



Outcomes of Participants in Cornell Cooperative Extension Home Visitation Parent Education Programs 2014-2015

By Eliza Lathrop Cook & Kimberly Kopko

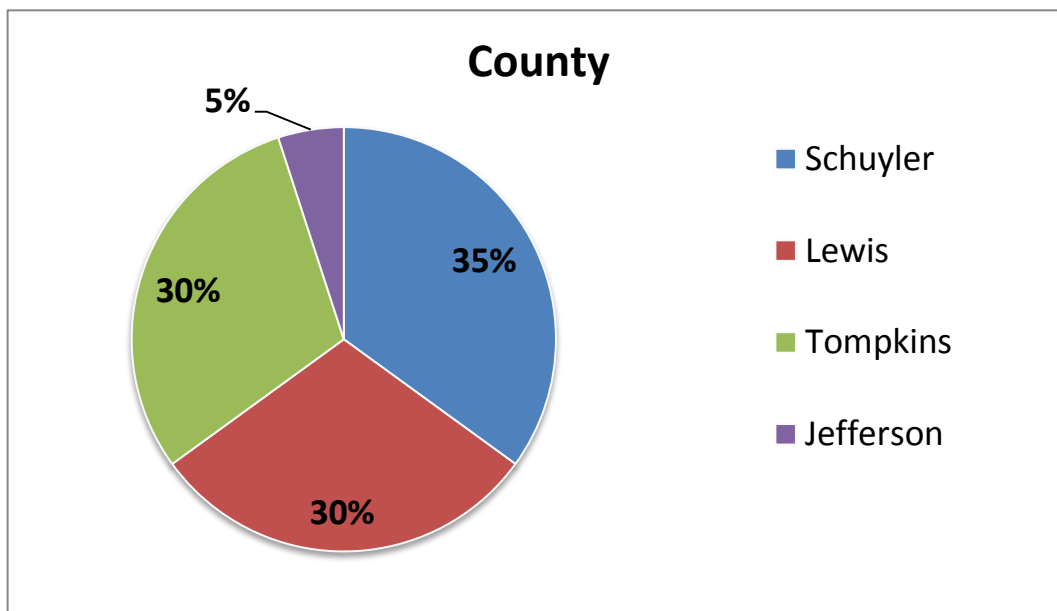
Cornell Cooperative Extension (CCE) offers a variety of programs for parents and caregivers. These programs reach a wide range of families and seek to promote positive parenting and, ultimately, healthy family and child development. This research brief presents data collected from participants in the Home Visitation programs from July 2014 to July 2015. 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 attending Home Visitation

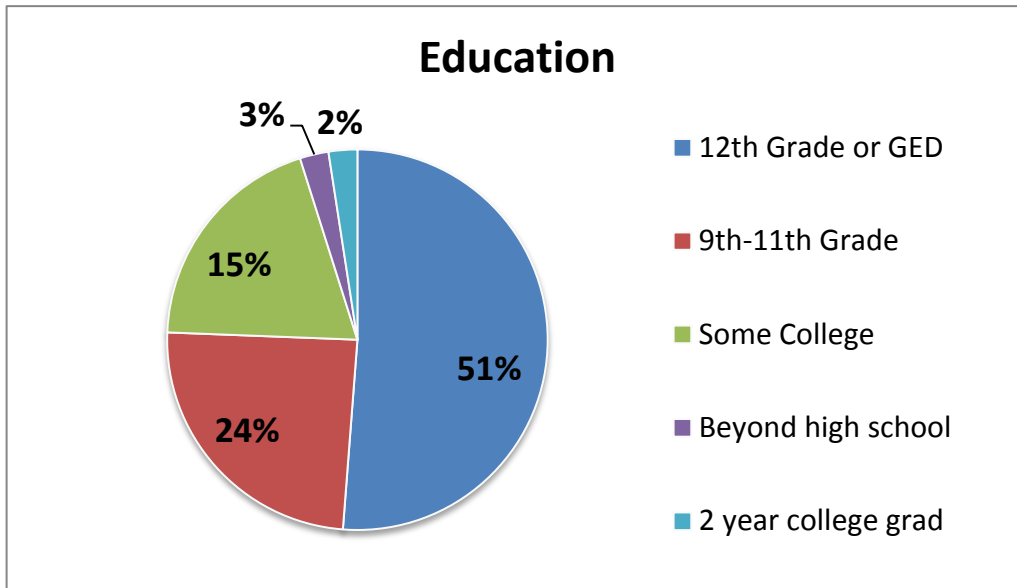
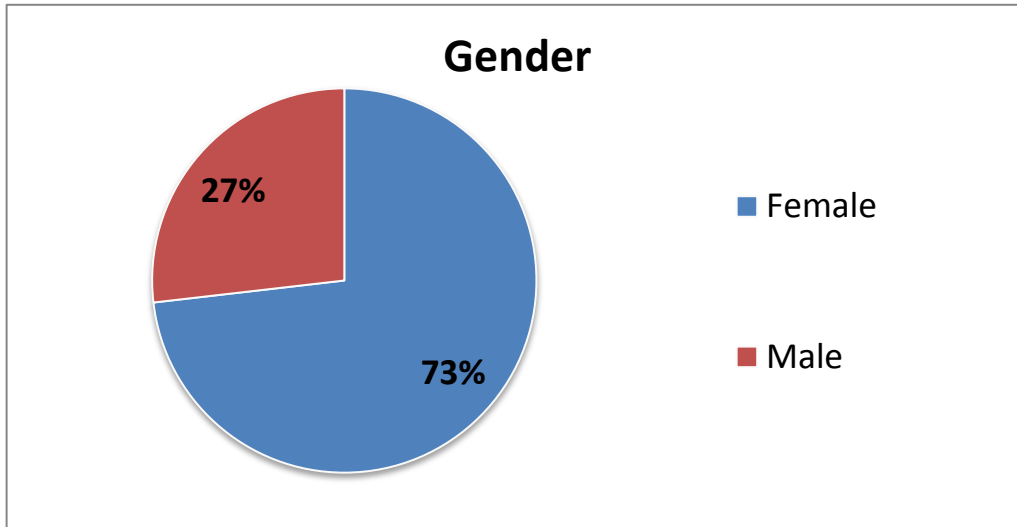
The following summaries use data from 41 participants who completed a pre-test survey given at the first session of their parent education class. The majority of participants in the Home Visitation program were from Schuyler County (35%).

Seventy-three percent of the participants in the program were



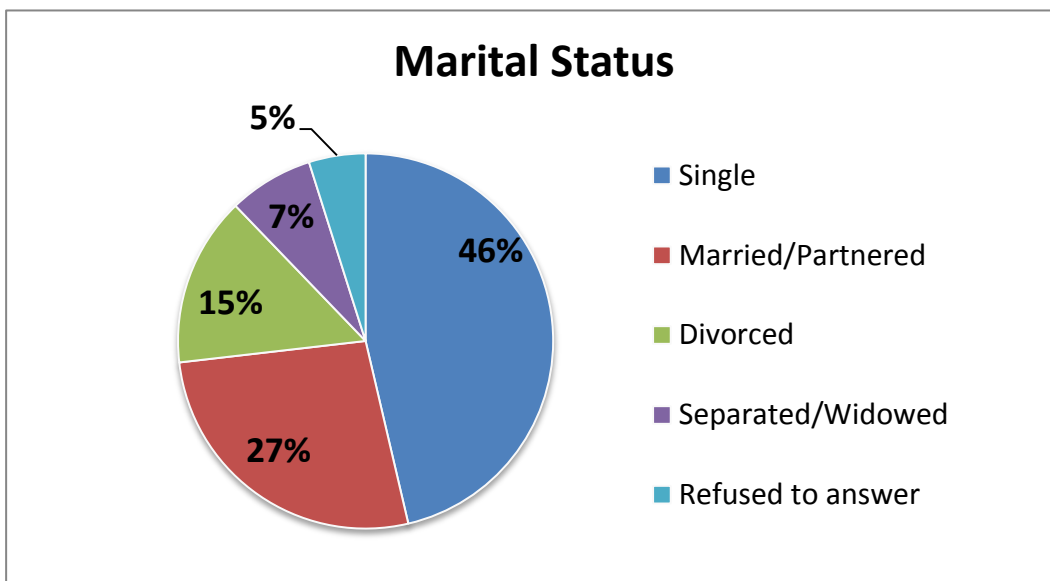
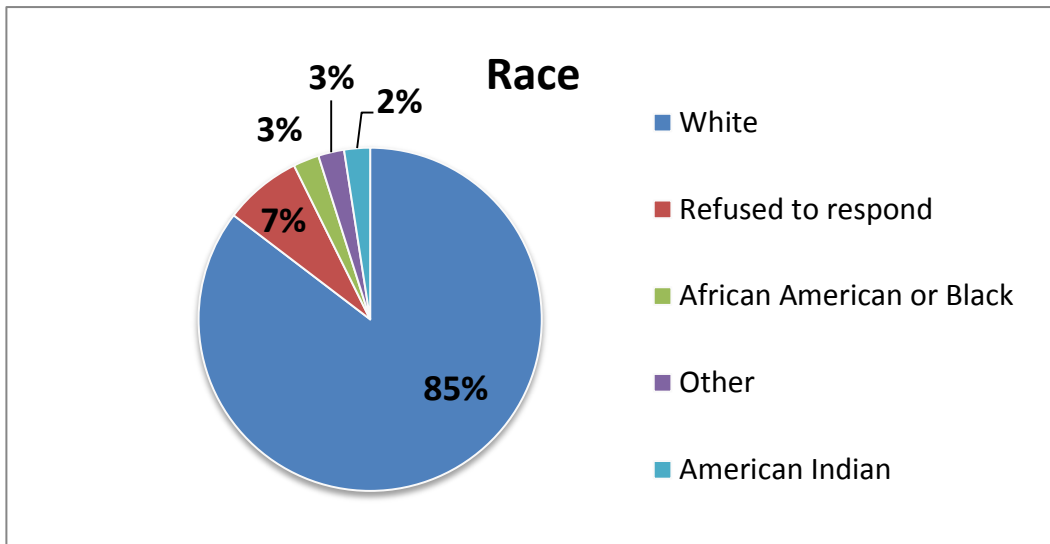
female. Educational attainment among participants varied widely, with the greatest number of participants having finished 12th

grade or completed their GED (51%), followed by those having completed between 9th and 11th grade (24%).



The majority of the participants in the Home Visitation parent education programs were White (85%)

and the most common marital status was single (46%), followed by being married or partnered (27%).



Pre-Post Survey Results

This evaluation used a pre- and post-test, in which 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;

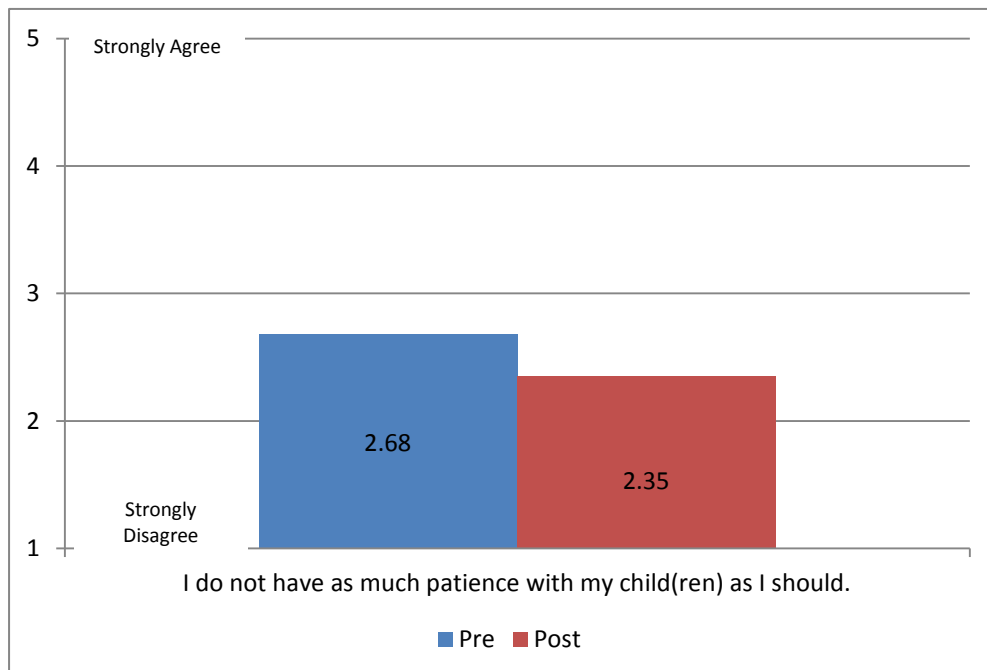
such changes could occur for other reasons outside of the workshop. However, it is possible that any significant pre-to-post changes in parenting attitudes, behaviors and knowledge that are observed may have resulted from taking part in the program.

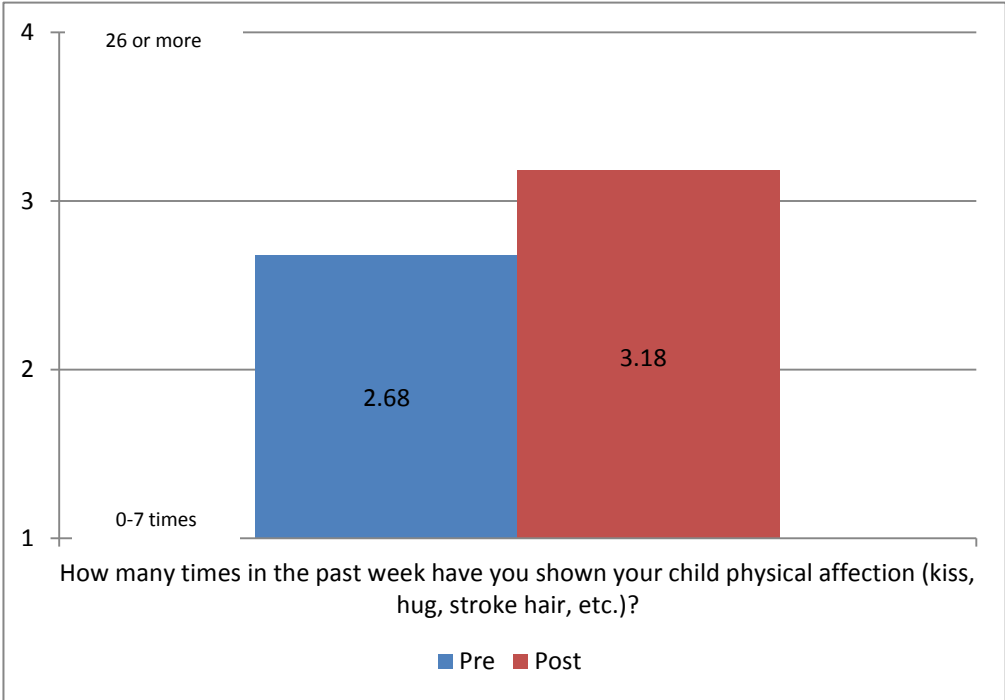
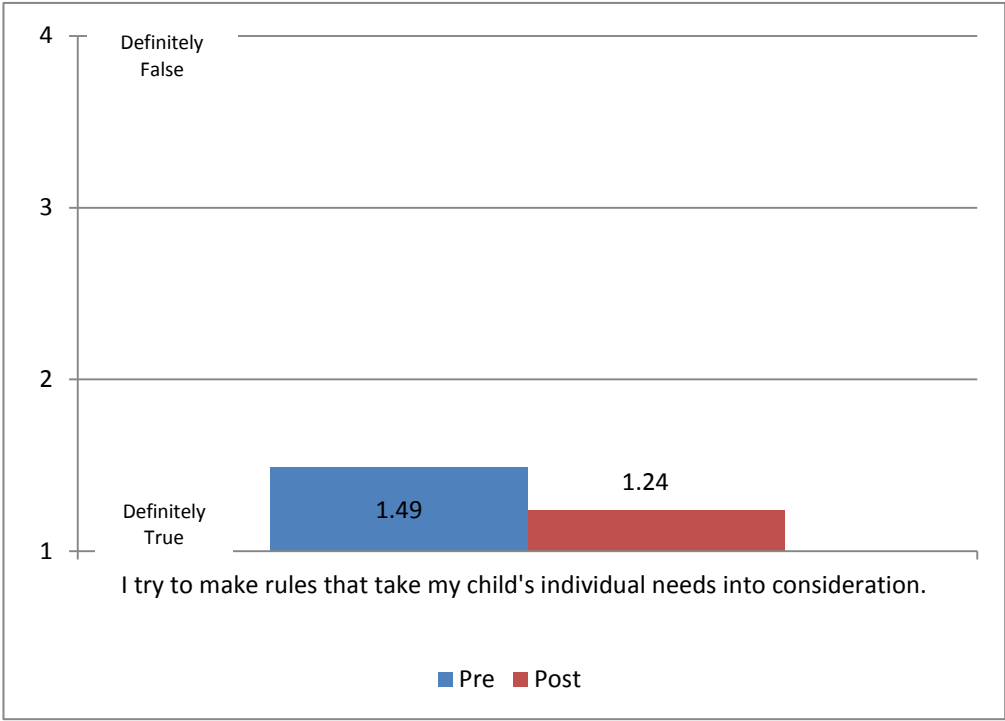
The following evaluation is based on information provided by 38 participants who completed their program and completed both a pre- and a post-test survey. Six of the ten measures tested showed significant improvements from the pre- to the post-test. Specifically, CCE parent education participants reported increases in: patience with their child, making rules that take their child's needs into consideration, physical affection towards their child,

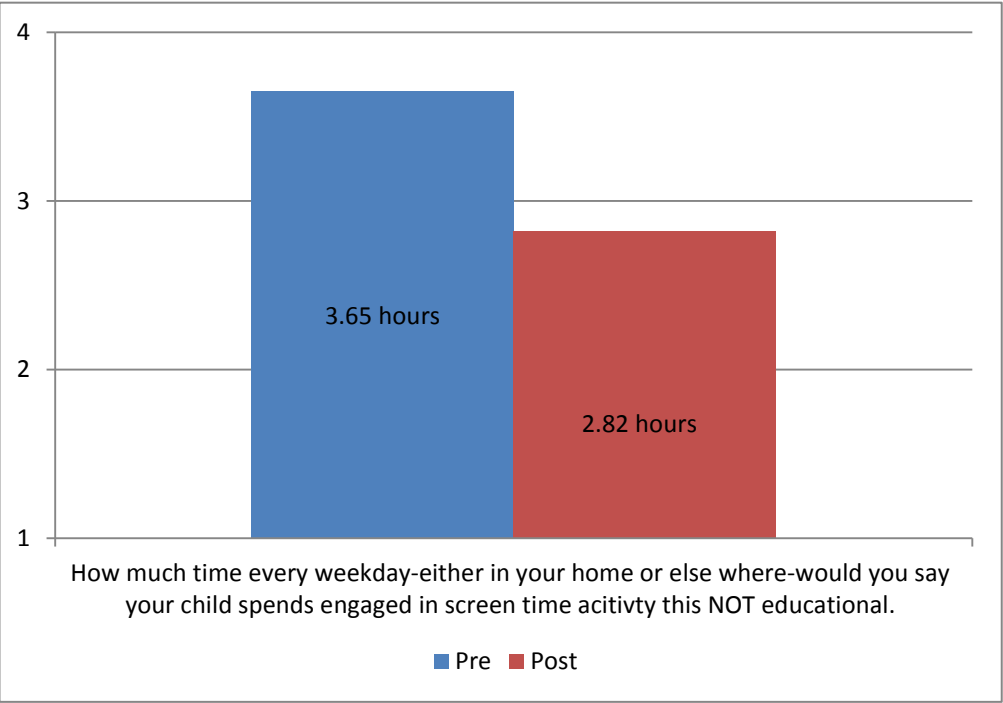
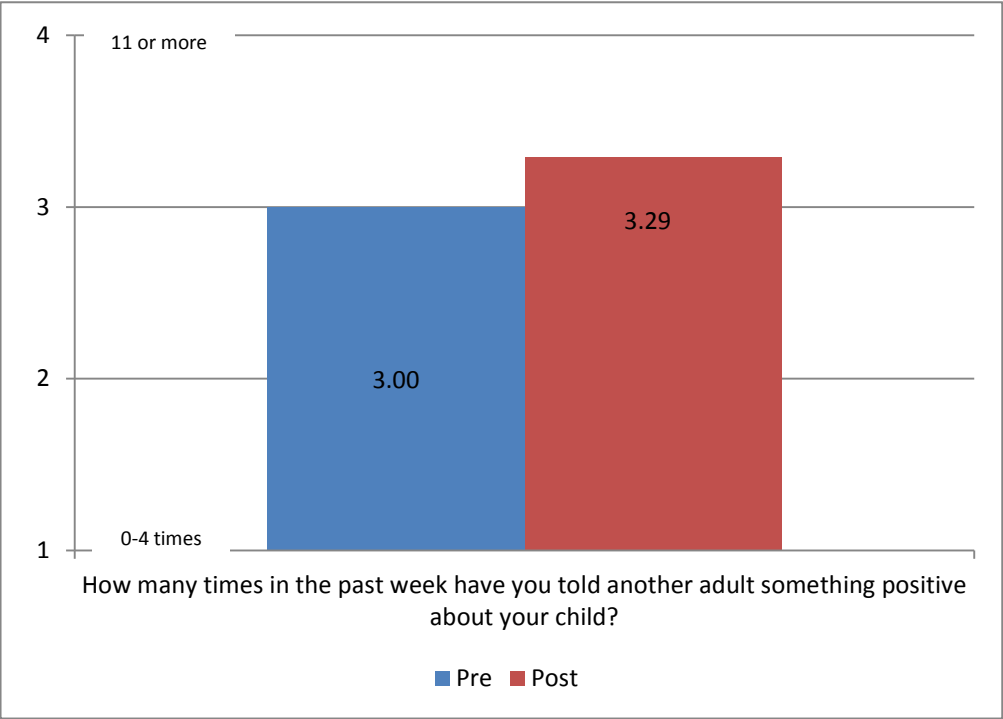
communicating something positive about their child with other adults, and having enough people to count on.

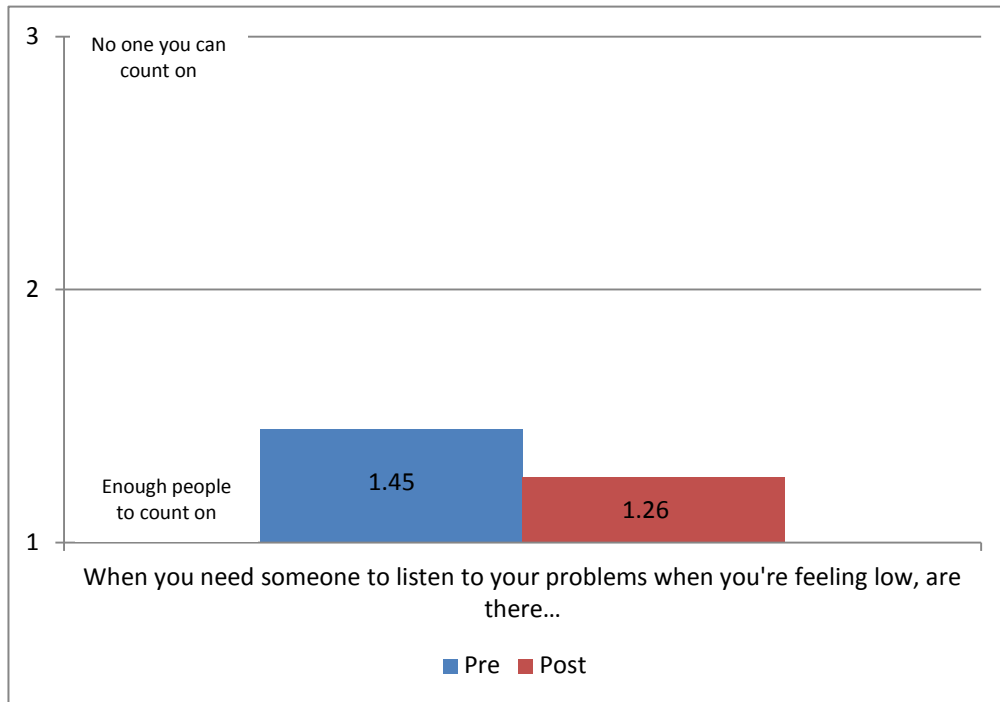
Participants reported decreases in the number of hours their children spent watching television.

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

post-test, highlighting areas in which the Home Visitation parent education programs may have had a positive impact on 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 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.



Cornell University
College of Human Ecology

© 2015 Cornell Cooperative Extension

Cornell University offers equal program
and employment opportunities

