Activities, Accomplishments, Outcomes and Impacts:

Activities

Program Work Team Annual Meetings
The Parenting Education Program Work Team was initiated in March 2004 with the primary goal of fostering communication among parenting educators, as well as providing support and resources to educators throughout New York State. In 2009, the PWT held two meetings in Ithaca, NY (January 28th and May 7th). At the January meeting, Rachel Dunifon and Kim Koko previewed the Cornell Cooperative Extension Parent Education Data Collection System for the Program Work Team. This statewide data collection tool is used to assess the impact of participation in parent education programs on families in New York State. Data is collected on participants of programs that are comprised of at least 6 hours of content delivery. The Program Work Team Members were trained in use of the system, including access and data entry and a pilot program, consisting of the Program Work Team members, was launched following the January Meeting.

During the May 2009 PWT Meeting, updates were provided on the Statewide Data Collection System (which moved from the pilot stage to statewide launch in April 2009). Other meeting activities included soliciting group feedback on new curriculum supplements from the Parental Information and Resource Center (PIRC) established in Jefferson County CCE, newly authored handouts on adolescent development, as well as a forum for the two subcommittees (see below) to provide updates related to ongoing work.

Subcommittee Activities
In 2009, the Adolescent Subcommittee completed two new research-based workshops focused on adolescent development and issues related to parenting teens for the Parenting The Second Time Around (PASTA) curriculum. These two updates, which underwent substantial review and revision, are now a part of the enhanced and newly launched updated PASTA curriculum. Subcommittee efforts also focused on developing new research-based materials on adolescent development for use as supplemental resources/handouts for parent educators and the participants who attend parenting classes and workshops. The effort resulted in a new Parent Page: Teens and Technology that contains useful information regarding teens’ online use, including descriptions of terms and the benefits and drawbacks of technology.

The Parent Education/Nutrition Subcommittee undertook a rather ambitious project to begin developing Healthy Families supplemental materials for use with the Discipline is Not a Dirty Word (DINADW) curriculum. The members of this subcommittee utilized the PWT
Meetings for feedback and suggestions on the materials. This subcommittee also continues to be in close collaboration with individuals involved in the CHANCE Program, a statewide collaborative program funded by the Division of Nutritional Sciences (DNS) and EFNEP at Cornell University, for feedback and input on the development of resources.

Accomplishments
- Statewide launch of the Online Statewide Data Collection System
- Newly revised curricula and resource materials (described above) produced by members of the Adolescent Development and Parent Education and Nutrition Education subcommittees

Outcomes and Impacts
Online Statewide Data Collection Tool
After an extensive period of pilot testing with Program Work Team Members, The Cornell Cooperative Extension Parent Education Data Collection System was launched statewide in April 2009. The collection of statewide data allows Cornell Cooperative Extension parent educators to report the importance of parent education to maintaining healthy families in our communities. The Program Work Team Meetings served as a venue for launching and refining the system, with members providing ongoing feedback as data were entered and collected.

Parenting Education Program Support
In 2009, the PWT focused on revising and updating the Parenting the Second Time Around curriculum (PASTA) with supplemental workshops on adolescent development and parenting teens as well as information and resources on adolescent online use. To facilitate the development of these supplements, the theme of the 2009 January In-Service focused on teens’ online use and media literacy. A Proposal/Request for PWT Special Needs Support (2008-2009) was received and used to cover costs for presenters with expertise in these areas to present at the January In-Service. These presentations were instrumental in providing material for both the curriculum supplements and for developing the handout, Teens and Technology, for parent educators to use in their programming.

The PWT also provided support to members of the Parent Education and Nutrition Education subcommittee who selected to update and revise the Discipline is Not a Dirty Word curriculum—a user-friendly, four-part workshop series for parents designed to address age-appropriate discipline for children and anger management skills for parents—with supplemental nutrition information. PWT Meetings served as a forum for the subcommittee members to provide updates on their progress and for PWT members to review and provide feedback on the supplemental materials.

Evaluation
A long-term goal of the PWT was realized in April 2009 with the official launch of the Cornell Cooperative Extension Parent Education Data Collection System. This tool allows for more rigorous evaluation efforts and the ability to demonstrate the impact of parenting programs across the state. By the end of 2009, 198 participants from 5 counties had entered data in the system, representing a range of parenting programs, with significant findings on 3 of the 10 pre- and post-survey questions. Following the completion of a CCE parenting program, parents reported significant differences in: 1) their belief that they have the
necessary skills to be a good caregiver; 2) the amount of time that they read to their child; and 3) explaining the reasons for the rules they make to their child.

The Parenting Education PWT continues its commitment to addressing specific needs in the area of parenting education in New York State through disseminating research-based information and materials to educators, facilitating rigorous evaluation efforts and promoting a dialogue between community educators and Cornell faculty.