



Outcomes of Participants in Cornell Cooperative Extension Parent Education Programs in Lewis County 2012-2013

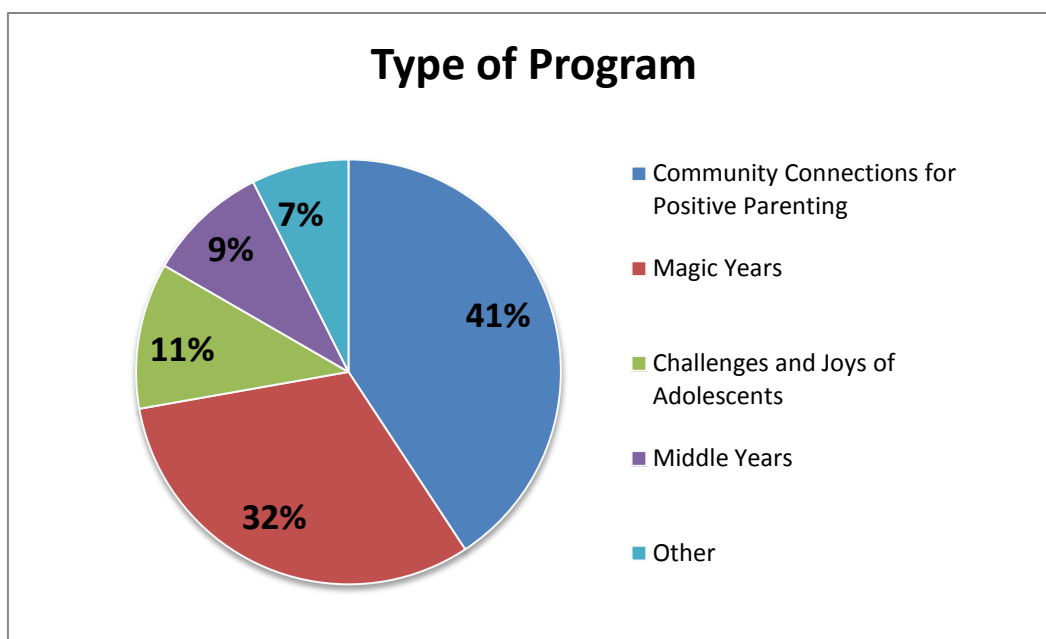
By Eliza Cook, Rachel Dunifon, and Kimberly Kopko

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 2012 to July 2013. Participants included parents and caregivers taking part in programs that 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.

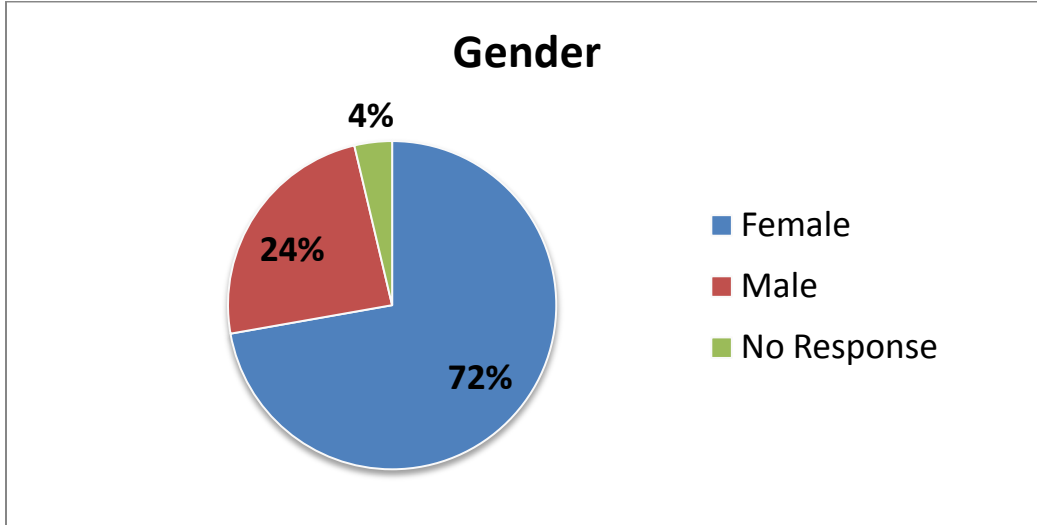
Demographics of Participants in Programs in Lewis County, New York

A total of five programs were evaluated in Lewis County, with the largest number of participants involved in the Community Connections for Positive Parenting program (41%).



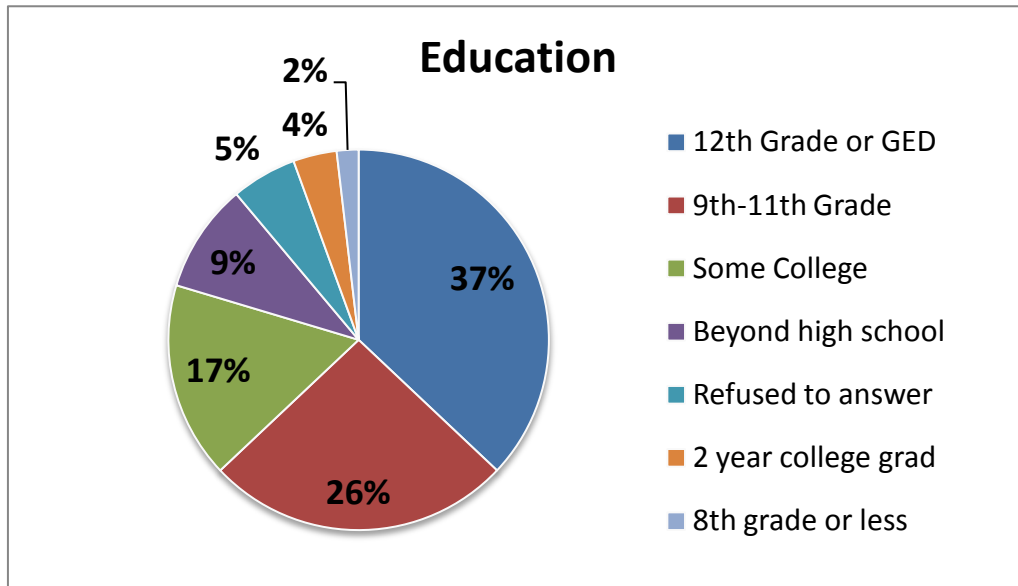
The following summaries use data from 54 participants who completed a pre-test survey given at the first session of their parent education class.

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



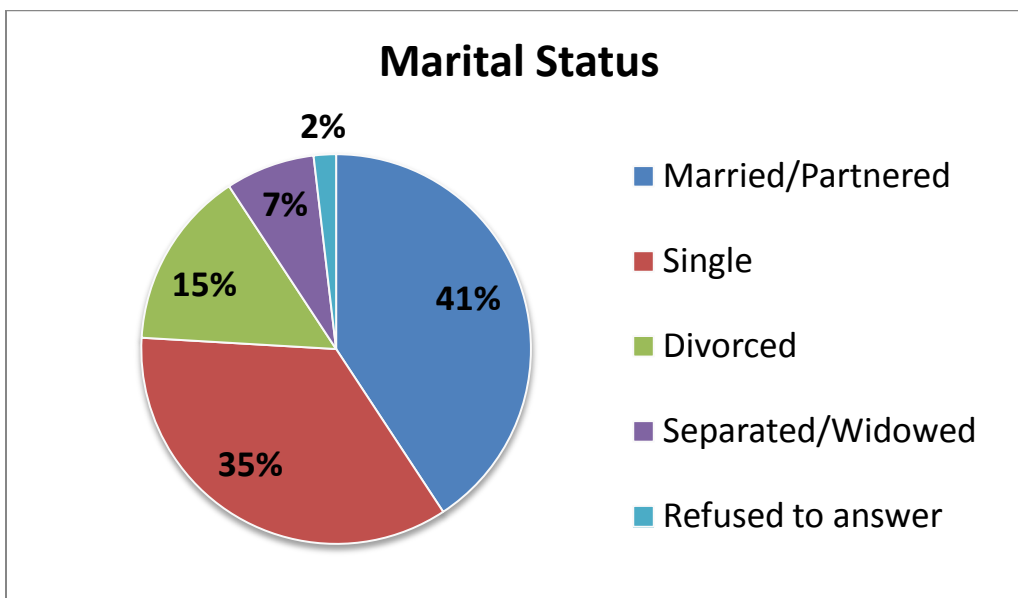
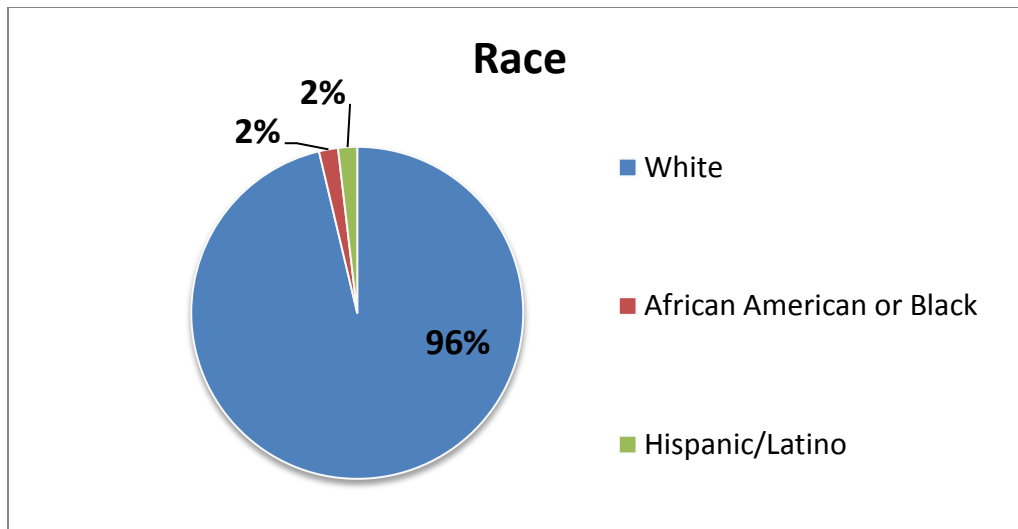
Educational attainment among the participants varied widely, with the greatest number of participants having finished their education at 12th grade

or a GED (37%), followed by those who completed between a ninth and eleventh grade in high school (26%).



The majority of the participants in Lewis County CCE parent

education classes were white (96%) and 41% 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 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 knowledge, attitude or behaviors;

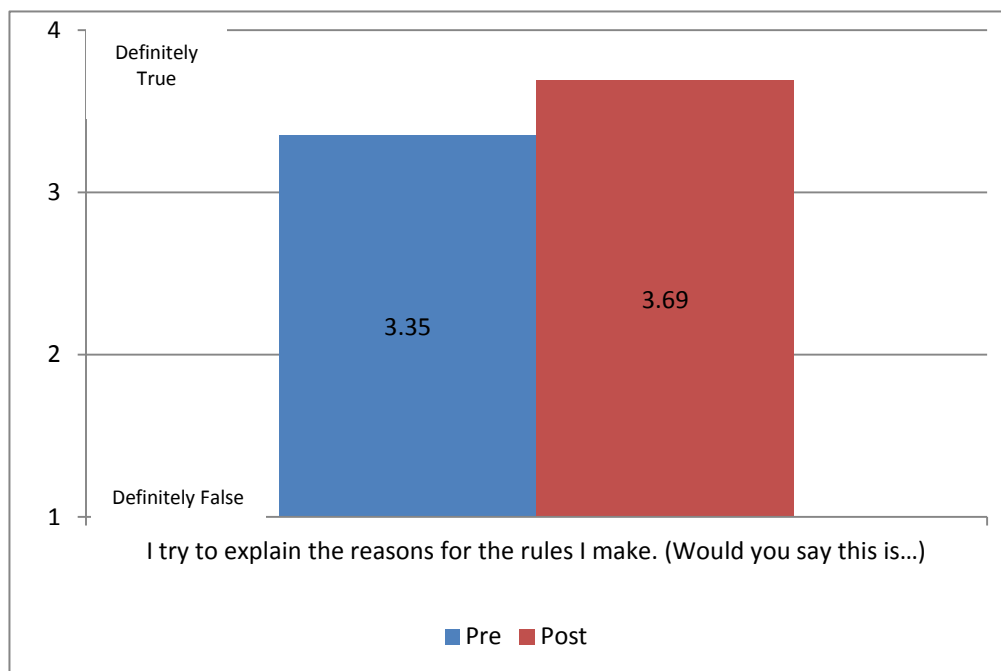
such changes could occur for other reasons outside of the workshop. However, it is possible that any significant pre-to-post changes in parenting attitudes, behaviors and knowledge that are observed may have resulted from taking part in the program.

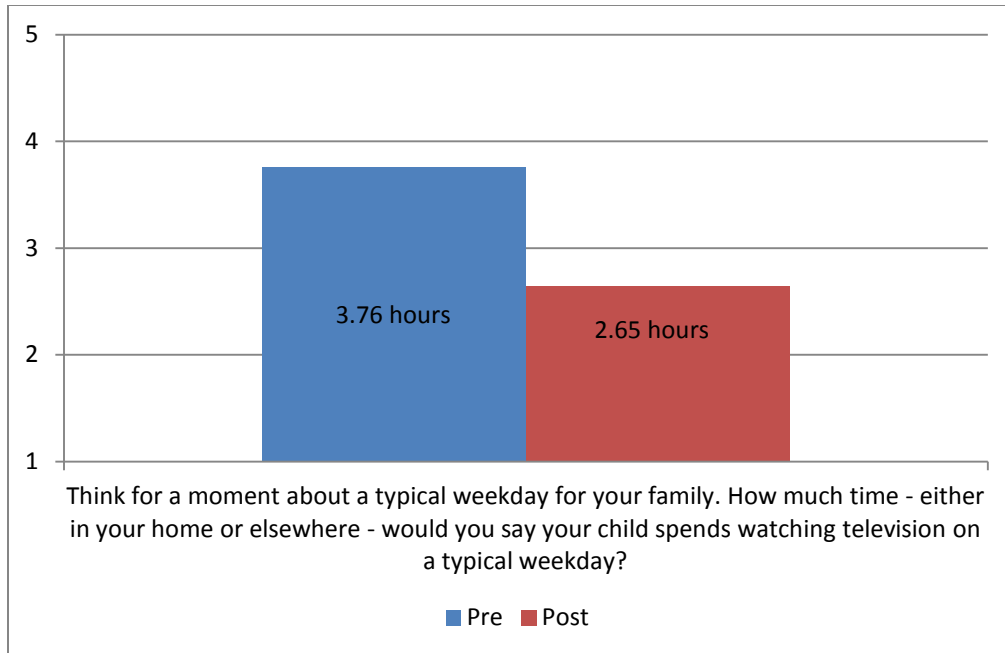
The following evaluation is based on information provided by 41 participants, who completed their program and completed both a pre- and a post-test survey. Two of the ten measures tested showed significant improvements from the pre- to the post-test. Specifically, participants of parent education classes in CCE of Lewis County reported increased use

of explanations for rules they make and decreases in the number of hours their children spend watching television.

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% sure 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 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/>

This work was supported by a joint research and extension program funded by Cornell University Agricultural Experiment Station (Hatch funds) and 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

Eliza Lathrop Cook is a Masters of Public Administration Fellow in the Cornell Institute of Public Affairs at Cornell University.

Rachel Dunifon is an Associate Professor 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.



Cornell University
College of Human Ecology

© 2013 Cornell Cooperative Extension
Cornell University offers equal program
and employment opportunities

