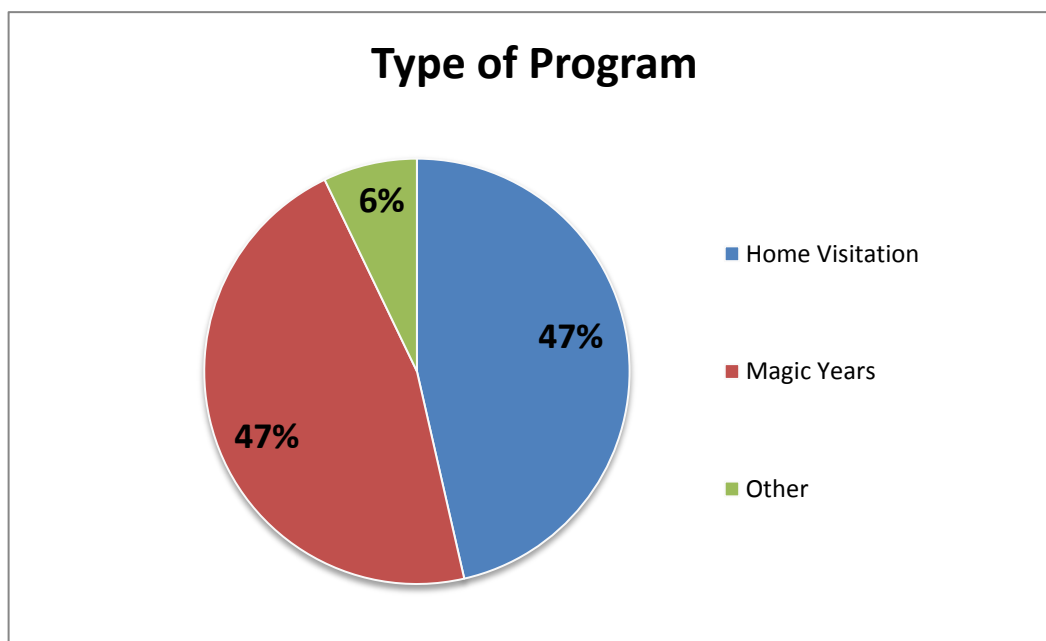
By Eliza Lathrop Cook & Kimberly Kopko

Cornell Cooperative Extension (CCE) of Lewis 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 research brief presents data collected from participants in Lewis County CCE parent education programs from July 2014 to July 2015. 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.

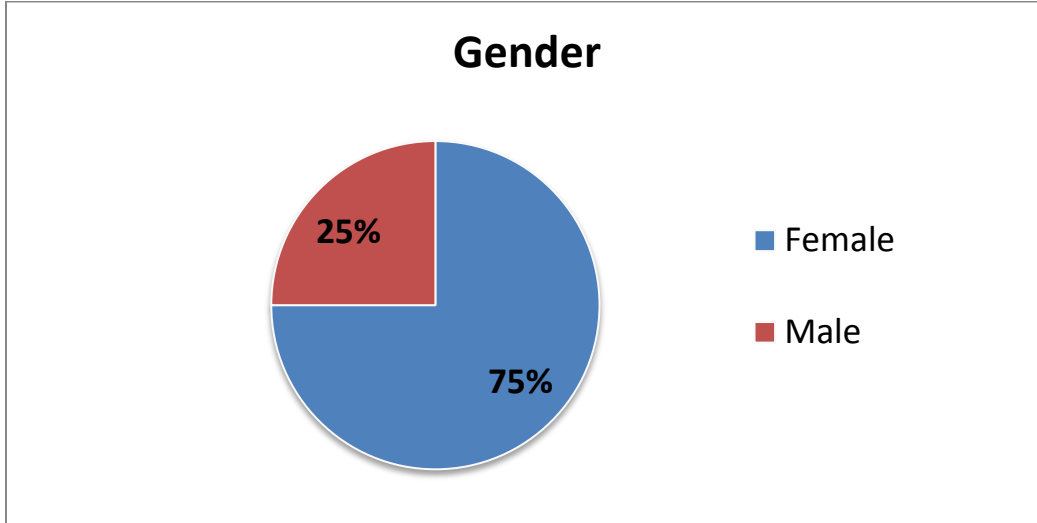
Demographics of Participants in Programs in Lewis County, New York

A total of three programs were evaluated in Lewis County, with the largest number of participants involved in Home Visitation programs (47%) and Magic Years (47%).



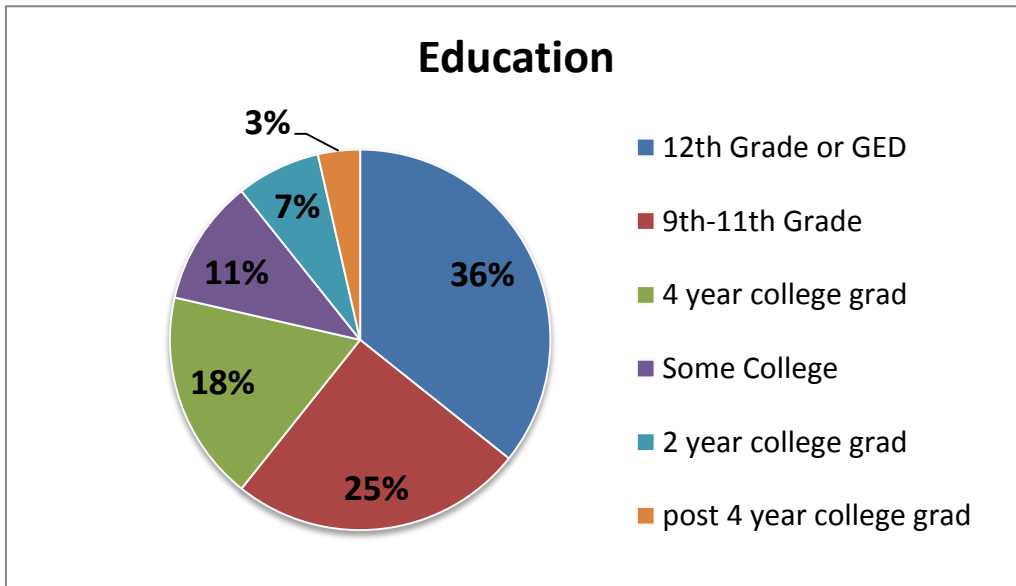
The following summaries use data from 28 participants who completed a pre-test survey given at the first session of their parent education class.

The majority of participants in the Lewis County CCE parenting classes were females (75%).



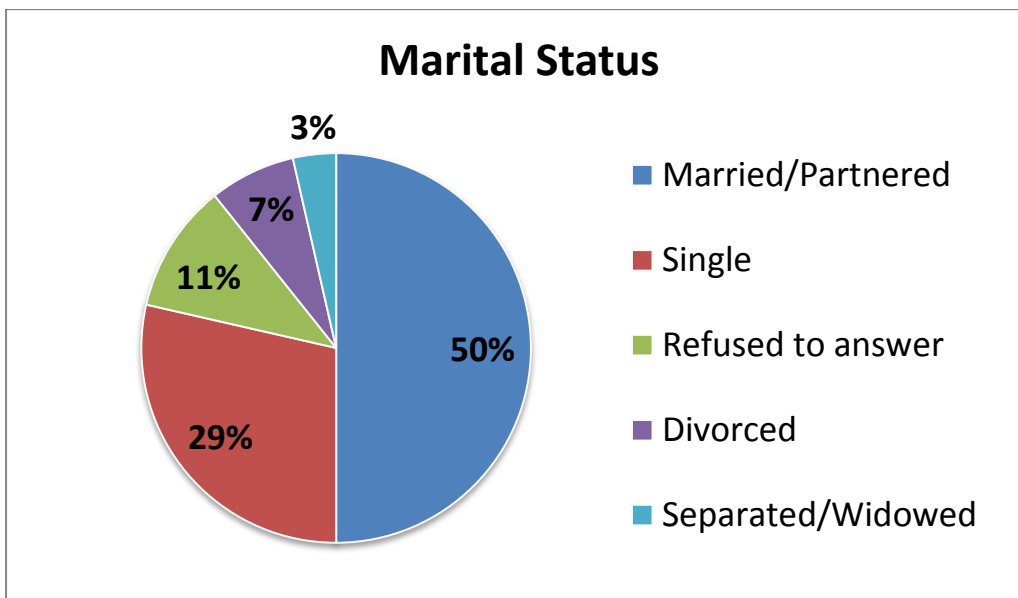
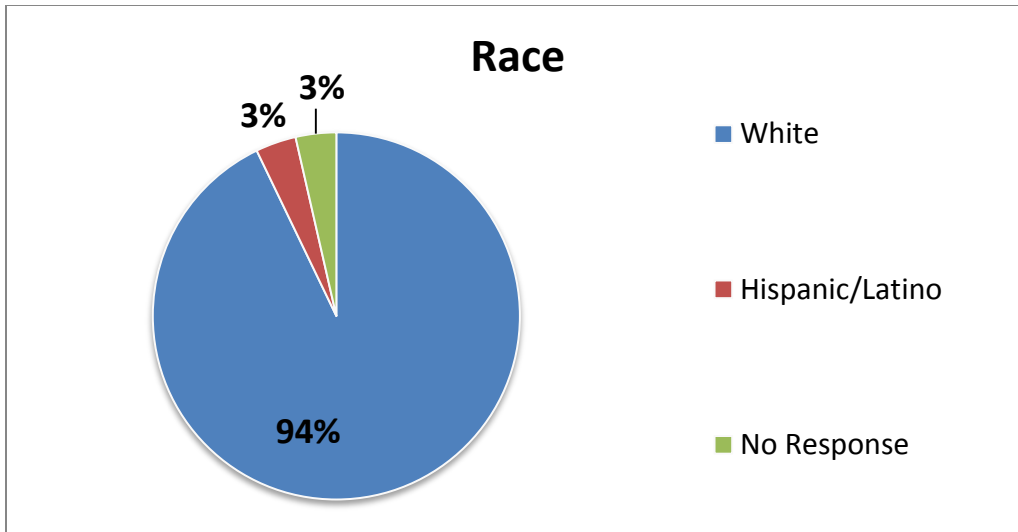
Educational attainment among the participants varied widely, with the greatest number of participants having completed either 12th grade or their

GED (36%), followed by those who completed between 9th and 11th grade in high school (25%).



The majority of the participants in Lewis County CCE parent

education classes were white (94%) and 50% were married or partnered.



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;

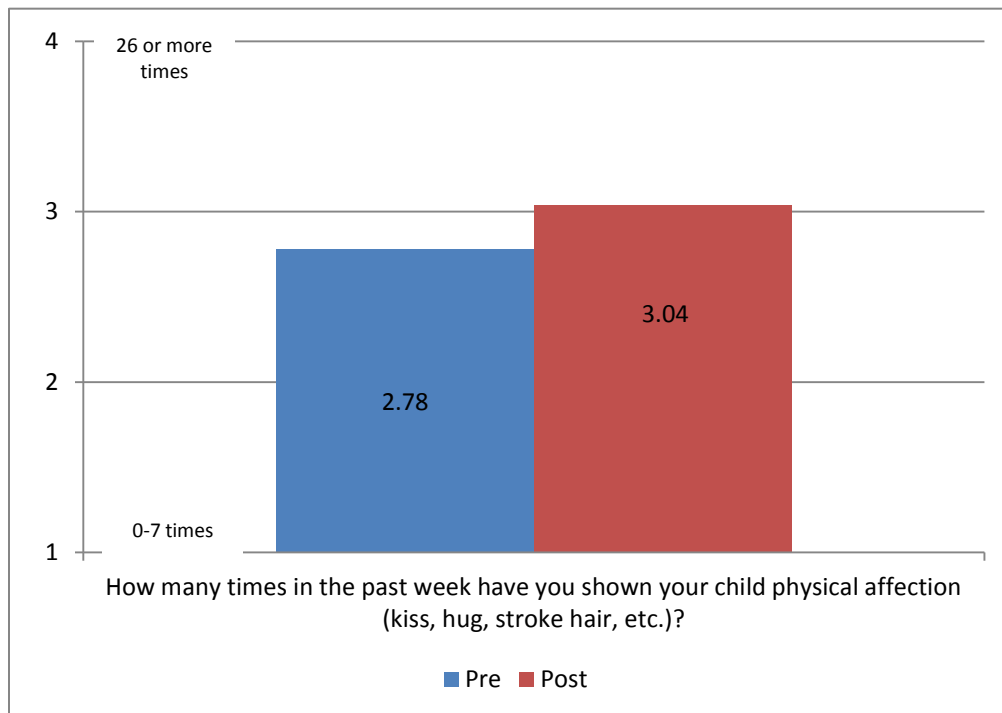
such changes could occur for other reasons outside of the workshop. However, it is possible that any significant pre-to-post changes in parenting attitudes, behaviors and knowledge that are observed may have resulted from taking part in the program.

The following evaluation is based on information provided by 26 participants who completed their program and completed both a pre- and a post-test survey. One of the ten measures tested showed significant improvements from the pre- to the post-test. Specifically, CCE parent education participants reported

increases in physical affection towards their child.

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 question showed statistically significant changes.



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

test, highlighting areas in which CCE Lewis 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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Eliza Lathrop Cook is an Extension Specialist 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.



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