



# **Parent Educators in New York State's Cooperative Extension System**

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## **I. INTRODUCTION**

The Survey Research Institute (SRI) at Cornell was contracted to conduct a Web survey among Educators working for the Cornell Cooperative Extension (CCE) system in areas related to Parenting Education. The primary purposes of this survey were:

1. to create an “inventory” of the type of work educators are doing in all NYS counties (including resources and/or materials they may have to share);
2. gather data on what educators believe they need to support their work; and
3. gain a thorough understanding of the evaluation strategies and tools used by educators across the state.

An additional goal was to produce a printed directory of all extension educators involved in parent education across New York State and distribute it as a resource to foster greater communication among all parent educators.

Study participants were contacted by SRI via e-mail and directed to their website to access and complete the instrument (see Appendix 1 for complete survey). Extension Educators were identified through a list serv maintained by CCE of professionals working in subject areas related to parent and child well-being. The list serv contains 132 members, 90 of whom are educators working for CCE. An announcement e-mail was sent on September 9, 2004 and reminder e-mails were sent to non-respondents on September 13th, September 16th, and September 20<sup>th</sup> (provided in Appendix 2). In total, 50 surveys were completed out of a possible 90 qualifying PWT members with valid e-mail addresses between September 9 and October 1, 2004 (a 56% response rate).

This report summarizes the data gathered from 50 survey respondents and includes information on:

- Geographic distribution of parent educators in NYS;
- Characteristics of parent educators (length of employment, education, certifications);
- Descriptions of areas of current parent education programming delivered in the CCE system;
- Evaluation methods used by CCE educators;
- The extent of collaboration among CCE educators in the course of completing their work; and
- Reported areas in which CCE parent educators believe that additional supports would facilitate their work.

While the results of this survey are informative, it is important to note that the sample in this report may not be representative of all parent educators in New York State.

## II. SURVEY RESULTS

### Geographic Distribution of parent educators

The survey respondents represent 34 different counties, as shown in Table 1.

Table 1. Distribution of Survey Respondents by NYS County (N = 48)

<i>County</i>	<i>Frequency</i>	<i>Percent</i>	<i>County</i>	<i>Frequency</i>	<i>Percent</i>
<b>Albany</b>	2	4.17	<b>Ontario</b>	1	2.08
Allegany			<b>Orange</b>	3	6.25
<b>Broome</b>	1	2.08	Orleans		
<b>Cattaraugus</b>	1	2.08	Oswego		
Cayuga			Otsego		
Chautauqua			Putnam		
<b>Chemung</b>	1	2.08	<b>Rensselaer</b>	1	2.08
Chenango			<b>Rockland</b>	1	2.08
Clinton			<b>Saratoga</b>	1	2.08
<b>Columbia</b>	1	2.08	<b>Schenectady</b>	2	4.17
<b>Cortland</b>	2	4.17	Schoharie		
Delaware	1	2.08	<b>Schuyler</b>	1	2.08
<b>Dutchess</b>	1	2.08	<b>Seneca</b>	1	2.08
Erie	1	2.08	<b>St Lawrence</b>	1	2.08
Essex			Steuben		
<b>Franklin</b>	1	2.08	<b>Suffolk</b>	4	8.33
Fulton			Sullivan		
<b>Genesee</b>	1	2.08	<b>Tioga</b>	2	4.17
<b>Greene</b>	1	2.08	<b>Tompkins</b>	1	2.08
Hamilton			<b>Ulster</b>	1	2.08
Herkimer			<b>Warren</b>	2	4.17
<b>Jefferson</b>	4	8.33	Washington		
<b>Lewis</b>	1	2.08	<b>Wayne</b>	1	2.08
<b>Livingston</b>	1	2.08	Westchester		
Madison			Wyoming		
Monroe			Yates		
Montgomery			Bronx		
<b>Nassau</b>	1	2.08	Kings		
<b>Niagara</b>	1	2.08	<b>New York</b>	3	6.25
Oneida			Queens		
Onondaga			Richmond		

## Characteristics of Parent Educators

*Length of employment.* The average educator has been in his or her current job position for 7.8 years, and has been working in the field of parent education for 11.5 years. Table 2 provides a breakdown of years in the current position and in the field of parent education. It is interesting to note that 32% of parent educators have been in their position more than 10 years, and almost half (47.9%) have been in the field for 10 or more years.

Table 2. Number of years working in parent education

<i>Number of years, current position (n=49)</i>	<i>Percent</i>	<i>Number of years, Field of parent education (n=48)</i>	<i>Percent</i>
2 or less	28.6	2 or less	14.6
3-5	26.5	3-5	22.9
6-9	12.2	6-9	14.6
10-15	20.5	10-15	14.6
More than 15	12.2	More than 15	33.3

*Position/Job Title.* Results of this survey revealed 17 possible job titles held by parent educators. The most frequent title is Extension Community Educator – which characterizes 33% of respondents. Other titles are as follows:

Table 3. Job titles of parent educators (N=48).

<i>Position</i>	<i>N</i>	<i>Percent</i>
Extension Executive Director	0	0
Extension Issue Leader	7	14.5
Senior Extension Educator	2	4.2
Extension Team Coordinator	5	10.4
Senior Extension Resource Educator	3	6.2
Extension Resource Educator	5	10.4
Extension Community Educator	16	33.3
Extension Program Educator II	1	2.1
Extension Program Educator I	0	0
Extension Program Assistant	0	0
Senior Extension Associate	2	4.2
Program Coordinator	2	4.2
Project Director	1	2.1
Home Visitor	1	2.1
Education Specialist	1	2.1
Associate Director, Operations	1	2.1
Site Coordinator, Family Resource Center	1	2.1

*Education.* All survey respondents had completed high school, and the majority are college graduates. In addition, more than half have completed graduate education (60% hold a Master's degree, and 4% have a Ph.D.). Table 4 includes a breakdown of education levels completed by educators.

Table 4: Education Completed

<i>Education Completed</i>	<i>Frequency</i>	<i>Percent*</i>
High School	50	100
Associate's Degree	9	18
Bachelor's Degree	40	80
Master's Degree	30	60
Ph.D.	2	4
<i>*Column total does not equal 100% because more than one response allowed per respondent.</i>		

Areas of study include human development, psychology, sociology, education, home economics and social work. In addition, 30% of respondent's reported completion of other educational certifications, the most common of which is the Family Development Credential.<sup>1</sup>

### III. Parent Education Programming

#### Issues CCE educators are working on

Parent educators were asked to list the top three issue areas in which they work. The responses reveal a wide breadth of work in the area of family and child well being. Table 5 shows the proportion of respondents who ranked each area as the primary one with which they are involved. The three most prevalent issues are general parenting education (26%), child development (12%) and family resource centers (12%).

Table 5. Issue areas ranked by parent educators

<i>Issue Area</i>	<i>N</i>	<i>Percent*</i>
General parenting education	13	26.0
Child Development	6	12.0
Family resource centers	6	12.0
Teens as parents	4	8.0
Literacy	3	6.0
Parenting teenagers	3	6.0
Parenting teenagers	3	6.0
Mandated parent education programs	2	4.0
Relatives as parents	2	4.0

<sup>1</sup> For more information about the FDC, please see <http://www.human.cornell.edu/fldc/index.cfm>.

<i>Issue Area</i>	<i>N</i>	<i>Percent*</i>
Anger Management	1	2.0
Child Care	1	2.0
Early Childhood Education	1	2.0
Expectant parents	1	2.0
Fathering programs	1	2.0
Skill building for parents	1	2.0

\*Column total does not equal 100% because more than one response allowed per respondent.

In addition to the issues shown in Table 5, educators noted that they also work with families to learn effective ways to: discipline children; reduce domestic violence; parent infants and toddlers; and cope with separation, divorce and transitions experienced by stepfamilies.

Type of programs

CCE parent educators were asked if they typically deliver “pre-packaged” programs (e.g., already developed and utilized by CCE) or if they develop their own programs to meet local needs. Twenty-nine educators (58%) primarily rely on pre-packaged programs in the course of their work, while twenty-one (42%) develop their own programs to meet the needs of their community.

Survey respondents were provided a long list of CCE programs and asked to both check all the programs they are involved in, and also to identify the one “primary” program on which they are most highly involved. Table 6 shows the proportion of educators involved with each program, as well as those programs identified as “primary.” The most commonly-used program is *Discipline is not a Dirty Word*, with 52% of educators reporting some use of the program, and 18% reporting that it is the primary program that they use. Other popular programs are *Parenting Skills Workshop Series*, *Bookstart*, and *Parenting a Second Time Around*.

Table 6: Proportion of educators involved with each program

<i>Program</i>	<i>Educators involved with Program</i>		<i>Educators who identified Program as “Primary”</i>	
	<i>N</i>	<i>Percent*</i>	<i>N</i>	<i>Percent</i>
Discipline is not a Dirty Word	26	52.0	9	18.0
Parenting Skills Workshop Series (PSWS)	18	36.0	3	6.0
Bookstart	13	26.0	1	2.0
Parenting a Second Time Around (PASTA)	13	26.0	2	4.0
Parenting Teens	13	26.0	4	8.0
Family Resource Centers	11	22.0	5	10.0

<i>Program</i>	<i>Educators involved with Program</i>		<i>Educators who identified Program as "Primary"</i>	
	<i>N</i>	<i>Percent*</i>	<i>N</i>	<i>Percent</i>
Home Visitation	11	22.0	1	2.0
Parents Apart	8	16.0	0	
Active Parenting	7	14.0	1	2.0
Pre-parenting	7	14.0	0	
For Fathers Only	6	12.0	1	2.0
Anger Management	5	10.0	0	
Parenting at Your Fingertips	5	10.0	0	
Positive Parenting	3	6.0	3	
Systematic Training or Effective Parenting (STEP)	3	6.0	0	
Parents as Teachers	2	4.0	2	4.0
Piece by Piece	2	4.0	2	4.0
Principals of Parenting	2	4.0	2	4.0
Smart Steps	2	4.0	2	4.0
Teens as Parents of Babies and Toddlers	2	4.0	2	4.0
Parent Partner Program	1	2.0	0	
Other	20	40.0	10	20.0
<b>Total</b>			<b>50</b>	<b>100.0</b>

\*Column total does not equal 100% because more than one response allowed per respondent.

### Who is eligible for parent education programs?

*Eligible populations.* The range of people eligible for programs illustrates the far reach of parent education programs in NYS. Parents and grandparents are eligible for the majority of the primary programs reported by educators in this survey. In addition, child care providers and educators from other agencies are eligible to participate in many of the programs listed.

Table 7: Groups eligible for programs

<i>Eligible Group</i>	<i>N</i>	<i>Percent*</i>
Parents	42	84.0
Grandparents	37	74.0
Child care providers	28	56.0
Educators from other agencies	24	48.0
Teens	17	34.0
Incarcerated parents	15	30.0
Children <12	9	18.0
Interested adults	4	8.0
Others	12	24.0

\*Column total does not equal 100% because more than one response allowed per respondent.

*Mandated participation.* Less than one quarter (22.9%) of survey respondents reported that none of their program participants are court ordered to attend. Table 8 provides specific percentages of participants mandated to attend parent education programs.

Table 8. What percent of participants are court-ordered or mandated?

<i>Percent Mandated Participants</i>	<i>N</i>	<i>Percent</i>
None	11	22.9
Less than 10%	17	35.4
10-25%	6	12.5
25-50%	6	12.5
50-75%	5	10.4
75-100%	3	6.25
<b>Total</b>	<b>48</b>	<b>100.0</b>

#### **IV. Evaluation**

##### Current Evaluation Activities

The majority of parent educators (76%) regularly evaluate their programs. This evaluation is often required by their funding agencies. Most funding agencies request demographic data on program participants, including both the number of participants (72%) and the number who complete the program (44%). In addition, educators are asked to provide information on participant's satisfaction with the program (44%), changes in participant knowledge (62%), behavior (48%), and attitudes (38%) after completing the program. Only 12 (24%) educators reported no requests from funding agencies for evaluative information. Finally, the number of parent educators who use an outside evaluator is very low, only 3 (6%) out of the 50 respondents.

##### Instruments used or evaluation method

Survey respondents were asked to identify all of the evaluation methods (or instruments) they use when assessing their program's impact. Table 9 provides a list of each evaluation method identified and the proportion of parent educators who rely on each method.

Table 9: Evaluation Methods utilized by parent educators

<i>Method</i>	<i>N</i>	<i>Percent*</i>
Pre/post Questionnaire	21	42.0
Feedback cards	19	38.0
Questionnaire (1 time)	13	26.0
Phone interview	9	18.0
Other methods	6	12.0
Focus groups	4	8.0
Mail survey	2	4.0

*\*Column total does not equal 100% because more than one response allowed per respondent.*

The most widely used evaluation methods are pre/post questionnaires and feedback cards. In addition, when asked about the use of treatment or control groups or any method of comparing two groups to assess program effect, 2 (4%) respondents reported their use.

### Outcomes Measured

Educators were asked what types of outcomes they measure when conducting evaluations. A majority of educators (60%) reported tracking both participant outcomes (e.g., change in knowledge or attitude), and participant satisfaction with the program for evaluative purposes, while 12% track participant satisfaction only, and 4% report on participant changes in knowledge or attitude only.

When describing the specific outcomes they measure, educators stated that they try to make assessments in several areas, including: participants' level of information about the topic; behavior changes; attitudes towards a problem area in their life; ability to handle specific parenting challenges; and feelings about their situation that result from program completion. One respondent assesses change in knowledge, behavior and attitude, specifically, "...change in knowledge regarding local resources, legal rights, financial benefits, and human interactions. Change in behavior related to discipline, interaction with helping professionals, and interaction with children. Change in attitude regarding personal status and interaction with children." Other educators track the changes in participant knowledge using statewide indicators as a comparison. For example, one educator notes, "Even Start NYS Indicators are also used to evaluate specific outcomes related to parent and child literacy and parent's work/training goal accomplishments."

Less than a quarter (18%) of educators reported that they have the ability to track rates of participant recidivism (a relapse into a previous condition or mode of behavior ) as a possible outcome of their program. (It is important to

note also that only 4% of educators reported that this information requested by their funding agency).

**Barriers faced in evaluating Parent Education Programs**

Parent Educators were asked to list any difficulties they face when trying to evaluate their programs, with the most common response being lack of funds for evaluation. Additionally, 48% of respondents reported that a lack of knowledge about the evaluation process, including measurement and data analysis, served as a barrier when evaluating programs. Table 10 summarizes the frequency of barriers reported.

Table 10: Barriers to Evaluating Programs

<i>Barrier</i>	<i>N</i>	<i>Percent*</i>
No funds for evaluation	25	50.0
Don't know how to measure program outcomes	11	22.0
Don't know how to analyze data	8	16.0
Unfamiliar with evaluation process	5	10.0
Time constraints	4	8.0
Inconsistent attendance of participants	2	4.0
Lack of expertise	2	4.0
Participants not available for follow up	3	6.0
<i>*Column total does not equal 100% because more than one response allowed per respondent.</i>		

**V. Collaboration among Parent Educators**

**Current Collaboration Activity**

Parent Educators provided information about areas of professional collaboration that they are involved in during the course of their work, with 100% of educators reporting that they engage in collaborative activities as a regular part of their programming. Of those educators who engage in collaborative activities, 84% classified the collaborations as *community*, 78% reported *county* collaborations, and 44% reported collaborative efforts occurring *statewide*. In addition, many educators (24%) report that some of their work involves collaborations with other organizations or Extension Systems outside if New York State.

When asked to identify the preferred activities in which they collaborate with other educators, the following responses were reported:

Table10: Preferred Collaborative activities

<b>Activity</b>	<b>N</b>	<b>Percent*</b>
Resource sharing	46	94.0
Training educators	36	72.0
Curriculum development	24	48.0
Funding/grant writing	14	28.0
Evaluation strategies	10	20.0
Other	6	12.0
Conferences and workshops	2	4.0

*\*Column total does not equal 100% because more than one response allowed per respondent.*

The three most frequent choices for collaborations among educators include resource sharing (94%), training programs (78%) and curriculum development (48%).

Educators also identified several additional activities or people that they would like to collaborate with in the future. Specific responses were funding and training opportunities. One educator stated the need for collaboration in funding activities, "...in order to move forward to continue current programming efforts to all pregnant and parenting teens in our county, it is necessary for our Extension to identify potential funding sources. Therefore it would be helpful to collaborate with other Extension's in New York to determine the best practice for securing future funding." In addition, educators expressed a need for more facilitator training, sometimes connected to a specific CCE parent education program. For example, one respondent states that she would be "interested in collaborating in training PSWS facilitators in other parts of New York State, or out of state...and spreading the language and skills of PSWS to a wider audience, including teachers, therapists, child care workers, and employers."

### Resources to share

Survey respondents were given an opportunity to identify the three most valuable resources they could share with other parent educators, and the responses included media resources (including web-based materials, publications and visual aids), interpersonal support and networking activities, and curricula or other materials focused on general parenting, discipline, non traditional parents, teen parents, and literacy. Networking, collaboration, training and basic communication were the most frequent interpersonal resources that respondents listed.

## VI. Professional Support Parent Educators Need

One purpose of conducting this survey was to determine the types of professional support that parent educators need to facilitate their work.

### Activities

When asked how extension faculty on campus could be most useful to supporting their work, educator’s responses focused on three separate areas: communication with faculty, assistance with programs, and access to research. In terms of communication, one educator states it would be helpful if faculty were, “... available for e-mails, conferences, trainings, supporting research or input on research to support our programs.”

One area in which educators frequently state the need for faculty assistance is the grant application process and securing funding to start or continue programs. “As funding for programs become more of a challenge, local extension could use support searching for and applying for grants. The local resource educator’s hours are stretched to the limit, attempting to develop programs, teach workshops, and (we) spend many hours searching for funds so excellent programs can continue.”

Generally, educators are happy with the existing HD Research Update and believe that Cornell should continue presenting research to educators at the Human Development Research Update each June in Ithaca. However, one way to make the information more useful for educators is to include “a discussion about how they (faculty) envision us relating their research to parents in the communities where we work.” In addition to these three broad areas of support, educators listed specific activities as a way for faculty to provide more support to educators:

Table11: Activities to support educators

<i>Activity</i>	<i>N</i>	<i>Percent*</i>
❖ Regular training	30	60.0
❖ Complete curriculum binder	30	60.0
❖ Listserv	24	48.0
❖ June In-service	24	48.0
❖ Active work groups	17	34.0
❖ Summer Institutes	17	34.0
❖ Site visits	15	30.0
❖ Regional meetings	11	22.0
❖ Conference calls	10	20.0
❖ More phone contact	9	18.0
❖ Other	5	10.0

\*Column total does not equal 100% because more than one response allowed per respondent.

Suggested topics on which more information was needed included child development, locating research sources, and effective anger management for parents. Regional meetings were requested as a way of helping educators to be better informed about current research. In addition, 34% of respondents suggested that summer institutes featuring Cornell faculty and other experts would be useful, with the preferred length ranging from 1 day to 1 week (3-5 days was most frequently chosen).

### Curricula

Respondents were asked to list curricula or older research-based materials they believe need to be updated, and the most frequent request was for the re-establishment of "Human Development Fact Sheets." Other curricula suggested as being in need of updating were *Discipline is Not a Dirty Word*, *Parent Express*, and *Teens as Parents of Babies and Toddlers*. Given that DNDW is the most commonly-used curriculum among respondents, updating it may be a priority. Additionally, areas in which respondents believed new curricula needs to be developed include literacy, adolescents, and parenting special needs children. Many educators are now working with parents of children with very specific needs such as, "ADD/ADHD, Oppositional Defiant Behavior, Bi-Polar Behavior, and Asperger Syndrome." Other areas of concern are bullying and anger management skills for teens and pre-teens.

### Future Issues

Parent educators were given an opportunity to identify issues for future discussion among parent educators. Their responses included various curricula topics, program development concerns, and increasing communication among CCE educators in New York State. Many educators emphasized the importance of continued communication among CCE parent educators:

*I would like to find a way to maintain contact with all the wonderful parent educators I meet at various trainings who live in other counties throughout NY. Is there a workshop/ retreat that can be planned once or twice a year just to get together and get caught up with each other?*

*Parenting educators need to meet for mutual support and brainstorming. They need contact with faculty who can help them sort out research based programs from "other".*

*The opportunity to meet with other parenting educators and coordinators of programs helps me keep the energy flowing, stimulates and refreshes me. Learning about what others are doing, discovering materials, and tips help enhance ours programs.*

One specific concern is the need for a more unified approach to evaluating CCE parent education programs, as stated by one respondent, “My one request would be to develop a shared, simple evaluation tool that could be administered through all parenting programs to gather a large set of data on program impact. Would love to talk more about the plausibility of this, and, if it is at all possible to design such a generic tool, to be part of a pilot to try it out.”

## VII. CONCLUSION AND DIRECTIONS FOR FUTURE WORK

The results of this web survey show many important characteristics of parent educators throughout New York State. The scope of their work is tremendous, and their expertise dedication to their work is obvious. Not surprisingly, these educators rely a great deal on collaboration in the course of their work, and would like to do so even more in the future, both with each other and with Cornell faculty. Many educators share the same concerns regarding program development, implementation and evaluation of their program outcomes. Many of these difficulties can be addressed through increased communication among the educators themselves, as well as with researchers at Cornell who study areas related to parents and family well being.

Specifically, the results of this study highlight several issues that the Parenting Program Work Team could begin to address, including:

- updating *Discipline is Not a Dirty Word*;
- identifying or developing good curricula in the areas of literacy, adolescent development, and parenting special needs children;
- putting together a complete curriculum binder;
- providing educators with resources or training on evaluation methods;
- developing and testing a shared evaluation tool that can be used across the state;
- pursuing opportunities for educators from across the state to connect with each other;
- providing assistance with grant-seeking and grant-writing process; and
- increasing access to faculty research and knowledge.

A key goal now is to prioritize among these issues, set specific goals to address them, and develop working groups to carry them out.

Appendix 1: Web survey  
**Parent Education Survey**

**Please fill in your contact information (this information will only be used to generate a printed directory of all parent educators in New York State, which will be distributed to all survey respondents).**

Name  
Address  
City State Zip  
Phone ext.  
Email

**The first set of questions is about where you work and what you do.**

1. Please tell us the county in which you work:
2. What is your job title/position?
3. Please select the top three issue areas in which you work:  
1:  
2:  
3:  
Other:
4. How many years have you been in your current position?
5. How long have you been working in the field of parent education?
6. Please describe any certification or degrees you have completed (or are working to complete):

**Now that we know a little about your work, please answer the following questions about your specific areas of expertise and the characteristics of programs you are involved in:**

7. Do you primarily develop specific programs to meet local needs or do you primarily deliver "prepackaged" programs (e.g., PSWS, PASTA)?
8. What parent education programs are **you** involved in at this time?

Please check **ALL** programs that you are involved in:

Active Parenting  
Anger Management  
Bookstart  
Discipline is not a Dirty Word  
Family Resource Centers  
For Fathers Only  
Home Visitation  
Parents Apart

Parenting a Second Time Around (PASTA)  
Parenting at Your Fingertips  
Parenting Teens  
Pre-parenting  
Parent Partner Program  
Parenting Skills Workshop Series (PSWS)  
Systematic Training or Effective Parenting (STEP)  
Other, please specify:

8b. What parent education program are **you** primarily involved in at this time? (If there is not one program you are primarily involved with, please choose the one you are most knowledgeable about).

**Select only one:**

Active Parenting  
Anger Management  
Bookstart  
Discipline is not a Dirty Word  
Family Resource Centers  
For Fathers Only  
Home Visitation  
Parents Apart  
Parenting a Second Time Around (PASTA)  
Parenting at Your Fingertips  
Parenting Teens  
Pre-parenting  
Parent Partner Program  
Parenting Skills Workshop Series (PSWS)  
Systematic Training or Effective Parenting (STEP)

**The next questions (#9-15) refer to the primary program identified in question 8b:**

9. Who is eligible for this program?

**Check all that apply:**

child care providers  
children under 12  
grandparents or other caregivers  
incarcerated parents  
military families  
parent educators from other agencies  
parents  
teens  
Other, please specify

10. What percent of participants are court-ordered or mandated?

None  
less than 10%  
10-25%

25-50%  
50-75%  
75-100%

11. Do you regularly evaluate this program?

**The following questions are about the type of evaluation tools you use to assess the program's impact.**

11a. What evaluation method or process do you engage in?

**Check all that apply:**

Feedback cards

Focus groups

Follow up phone interviews

Questionnaire – one time only

Pre/post questionnaires

Outside evaluator

Comparison between two groups

Comparison of a randomly assigned treatment and a control group  
(one who participated in program, one group that did not)

Other, please specify:

12. Are your evaluation instruments designed to measure

**Check one:**

a) participant outcomes (e.g., change in knowledge, behavior or attitude);

b) participant satisfaction with the program; or

c) Both.

**If you checked either a or c, please answer question 12a.**

12a. please describe the specific outcomes you measure.

13. Do you have the ability to track rates of participant recidivism (a relapse into a previous condition or mode of behavior) as a possible outcome of your program?

yes

no

14. What are the difficulties faced when trying to evaluating your program?

**Check all that apply:**

no funds for evaluation

don't know how to measure program outcomes

don't know how to analyze data

unfamiliar with evaluation process

other, please specify:

15. What type of evaluative information does your funding agency request of you as part of the grant process?

**Check all that apply:**

participation satisfaction  
number of participants  
number completing series  
recidivism  
change in attitude  
change in behavior  
change in knowledge  
Not applicable

**Please provide us with some information about areas of professional collaboration that you are involved in during the course of your work:**

16. Do you collaborate with other individuals or organizations in the course of your work?

17. Would you classify this collaboration as community, county or statewide?

**Check all that apply:**

community  
county  
statewide

18. When you collaborate with others, does it involve organizations or Extension systems outside of New York State?

**If so, please specify:**

19. What are the preferred activities in which you collaborate with other educators?

**Check all that apply:**

Funding/grant writing  
evaluation strategies  
curriculum development  
resource sharing  
training educators  
Other, please specify:

20. What are the three most valuable resources you use that you could share with other parent educators?

1:  
2:  
3:

21. Please identify any additional activities or people that you would like to collaborate with in the future:

**We'd also like to know more about the types of professional support you need to facilitate your work as a parent educator.**

22. How can extension faculty on campus be most useful to supporting your work?

23. Please list areas in which faculty should provide more support to educators.

**Check all that apply:**

Regular training

If so, on what topic?

More phone contact

Site visits

Active work groups

If so, please specify topic.

Complete curriculum binder

Summer Institutes

If so, for what purpose or topic?

How long would the Institute be?

Who would you like to speak at the event?

Listserv

June In-service

Regional meetings

If so, for what purpose or topic?

Conference calls

Other:

24. What, if any, curricula or older research-based materials do you think need to be updated?

25. Please list any new areas in which you think curricula need to be developed.

Finally, please provide us with any feedback or list any issues for future discussion among parent educators.

## Appendix 2: E-mails sent to respondents

09/09/2004

Hello [[fname]] [[lname]]!

As a Parenting Educator in New York State, we need your help with this web survey conducted by the *Parenting in Context* project at Cornell University. **(If you are no longer involved in parent education programs, please disregard this e-mail and delete this message.)**

The primary purposes of this survey are: to create an "inventory" of the type of work educators are doing in all NYS counties (including resources and/or materials they may have to share); gather data on what educators believe they need to support their work; and gain a thorough understanding of the evaluation strategies and tools used by educators across the state. We also hope to produce a printed directory of all extension educators involved in parent education across New York State and distribute it as a resource to foster greater communication among all parent educators. In addition, to thank you for your participation, your name will be entered into a drawing for one of four \$25.00 gift certificates from Amazon.com.

We are very fortunate to have the assistance of Cornell University's *Survey Research Institute* to implement the survey, and your willingness to send us a prompt response to this survey by **September 23** is greatly appreciated!

Included below is the link to the survey and explicit instructions you need (please save this e-mail until you have completed the survey):

To take the survey, please use the following link:  
[http://sri.cornell.edu/parented/index.cfm?id=\[\[survID\]\]](http://sri.cornell.edu/parented/index.cfm?id=[[survID]])

If you are asked for a login id, please use the five digit number that follows the link ([[survID]])

Please note that if you begin the survey and need to finish it at another time, simply click on the "Finish later" button at the bottom of the page. When you want to complete the survey, click on the survey link again, enter your id number and click the "next" button until you reach the page where you left off previously. Once you have completed the entire survey click on the "Submit survey" button on the last page.

If you have any difficulties accessing the survey or logging back onto to the survey please contact [surveyresearch3@cornell.edu](mailto:surveyresearch3@cornell.edu).

Thank you.

09/13/2004

Hello [[fname]] [[lname]]!

This note is a gentle reminder that we have not yet received your responses to the parent education web survey. As a Parenting Educator in New York State, we need your help with this web survey conducted by the Parenting in Context project at Cornell University. Your willingness to send us a prompt response to this survey by **September 23** is greatly appreciated!

To take the survey, please use the following link:  
[http://sri.cornell.edu/parented/index.cfm?id=\[\[survID\]\]](http://sri.cornell.edu/parented/index.cfm?id=[[survID]])

Thank you so much for your input!

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09/16/2004

Hello [[fname]] [[lname]]!

This note is a gentle reminder that we have not yet received your responses to the parent education web survey. As a Parenting Educator in New York State, we need your help with this web survey conducted by the Parenting in Context project at Cornell University. Your willingness to send us a prompt response to this survey by September 23 is greatly appreciated!

To take the survey, please use the following link:  
[http://sri.cornell.edu/parented/index.cfm?id=\[\[survID\]\]](http://sri.cornell.edu/parented/index.cfm?id=[[survID]])

If you have tried to open the survey previously and are experiencing any type of technical difficulties completing the survey, please contact the Survey Research Institute at 607-255-3786 or [surveysteam3@cornell.edu](mailto:surveysteam3@cornell.edu) as soon as possible.

Thank you so much for your input!

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09/20/2004

Hello [[fname]] [[lname]]!

This note is a gentle reminder that we have not yet received your responses to the parent education web survey. As a Parenting Educator in New York State, we need your help with this web survey conducted by the Parenting in Context project at Cornell University.

Please note that one purpose of this survey is to print a directory of all educators involved in parent education, which will be provided to you free of charge. Completion of this survey will provide us with the information necessary to both include your information in

the directory, as well as provide you with a free copy of this important resource. The deadline for survey responses is this Thursday, September 23rd. Once your survey is submitted, you will automatically be entered in a drawing to win one of four \$25.00 gift certificates from Amazon.com. Your willingness to send a response is greatly appreciated!

To take the survey, please use the following link:  
[http://sri.cornell.edu/parented/index.cfm?id=\[\[survID\]\]](http://sri.cornell.edu/parented/index.cfm?id=[[survID]])

If you have tried to open the survey previously and are experiencing any type of technical difficulties completing the survey, please contact the Survey Research Institute at 607-255-3786 or [surveyresearch3@cornell.edu](mailto:surveyresearch3@cornell.edu) as soon as possible.

Thank you so much for your input!